



International Charter School
of New York

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Matthew Levey, School Director prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mark Carhart	Chair, Governance Committee
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Matthew Levey has served as the School Director since 2015.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

The mission of International Charter School (ICS) is to prepare elementary school students for success in education and the community through a school that integrates cultural literacy, high standards-based academics and character development. ICS is committed to an economically and culturally diverse design that will encourage students to embrace new points of view, develop critical thinking skills and nurture empathy.

ICS's primary goal is to deliver a coherent curriculum with lessons that build on one another and link across disciplines to give students context for their accumulating knowledge. ICS is among a small group of charter schools who seek to bring diverse populations together in Community School District #13 (CSD 13).

ICS is located in Downtown Brooklyn. With the surrounding communities of Bedford-Stuyvesant, Ft. Greene and Carroll Gardens, it is one of the most culturally and economically diverse areas of Brooklyn. ICS serves grades K through 5 and has sought to add a middle school as well.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14														
2014-15														
2015-16	60	51												
2016-17	95	66	50											
2017-18	86	97	63	36										

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

ICS Students will demonstrate proficiency in reading, writing and comprehending the English language.

BACKGROUND

ICS's ELA curriculum utilizes the Core Knowledge Language Arts (CKLA) curriculum model found on Engageny.org, which is aligned to the Common Core Learning Standards. In the primary grades, the focus is on phonics and using decodable text. The skills portion also provides students with grammar and parts of speech that are applicable to their grade level. The students are exposed to a variety of content in the units to build background knowledge. From second grade on, the instructional texts are linked to the units of study, whereby students are reading grade level or above grade level texts in preparation for the New York State Exam. In addition, teachers provide experiences with complex text through Close Reading and interactive read-alouds. Both components of the CKLA curriculum provide writing instruction, with support from the Lucy Calkins writing curriculum model.

ELA instruction takes place for 1 hour and 45 minutes per day (2 separate blocks) by 2 ELA teachers using a co-teaching model. When appropriate, assistance from an ESL or Special Education Teacher for push-in or pull-out support is provided.

In addition to the curriculum-based performance tasks, students took unit exams, DIBELS benchmarks with bi-weekly progress monitoring and other internally developed assessment tools. Professional Development was provided to all teachers in the form of coaching, external PDs, and internal PDs on school-wide literacy practices.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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2017-18 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	33	5	0	0	2	40
4						
5						
6						
7						
8						
All	33	5	0	0	7	40

RESULTS AND EVALUATION

Forty-two percent of 3rd grade students in their second year at ICS were proficient on the 2018 NYS ELA Exam.

ICS did not meet this measure. It fell 33% short of this measure.

Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	52	33	42	26
4				
5				
6				
7				
8				
All	52	33	42	26

ADDITIONAL EVIDENCE

52% of all ICS 3rd grade students tested were proficient. ICS's performance of all 3rd grade students on the 2018 NYS ELA Exam was 1% higher than NYS 3rd graders and just 4% lower than CSD #13 third graders.

ELA Performance by Grade Level and Year

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A		N/A		42	26
4						
5						
6						
7						
8						
All	N/A		N/A		42	26

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

ICS's PLI value based on the 2018 NYS ELA Exam is 150.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
33	6	42	39	12

$$\begin{array}{rclclclcl}
 \text{PI} & = & 42 & + & 39 & + & 12 & = & 93 \\
 & & & & 39 & + & 12 & = & 51 \\
 & & & & & + & (.5)*12 & = & 6 \\
 & & & & & & \text{PI} & = & 150
 \end{array}$$

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Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

Forty-two percent of ICS 3rd grade students in at least their second year at ICS were proficient on the 2018 NYS ELA Exam. In NYC Community District #13, 56% of 3rd graders were proficient on the same exams.

ICS did not meet this measure. ICS's 3rd grade students in at least their second year at ICS fell below District 13's 3rd grade performance by 14%. 52% of all ICS 3rd grade students that took the 2018 NYS ELA Exam were proficient. This was 4% below 3rd grade proficiency in CSD #13.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	42	26	56	999
4				
5				
6				
7				
8				
All	42	26	56	999

ADDITIONAL EVIDENCE

ICS's proficiency rating on the NYS ELA Exam for students in at least their second year is 2.97. NYC's average is 2.91 for students in the same grade on the same exams according to the 2018 NYS ELA Exam ISA Report.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A		N/A		42	56
4						
5						
6						
7						
8						
All	N/A		N/A		42	56

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

ICS’s effect size cannot be calculated because this is the first year that ICS students have taken the NYS ELA Exam.

2016-17 English Language Arts Comparative Performance by Grade Level

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Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A – no students tested in 16-17					
4						
5						
6						
7						
8						
All	N/A	N/A	N/A	N/A	N/A	N/A

School's Overall Comparative Performance:

N/A because no students were tested in 16-17

ADDITIONAL EVIDENCE

N/A because 2018 is the first year for which ICS students have NYS ELA Exam data.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	N/A					
2015-16	N/A					
2016-17	N/A					

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

N/A because 2018 is the first year that 3rd grade students took the NYS ELA Exam at ICS.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

ADDITIONAL EVIDENCE

N/A because 2018 was the first year that ICS's 3rd grade took the NYS ELA Exam.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	N/A	N/A	N/A	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All	N/A	N/A	N/A	50.0

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Goal 3: Optional Measure

METHOD:

Each year, 75% of students enrolled at the school in at least their second year will score in the 60th percentile or higher on their End of Year DIBELS Benchmark Test.

Each year, at least 60% of students enrolled at the school in at least their second year will achieve typical or higher growth as assessed by the DIBELS ELA Benchmark Test growth model.

RESULTS AND EVALUATION:

71% of students enrolled at ICS in at least their second year scored at the 60th percentile or higher on their End of Year DIBELS ELA Benchmark Test. ICS fell 4% below this measure.

93% of students enrolled in at least their second year at ICS achieved typical or higher growth as assessed by the DIBELS ELA Benchmark Test growth model. ICS met this measure.

ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

ICS met one of the three applicable measures within its overarching goal. Proficiency of all 3rd grade students on the 2018 NYS ELA Exam fell just 4% below CSD #13’s 3rd grade students, and exceeded NYS’s 3rd grade students by 1%.

In addition, ICS met its custom growth measure, with 93% of all students in at least their second year showing typical or higher growth as assessed by the DIBELS ELA Benchmark Test growth model.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	The school’s PI is 150
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	ICS’s proficiency of all students was 52%, just 4% below CSD #13 for 3 rd grade students

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Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A – no students tested in 16-17
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	N/A – no students tested in 16-17
Absolute	Each year, 75% of all students who are enrolled at the school in at least their second year will score in the 60 th percentile or higher on their End of Year DIBELS Benchmark Test.	ICS fell 4% short of this measure
Growth	Each year, at least 60% of students enrolled in at least their second year will achieve typical or higher growth as assessed by the DIBELS ELA Benchmark Test growth model.	Achieved

ACTION PLAN

ICS will continue to work on making improvements in the quality of instruction and in student outcomes based on that. The school has improved the uniformity of teacher-created lesson plans and supplemented core instruction with an additional 45 minutes of daily small group instruction (SGI) for remediation and enrichment in ELA. ICS has implemented a Close Reading program that targets contextual understanding and inferential skills. In addition, ICS has hired support staff to plan and administer RTI to a larger number of students in at risk groups.

ICS has also changed its benchmarking program from DIBELS to EasyCBM as it offers a more nuanced assessment of ELA skills, with norm-referenced progress monitoring conducted on a bi-weekly schedule. This additional data has allowed administration to isolate common areas of deficit across grades and make ongoing adjustments to daily small group instruction (SGI) to immediately address gaps in mastery of standards and skills.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will show competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

ICS incorporates a math curriculum that utilizes the Eureka Math program provided through Engageny.org. This is used in grades K through 4 to teach content, skills and number fluency that will support student proficiency and growth in the subsequent years of middle school. ICS then uses designated small group instruction (SGI) time for remediation and enrichment. Interim assessments and benchmark exams are a combination of questions from past state exams, nationally-normed standards-based questions and internally created questions to help collect data on student mastery of standards and skills.

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Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	31	5	0	1	3	40
4						
5						
6						
7						
8						
All	31	5	0	1	3	40

RESULTS AND EVALUATION

Seventy-two percent of ICS students in at least their second year at ICS were proficient on the 2018 NYS Math Exam.

The school did not meet this measure. It fell just 3% below the 75% mark.

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68	31	72	25
4				
5				
6				
7				
8				
All	68	31	72	25

ADDITIONAL EVIDENCE

ICS updated its math curriculum after the first school year in 15-16. The uniformity across grades, alignment to common core standards, and dedicated daily math RTI block has helped the school improve overall proficiency, falling just 3% short of the 75% threshold in its first testing year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A		N/A		72	25
4						
5						
6						
7						
8						
All	N/A		N/A		72	25

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

ICS's PI for the 2018 NYS Math Exam is 180.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
31	3	29	39	29

PI	=	29	+	39	+	29	=	97
				39	+	29	=	68
					+	(.5)*29	=	15
						PI	=	180

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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RESULTS AND EVALUATION

Seventy-two percent of ICS 3rd grade students in at least their second year were proficient on the 2018 NYS Math Exam, while 54% of students in NYC Community School District #13 were proficient on the same exam in the same grade.

ICS met this measure by exceeding CSD #13 by 18%.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	72	25	54	1007
4				
5				
6				
7				
8				
All	72	25	54	1007

ADDITIONAL EVIDENCE

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A		N/A		72	54
4						
5						
6						
7						
8						
All	N/A		N/A		72	54

Goal 2: Comparative Measure

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Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

N/A – 2018 is the first year for which ICS is submitting NYS Math Exam results

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A - first exams were given in 2018					
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

N/A – 2018 was the first testing year for ICS.

ADDITIONAL EVIDENCE

N/A – 2018 was the first year for which ICS has NYS Math Exam scores.

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Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	N/A					
2015-16	N/A					
2016-17	N/A					

Goal 2: Growth Measure⁷

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

N/A – 2018 was the first year ICS submitted NYS Math Exam scores.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

N/A – 2018 was ICS’s first testing year. There are no prior year results for comparison.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	N/A	N/A	N/A	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All	N/A	N/A	N/A	50.0

Goal 4: Optional Measures

METHOD:

Each year, 75% of students enrolled at the school in at least their second year will score strategic or higher as assessed by the End of Year DIBELS Math Test.

Each year, at least 60% of students enrolled at the school in at least their second year will achieve typical or higher growth as assessed by the DIBELS Math Test growth model.

RESULTS AND EVALUATION:

92% of students enrolled at ICS in at least their second year achieved strategic or higher as assessed by the End of Year DIBELS Math Test. ICS met this measure.

73% of students enrolled in at least their second year at ICS achieved typical or higher growth as assessed by the DIBELS Math Test growth model. ICS met this measure.

ADDITIONAL EVIDENCE:

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	ICS proficiency was 72% for 2 nd year students
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	The school's PI is 180
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	N/A
Absolute	Each year, 75% of students enrolled at the school in at least their second year will score strategic or higher on their End of Year DIBELS Math Test.	Achieved
Growth	Each year, at least 60% of students enrolled at the school in at least their second year will achieve typical or higher growth as assessed by the DIBELS Math Test growth model.	Achieved

ACTION PLAN

ICS will continue to look to improve the quality of mathematics teaching and learning. The school will conduct an item analysis of the standards measured from prior NYS Math Exams to identify areas for improvement, and allocate dedicated instruction time to support key areas of student deficit. In addition, ICS is providing regular professional development focused on examining and refining the way teachers model strategies and question students' mathematical thinking, with the goal of improving number sense and numeric fluency.

GOAL 3: SCIENCE

Goal 3: Science

ICS students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.

BACKGROUND

The vision for ICS’s science program is to promote scientific literacy through engaging hands-on experiences. ICS’s science curriculum is a combination of teacher-created units of instruction with the incorporation of Dimensions, FOSS and Amplify curricula for physical science, life science and earth and space science. ICS emphasizes the engineering design process alongside evidence-based scientific explanations in order to promote problem solving skills and prepare for the NYS Science Exam. The school’s over-arching goal is to nurture a lifelong fascination with the natural world that leads to future directed learning. ICS strives for students to be scientifically literate citizens who are able to think critically about real-world problems.

ICS did not have an eligible science testing grade in 2018. The school will administer the 2018 NYS Science Exam to 4th grade students and compile an item analysis to refine the instructional focus in preparation for the school’s first NYS 4th Grade Science Exam in 2019.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school did not administer the New York State Testing Program science assessment to students in 4th grade in spring 2018.

RESULTS AND EVALUATION

N/A – ICS did not have an eligible testing grade for Science in 2018.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	N/A			
8				
All	N/A			

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

N/A – ICS did not have a Science testing grade in 2018.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	N/A					
8						
All	N/A					

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

N/A – ICS did not have a Science testing grade in 2018.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	N/A			
8				
All	N/A			

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

N/A

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	N/A		N/A		N/A	
8						
All	N/A		N/A		N/A	

SUMMARY OF THE SCIENCE GOAL

N/A – ICS did not have a Science testing grade in 2018.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

N/A – ICS did not have a Science testing grade in 2018.

GOAL 4: ESSA

Goal 4: ESSA

ICS will be in Good Standing.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

ICS is in Good Standing.

ADDITIONAL EVIDENCE

ICS has always been in Good Standing and will maintain that designation for the 2018-2019 school year.

Accountability Status by Year

Year	Status
2015-16	In good standing
2016-17	In good standing
2017-18	In good standing

