



ICAHN CHARTER SCHOOL 5

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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INTRODUCTION

Danielle Masi, Principal and Dr. Arthur H Pritchard, consultant prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Voting Board Position
Gail Golden	President
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Phyllis Hall	Parent Member

INTRODUCTION

The mission of Icahn Charter School 5 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility. Icahn Charter School 5 opened in September 2011 and served grades kindergarten through second grade.

Our school is composed of 51% African American and 38% Latin with a free and reduced lunch rate of 69.4%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	35	36	36	36	-	-	-	-	-	108
2013-14	37	36	38	34	35	-	-	-	-	143
2014-15	40	37	38	35	32	35	-	-	-	180
2015-16	39	38	40	37	34	32	30	-	-	217
2016-17	39	36	38	37	35	35	36	27	-	283

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 5 students will become proficient readers of the English language

BACKGROUND

The English Language Arts Core Knowledge Curriculum is supported through the McMillan-McGraw Hill Reading Program supplemented by Classroom Leveled Libraries and the Waterford Early learning Program, which integrates the use of technology and fundamental reading instruction. Our Grades 3rd, 4th, 5th, 6th, and 7th grade students were administered the New York State English Language Arts Examination in April 2016.

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 through 7th grade in April 2017. 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).

2016-17 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	37	3	0	0	0	37
4	35	2	0	0	0	35
5	35	3	0	0	0	35
6	36	3	0	0	0	36
7	27	2	0	0	0	27
8	-	-	-	-	-	-
All	170	13	0	0	0	170

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.

RESULTS

In 2016-17, ICAHN 5 students in grades 3 through 7, who have been enrolled at the school for at least two years, scored 71.7% proficient, 3.3 points lower than the 75% target.

Performance on 2016-17 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	62	37	62.0	37
4	86	35	85.3	34
5	69	35	67.6	34
6	58	36	62.8	32
7	81	27	81.0	26
8	-	-	-	-
All	71.2	170	71.7	164

EVALUATION

The measure was not made.

ADDITIONAL EVIDENCE

In 2015-16 ICAHN 5 students in the tested grades demonstrated proficiency, however in 2014-15 and in 2016-17 they did not meet the measure.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	66.6	34	84.37	32	62.0	37
4	53.1	32	86.66	30	85.3	34
5	53.3	30	59.37	32	67.6	34
6	-	-	70.00	30	62.8	32
7	-	-	-	-	81.0	26
8	-	-	-	-	-	-
All	57.7	96	75.10	124	71.7	164

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

ICAHN 5 3rd, 4th, 5th, 6th, and 7th grades students achieved a Performance Level Index value of 166.5, surpassing the state AMO of 111 by 55.5 points.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
170	4.1	25.3	34.7	35.9

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 25.3 & + & 34.7 & + & 35.9 & = & 95.9 \\
 & & & & 34.7 & + & 35.9 & = & \underline{70.6} \\
 & & & & & & \text{PLI} & = & 166.5
 \end{array}$$

EVALUATION

The measure was met.

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

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.³

RESULTS

In 2016-17, ICAHN 5 students in the tested grades, who have been enrolled for at least two years outscored their CSD 11 peers by 41.1% (71.7% to 30.6%)

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62.0	37	33	3134
4	85.3	34	34	3223
5	67.6	34	27	3066
6	62.8	32	25	2920
7	81.0	26	34	2884
8	-	-	-	-
All	71.7	164	30.6	15,226

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Over the past three years, ICAHN 5 students in at least their second year at the school have outscored their District 11 peers, in ELA tested grades by margins of 41.1% or higher.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	66.6	21.8	84.37	32	62.0	33
4	53.1	22.5	86.66	32	85.3	34
5	53.3	20.3	59.37	24	67.6	27
6	-		70.00	23	62.8	25
7	-		-	-	81.0	34
8	-		-	-	-	-
All	57.7	21.5	75.10	27.75	71.7	30.6

³ 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](#).

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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16 Icahn 5 students demonstrated an Effect Size of 2.16, which was 1.86 points higher than the .3 target. Their effort earned them the designation “Higher than expected to a large degree”.

2015-16 English Language Arts 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	62.9	36	81	40.2	40.8	2.79
4	58.8	34	88	39.8	48.2	3.07
5	59.4	32	59	31.9	27.1	1.86
6	66.7	30	70	29.3	40.7	2.66
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	61.8	132	75	35.6	39.3	2.16

School’s Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 5 students have consistently achieved the Effect Size designation of “Higher than expected to a large degree.”

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3,4	74.3	35	66	25.6	2.80
2014-15	3,4,5	67.3	100	55.9	26.4	2.23
2015-16	3,4,5,6	66.7	132	75	35.6	2.16

Goal 1: Growth Measure⁴

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 state’s unadjusted median growth percentile.

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

In 2015-16, Icahn 5 students demonstrated a Mean Growth Percentile of 52.7, 2.7 points above the Statewide Median.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile
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⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

	School	Statewide Median
4	53.5	50.0
5	50.5	50.0
6	54.3	50.0
7	-	50.0
8	-	50.0
All	<u>52.7</u>	50.0

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

In 2015-16, Icahn 5 students increased their Mean Growth Percentile from 36.4 to 52.7.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	58	34.0	53.5	50.0
5	-	38.8	50.5	50.0
6	-	-	54.3	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	58	36.4	<u>52.7</u>	50.0

Goal 1: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

ICAHN 5 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which ICAHN 5 had tested students and the result of grades 3 through 7 in the surrounding schools.

RESULTS:

Results ICAHN 5 students in grades 3 through 7 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, ICAHN 5 in grades 3 through 5 students outscored their peers by 43.3% respectively. Compared with K-8 schools PS 83 and PS/MS 194, ICAHN 5 students outscored their peers by 32.1% and 37% respectively.

EVALUATION:

The measure was met.

2016-17 NYS ELA – Comparison of All Student Performance on the ELA assessment – Students reaching or surpassing Level 3 – ICAHN 5 with District 11, PS 103, PS 83, PS 103, PS/IS 194						
Grade	District	School				
	11	PS 83	PS 103	PS 106	PS/IS 194	ICAHN 5 CS
3	33	36	32	38	30	62
4	34	37	28	35	32	86
5	27	27	27	34	31	69(72.3)
6	25	37			30	58
7	34	44			32	81
8	42	54			51	-
Total	<u>35.2</u>	<u>39.1</u>	<u>29</u>	<u>29</u>	<u>34.3</u>	<u>71.2</u>

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute – In 2016-17 ICAHN 5 students in grade 3 through 7, in at least their second year at the school, achieved an average score of 71.7% and in doing so, were lower than the 75% target by 3.7% demonstrated proficiency.

Absolute - Icahn 5 3rd, 4th, 5th and 6th grades students achieved a Performance Level Index value of 166.5, surpassing the state AMO of 111 by 64.25 points.

Comparative - ICAHN 5 students achieved an Effect Size value of **2.16** in the 2015-16 comparative performance analysis. Their achievement was well above the required value of 0.3.

Growth – ICAHN 5 4th grade students demonstrated mean growth percentiles lower than the statewide median of 50% with an average of 52.7%.

Comparative/Optional - ICAHN 5 students outscored their peers in District 11, and in the following schools: PS 103, PS 83, PS 106, and PS/IS 194.

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.	Not Achieved
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.	Achieved
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 2015-16 results.)	Achieved
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 state’s unadjusted median growth percentile. (Using	Achieved

	2015-16 results.)	
Optional	Each year, the percent of students at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106, and PS/MS 194	Achieved

ACTION PLAN

ICAHN 5 completed its first testing year, the same year of the first common core-based exam. ICAHN 5 students outscored their peers in District 11 and the schools identified for comparison. In the coming year we plan to analyze the impact of our instruction on at risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics Connect, workbooks, and a strong emphasis on hands on learning and monthly assessments. Our Mathematics specialist provides small group instruction for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of practice tests are reviewed with the Principal, teachers, mathematics specialist, and Mathematics consultant in order to provide remediation lessons for the targeted students. Our process of ongoing assessments ensures that the program will closely monitor the child’s progress and promote the students out of targeted assistance where appropriate, as well as accept new students as required by practice tests and teacher recommendation. The Mathematics program is supervised by the Principal and with additional support from a Mathematics Consultant from the NYC Mathematics Project at Lehman College. The Mathematics Consultant is responsible for demonstration lessons and participates in developing teaching strategies. The mathematics consultant also provides professional development during common planning periods.

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 through 7th grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	37	3	0	0	0	37
4	35	2	0	0	0	35
5	35	3	0	0	0	35
6	36	3	0	0	0	36
7	27	2	0	0	0	27
8	-	-	-	-	-	-
All	170	13	0	0	0	170

RESULTS

In 2016-17, Icahn 5 students, 3 through 7, in at least their second year at the school demonstrated proficiency in mathematics with a score of 84.2, which exceeded the 75% target by 9.2 points.

Performance on 2016-17 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	70	37	70	37
4	91	35	91.2	34
5	86	35	85.3	34
6	69	36	78.1	32
7	96	27	96	27
8	-	-		
All	82.4	170	84.2	164

EVALUATION

The measure was met.

⁶ 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.

ADDITIONAL EVIDENCE

In two of the last three years of mathematics testing, ICAHN 5 students in at least their second year at the school have demonstrated or exceeded proficiency. They achieved their highest score in 2016-17 with 84.2%

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	73.4	34	84.37	32	70	37
4	68.8	32	80.00	30	91.2	34
5	46.6	30	62.50	32	85.3	34
6	-	-	83.33	30	78.1	32
7	-	-	-	-	96	27
8	-	-	-	-	-	-
All	62.9	96	77.55	124	84.2	164

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS2

In their fourth year of testing, Icahn 5 students achieved a PI of 181.2, 72.2 points higher than the 2016-17 state-required PI of 109.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
170	1.7	15.3	31.2	51.7

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 15.3 & + & 31.2 & + & 51.7 & = & 98.3 \\
 & & & & 31.2 & + & 51.7 & = & \underline{82.3} \\
 & & & & & & \text{PLI} & = & 181.2
 \end{array}$$

EVALUATION

The measure was met.

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.⁸

RESULTS

In 2016-17, ICAHN 5 students in tested grades who have been enrolled for at least two years outscored their CSD 11 peers by 55.8% (84.2% to 28.4%).

2016-17 State Mathematics 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	
	Percent	Number Tested	Percent	Number Tested
3	70	37	34	3230
4	91.2	34	29	3292
5	85.3	34	29	3099
6	78.1	32	27	2966
7	96	27	23	2903
8	-	-	-	-
All	84.2	164	28.4	15,490

EVALUATION

The measure was made.

⁸ 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](#).

ADDITIONAL EVIDENCE

ICAHN 5 students in tested grades who have been enrolled at the school for at least two years have outscored their CSD 11 peers by significant margins: 51.6% in 2014-15, 54.37% in 2015-16, and 55.8% in 2016-17.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	73.4	21.8	84.37	30	70	34
4	68.8	22.5	80.00	31	91.2	29
5	46.6	20.3	62.50	27	85.3	29
6	-	-	83.33	26	78.1	27
7	-	-	-	-	96	23
8	-	-	-	-	-	-
All	73.4	21.8	84.37	30	84.2	28.4

Goal 2: Comparative Measure

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16, Icahn 5 grade 3, 4, 5, and 6 students in at least their second year at the school, achieved an Effect Size of 2.07, 1.77 points higher than the .3 target. Their achievement earned the designation "Higher than expected to a large degree."

2015-16 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	62.9	36	81	42.6	38.4	2.25
4	58.8	34	76	44.4	31.6	1.88
5	59.4	32	63	38.4	24.1	1.48
6	66.7	30	83	34.2	48.8	2.70
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	61.8	132	75.8	40.3	35.5	2.07

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 5 students in tested grades have consistently exceeded the Effect Size measure to a large degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-4	75.3	68	72.0	34.0	1.98
2014-15	3-5	67.3	100	61.8	24.6	1.45
2015-16	3-6	61.8	132	75.8	40.3	2.07

Goal 2: Growth Measure⁹

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 state's unadjusted median growth percentile.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

In 2015-16, Icahn 5 4th 5th and 6th grade students in at least their second year at the school achieved a Mean Growth Percentile of 61.6, 10.1 points above the Statewide Median.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	53.6	50.0
5	51.3	50.0
6	81.4	50.0
7	-	50.0
8	-	50.0
All	61.6	50.0

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

After two years of scores below the Statewide Median for the Mean Growth Percentile Icahn 5 students achieved a score of 61.6, 11.6 points about the 50 point target.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4	45.6	45.6	53.6	50.0
5	-	27.2	51.3	50.0
6	-		81.4	50.0
7	-		-	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

8	-		-	50.0
All	45.6	36.1	61.6	50.0

Goal 2: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>ICAHN 5 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which ICAHN 5 (3-7) had tested students and corresponding grades in the surrounding schools</p> <p>RESULTS:</p> <p>ICAHN 5 students in grades 3 through 7 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, with 87%, ICAHN 5 in grades 3 through 5 students outscored their peers by 53.3% respectively. Compared with K-8 schools PS 83 and PS/MS 194, ICAHN 5 students outscored their peers by 46.2% and 51.4% respectively. Icahn 5 students outscored their CSD peers by 53.4 points.</p> <p>EVALUATION:</p> <p>The measure was met.</p>

2016-17 NYS Math – Comparison of All Student Performance on the Math assessment – Students reaching or surpassing Level 3 – ICAHN 5 with District 11, PS 103, PS 83, PS 103, PS/IS 194						
Grade	District	School				
	11	PS 83	PS 103	PS 106	PS/IS 194	ICAHN 5 CS
3	34	36	32	38	30	70
4	29	37	28	35	32	91
5	29	27	27	34	31	86(82.3)
6	27	37			30	69
7	23	44			32	96
8	-	-	-	-	-	--
Total	<u>29</u>	<u>36.2</u>	<u>29</u>	<u>29</u>	<u>31</u>	82.4

SUMMARY OF THE MATHEMATICS GOAL

Absolute – In 2016-17, ICAHN 5 3rd through 6th grade students enrolled in at least their second year at the school scored 84.2% proficiency and in doing so exceeded the State target by 9.2 points.

Absolute - In their fifth year of testing, Icahn 5 students achieved a PI of 181.2, 72.2 points higher than the 2016-17 state-required PI of 109.

Comparative - On the 2015-16 Comparative Performance Analysis ICAHN 5 students scored 2.07, which was 1.77 points higher than the required Effect Size of .3. The 2015-16 effort resulted in a significant increase over 2014-15.

Comparative – ICAHN 5 students in at least their second year at the school scored 84.2% as compared with 29% and in doing so increased the difference between their state Math exam performance as compared with District 11 over the previous year. .

Comparative – A comparison between subsequent years in student performance shows Icahn 5 students achieving a rating of “Higher than expected to a large degree”.

Growth - ICAHN 5 4th grade students demonstrated mean growth percentiles higher than the statewide median of 50% with a value of 61.6%.

Comparative/Optional - ICAHN 5 students significantly outscored their peers in District 11, and in the following schools: PS 103, PS 83, PS 106, and PS/IS 194.

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.	
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 2015-16 school district results.)	Achieved
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 state’s unadjusted median growth percentile.	Achieved
Optional	Each year, the percent of students at or above Level 3 on the State Math exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106, and PS/MS 194.	Achieved

ACTION PLAN

ICAHN 5 will continue utilizing the NYC Math Project as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally we shall use I-ready to meet every

child’s individual needs in mathematics. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills as they relate to mathematics.

SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The Icahn 5 Charter School science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

In 2016-17 ICAHN 5 students in grade 4 who have been enrolled at the school for at least two years scored 97% proficiency on the NYS Science Exam, 22 points about the 75% target.

Charter School Performance on 2016-17 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 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97.0	33	97.1	34
8	-	-	-	-
All	97.0	33	97.1	34

EVALUATION

The measure was met

ADDITIONAL EVIDENCE

Icahn 5 students enrolled for at least two years at the school have consistently met the Science assessment measure. For the first two years they have achieved scores of 100% proficiency then in 2016-17 their score was 97%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	96	100	29	97.0	33
8	-	-	-	-	-	-
All	100	96	100	29	97.0	33

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.

RESULTS

In 2016-17 ICAHN 5 4th grade students enrolled at the school for at least two years scored 97% on the NYS Science Exam. CSD 11 data are not available for a comparison.

2016-17 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97.0	33	Data Not Available.	
8	-	-		
All	97.0	33		

EVALUATION

The measure could not be made.

ADDITIONAL EVIDENCE

In 2016-17 ICAHN 5 4th grade students scored 97% on the NYS Science Exam. Data for CSD 11 students was not available. However in two previous years ICAHN 5 students outscored their CSD 11 peers by 19 and 17 points. It is probably ICAHN5 outscored their CSD 11 peers again.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	100	81	100.00	83	97	DNA
8	-	-				
All	100	81	100.00	83	97	

SUMMARY OF THE SCIENCE GOAL

Absolute - Icahn 5 4th grade students enrolled at the school in at least their second year demonstrated 97% proficiency on the 2016-17.

Comparative – Without data, a comparison of ICAHN 5 and CSD 11 4th grade Science scores was not possible. However, based on previous years it is probable that ICAHN 5 students outscored their CSD 11 peers.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
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.	Probably Achieved

ACTION PLAN

Efforts at ICAHN 5 will continue to ensure students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

NCLB

Goal 4: NCLB

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year

Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

ICAHN 5 has met the NCLB requirement for the 2016-17 school year.

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

ICAHN 5 has met the NCLB requirement for the 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 school years.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Parents will demonstrate a strong support and commitment to the school.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

The NYC School Survey includes questions available for response for all parents/guardians of students who attend Icahn 5 Charter School. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school.

RESULTS

In 2016-17, 193 parents responded to the NYC DOE School Quality Survey. The response represents 84% of the 231 families at the school.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
193	231	84%

2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Parents/guardians agreed or strongly agreed that the principal/school leader at their school works to create a sense of community in the school.	97%
Parents/guardians agreed or strongly agreed that their child's school communicates with them in a language and in a way that they can understand.	98%
Parents/guardians agreed or strongly agreed that they feel well-informed by the communications they receive from their child's school.	98%
Parents/guardians responded that since the beginning of the school year, they have seen their child's projects, artwork, homework, tests or quizzes sometimes or often	99%
Parents/guardians responded that they are somewhat or very likely to go to a regularly scheduled parent-teacher conference with their child's teacher	98%

APPENDIX A: OPTIONAL GOALS

EVALUATION

The measure was made.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Tracking of ICAHN 5 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2016-17, 265 of 287 2015-16 students of 92.3% returned in 2016-17.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
287	0	265	92.3%

EVALUATION

The measure was met and exceeded.

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	97%
2015-16	99%
2016-17	92.3%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 90 percent.

METHOD

Tracking of ICAHN 5 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2016-17 ICAHN 5 students in grades 1 through 7 demonstrated a collective attendance rate of 96.4%, exceeding the measure by 6.4 points.

APPENDIX A: OPTIONAL GOALS

2016-17 Attendance

Grade	Average Daily Attendance Rate
1	95.3%
2	96.6%
3	95.4%
4	96.4%
5	97.0%
6	96.5%
7	97.6%
8	-
Overall	96.4%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	95.2%
2015-16	95.2%
2016-17	96.4%

