



**ICAHN 3  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Marcia Glattstein, Principal, and Dr. Arthur H. Pritchard prepared this 2013-14 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
	Parent

Marcia Glattstein has served as the Principal since July 2014.

## INTRODUCTION

The mission of Icahn Charter School 3 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 3 opened in September 2008 and served grades kindergarten-2. In September 2009 grade 3 was added, and in September 2010 grade 4 was added. Based on 2012-13 School Report Card data, our school is composed of 62% African American, 36% Latino, and 2% Asian/Pacific, with a free and reduced lunch rate of 77%.

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	9	10	11	12	Total
2010-11	34	37	37	34	37	-	-	-	-	-	-	-	-	179
2011-12	37	38	37	29	36	34	-	-	-	-	-	-	-	211
2012-13	39	40	39	34	32	31	33	-	-	-	-	-	-	248
2013-14	39	40	35	34	35	34	28	32	-	-	-	-	-	277

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will become proficient readers of the English Language

#### Background

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill readers, workbooks, a strong emphasis on writing, extensive classroom libraries and monthly assessments. Our ELA 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 reading. Teachers and the ELA specialist meet to provide remediation lessons for the targeted students. The process of ongoing assessments ensures that the program will closely monitor the student's progress and promote the student out of the Targeted Assistance where appropriate, as well as accept new students as required by their practice tests and teacher recommendation. Teachers are provided with professional development at the beginning of the school year followed by monthly on-going professional development sessions.

#### Goal 1: 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 English language arts examination for grades 3-8.

#### Method

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2014. 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.

**2013-14 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	34	0	0	0	34
4	35	0	0	0	35
5	34	0	0	0	34
6	28	0	0	0	28
7	32	0	0	0	32
8	-	0	0	0	-
All	163	0	0	0	163

<sup>1</sup> 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

ICAHN 3's 3<sup>rd</sup> through 7<sup>th</sup> grade students in at least their second year at the school achieved a proficiency of 26.33%, 48.67 below the 75% target.

### Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	26.5	34	26.5	34
4	20	35	21.2	33
5	17.6	34	19.35	31
6	25	28	25.9	27
7	37.5	32	38.7	30
8	-	-	-	-
All	25.34	163	26.33	155

## Evaluation

The measure was not met.

## Additional Evidence

In the two years of testing based upon the Common Core Learning Standards, ICAHN 3 has failed to meet the measure. Scores for the two years demonstrate the same level of achievement at 26.9% and 26.33%.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	96	29	41.9	31	26.5	34
4	100	30	28.5	28	21.2	33
5	96	29	20.7	29	19.35	31
6	-	-	16.7	30	25.9	27
7	-	-	-	-	38.7	30
8	-	-	-	-	-	-
All	97.6	88	26.9	118	26.33	155

**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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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.<sup>2</sup>

**Results**

ICAHN 3 students, grades 3 through 7 achieved a Performance Index value of 100, 11 points higher than the state AMO of 89.

**English Language Arts 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
163	25	50	22	3

$$\begin{array}{rcccccccc}
 \text{PI} & = & 50 & + & 22 & + & 3 & = & 75 \\
 & & & & 22 & + & 3 & = & \underline{25} \\
 & & & & & & \text{PLI} & = & 100
 \end{array}$$

**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 local school district.

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which

<sup>2</sup> 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.<sup>3</sup>

## Results

### 2013-14 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 2 <sup>nd</sup> Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	26.5	34	23	3240
4	21.2	33	23	3137
5	19.35	31	19	3089
6	25.9	27	18	2968
7	38.7	30	16	3173
8	-	-	-	-
All	<b>26.33</b>	155	<b>19.8</b>	15607

## Evaluation

The measure was met.

## Additional Evidence

A year-to-year comparison of ICAHN 3 and District 11 student performance indicates ICAHN 3 students in at least their second year consistently outscore their District 11 peers. One exception is the 4<sup>th</sup> grade in 2013-14 when ICAHN students were out performed by their 4<sup>th</sup> grade peers.

### 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 Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	31.8	41.9	21.0	26.5	23
4	100	34.6	28.5	20.0	21.2	23
5	96	32.1	20.7	20.6	19.35	19
6	-	-	16.7	20.2	25.9	18
7	-	-	-	-	38.7	16
8	-	-	-	-	-	-
All	98.6	32.8	26.45	20.45	26.33	<b>19.8</b>

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its Access 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>4</sup>

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

### Results

ICAHN 3 students in at least their second year at the school demonstrated an Effect Size of .65, .35 above the State required .3.

#### 2012-13 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		34	38.2	19.3	18.9	1.51
4	87.1	32	31.3	22.5	8.8	0.73
5	75.0	31	22.6	18.6	4.0	0.33
6	87.1	33	15.2	15.2	0.0	0.00
7	84.4					
8						
All	83.4	130	26.9	18.9	8.1	0.65

**School's Overall Comparative Performance:**

<sup>4</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

**Higher than expected to a medium degree**

**Evaluation**

The measure was met.

**Additional Evidence**

ICAHN 3 students in at least their second year at the school have consistently exceeded the State required Effect Size of .3.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3,4	86	72	57.0	40.1	1.04
2011-12	3,4,5	65.4	99	79.8	48.3	2.10
2012-13	3,4,5,6	83.4	130	26.9	18.9	.65

**Goal 1: Growth Measure<sup>5</sup>**

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>6</sup>

**Results**

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>6</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

The ICAHN 3 school average for the Mean Growth Percentile was 43.6%, 6.4% below the statewide median. Each of the grades, 4 through 6 scored below the median.

**2012-13 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	50.0
4	43.4	50.0
5	37.6	50.0
6	49.3	50.0
7	-	50.0
8	-	50.0
All	<b>43.6</b>	50.0

**Evaluation**

The measure was not met.

**Additional Evidence**

Comparisons cannot be made until 2014-15.

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

Grade	Mean Growth Percentile			
	2010-11 <sup>7</sup>	2011-12 <sup>7</sup>	2012-13	Statewide Average
3			-	50.0
4			43.4	50.0
5			37.6	50.0
6			49.3	50.0
7			-	50.0
8			-	50.0
All			<b>43.6</b>	50.0

**Goal 1: Optional Measure**

Each year, the percent of all tested students performing at or above Level 3 on the English Language Arts exam in each tested grade will be greater than that of the following similar schools with CSD 11: PS 103, PS 83, PS 106, and PS/MS 194

**Method**

All ICAHN 3 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the results of grades 3 through 5 among the comparative schools show ICAHN 3 students outscored their peers. Comparisons of 6<sup>th</sup> grade student scores can be made with District 11,

<sup>7</sup> Grade level results not available.

PS 83, and PS/IS 194. ICAHN 3 students outscored their peers in the district and at PS/MS 194. They were outscored by their peers at PS 83.

**Results**

ICAHN 3 exceeded all surrounding similar schools and District 11, PS 103 and PS 106. ICAHN 3 students were outscored by students at PS 83, and PS/IS 194.

2013-14 NYS ELA – Comparison of All Student Performance on the ELA assessment – Students reaching or surpassing Level 3 – ICAHN 3 with District 11, PS 103, PS 83, PS 103, PS/IS 194						
Grade	District	School				
	11	PS 103	PS 83	PS 106	PS/IS 194	ICAHN 3 CS
3	23	21	27	23	24	26.5
4	23	18	34	22	32	21.2
5	19	16	29	16	28	19.35
6	18	-	24	-	26	25.9
7	16	-	24	-	23	38.7
8	-	-	-	-	-	-
Total	<b>19.8</b>	<b>18.5</b>	<b>27.6</b>	<b>20.33</b>	<b>26.6</b>	<b>26.33</b>

**Summary of the English Language Arts Goal**

**Absolute** - Overall, ICAHN 3’s 3<sup>rd</sup> through 7<sup>th</sup> grade students enrolled for at least two years scored 26.33% proficient. They did not reach the first absolute measure of 75%, and scored 48.67% below the target.

**Absolute** - The Performance Index value achieved by ICAHN 3 students was 100, which was 9 points higher than the state AMO of 89.

**Comparative** - ICAHN 3 students outscored their peers in District 11 by 6.53% (26.33% to 19.85).

**Comparative** - ICAHN 3 students achieved an Effect Size value of .65 on the 2012-13 comparative performance analysis. The school was designated as “Higher than expected to a medium degree”.

**Growth** – ICAHN 3 students in grades 4, 5, and 6 demonstrated mean growth percentiles in math, which were below the statewide median of 50%. Their scores were 43.45, 37.6% and 49.3% respectively.

**Optional** - ICAHN 3 students outscored their peers in the following schools: PS 103, and PS 106. They were outscored by their peers at PS 83 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.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	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 local school district.	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 2012-13 school district 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.	Did Not Achieve
Optional	Each year, the percent of all tested students performing at or above Level 3 on the English Language Arts exam in each tested grade will be greater than that of the following similar schools with local School District 11: PS 103, PS 83, PS 106, and PS/MS 194	Did Not Achieve

**Action Plan**

ICAHN 3 completed its fifth testing year, with 2013-14 the second year of the common core-based exam. ICAHN 3 students outscored their peers in District #11 and the schools identified by ICAHN 3 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 Pearson's enVision Mathematics Program, 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 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2014. 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.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>8</sup>			Total Enrolled
		IEP	ELL	Absent	
3	34	0	0	0	34
4	35	0	0	0	35
5	34	0	0	0	34
6	28	0	0	0	28
7	32	0	0	0	32
8	-	0	0	0	-
All	163	0	0	0	163

**Results**

ICAHN 3's 3<sup>rd</sup> through 7<sup>th</sup> grade students, enrolled in at least their second year achieved a proficiency score of 49.23%, 25.77% below the target of 75%.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	61.8	34	61.8	34
4	48.6	35	45.45	33
5	29.4	34	32.25	31

<sup>8</sup> 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.

6	50	28	51.85	27
7	56.3	32	54.83	31
8	-	-	-	-
All	49.22	163	49.23	155

## Evaluation

The measure was not met.

## Additional Evidence

ICAHN 3's 3<sup>rd</sup> through 7<sup>th</sup> grade students demonstrated a 9.53% increase in 2013-14 as compared with 2012-13.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	96	29	61.2	31	61.8	34
4	100	30	33.3	27	45.45	33
5	96	29	3.4	29	32.25	31
6	-	-	61.2	32	51.85	27
7	-	-	-	-	54.83	31
8	-	-	-	-	-	-
All	97.6	88	39.7	118	49.23	155

### 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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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.<sup>9</sup>

<sup>9</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Results

ICAHN 3's 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students achieved a Performance Index value of 134 on the 2013-14 NYS Math examination.

### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
163	15	36	35	14

$$\begin{array}{rcccccc}
 \text{PI} & = & 36 & + & 35 & + & 14 & = & 85 \\
 & & & & 35 & + & 14 & = & 49 \\
 & & & & & & \text{PLI} & = & 134
 \end{array}$$

## Evaluation

The measure was met. ICAHN 3 students exceeded the state AMO of 86 by 48 points.

### 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 local school district.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.<sup>10</sup>

## Results

ICAHN 3's 3<sup>rd</sup> through 7<sup>th</sup> grade students in at least their second year at the school outscored their District 11 peers by 23.03% with a score of 49.23% as compared with 26.2%

### 2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	61.8	34	29	3293

<sup>10</sup> Schools can acquire these data when the New York State Education Department releases its Access 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](#).

4	45.45	33	32	3182
5	32.25	31	26	3140
6	51.85	27	27	3018
7	54.83	31	17	3216
8	-	-	-	-
All	<b>49.23</b>	155	<b>26.2</b>	15849

### Evaluation

The measure was met.

### Additional Evidence

In 2013-14 ICAHN 3's 3<sup>rd</sup> through 7<sup>th</sup> grade students in at least their second year at the school, increased the difference between their achievement and that of their District 11 peers – from 18.7% to 23.03%.

### 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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	29	61.2	23.8	61.8	29
4	100	30	33.3	19.4	45.45	32
5	100	29	3.4	20.6	32.25	26
6	=	-	61.2	20.2	51.85	27
7	-	-	-	-	54.83	17
8	-	-	-	-	-	-
All	100	29.3	39.7	21.0	<b>49.23</b>	<b>26.2</b>

### 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>11</sup>

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all

<sup>11</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

**Results**

In 2012-13, ICAHN 3’s 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students achieved an Effect Size of 1.09, which led to the Overall Comparative Performance rated at “Higher than expected to a large degree”, and was .79 above the required Effect Size of 0.3.

**2012-13 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	87.1	34	61.8	22.9	38.9	2.32
4		32	34.4	28.2	6.2	0.37
5		31	3.2	19.0	-15.8	-1.04
6		33	57.6	18.0	39.6	2.52
7		84.4	-	-	-	-
8		-	-	-	-	-
All	83.4	130	40.0	22.0	18.0	1.09

<b>School’s Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

**Evaluation**

The measure was met.

**Additional Evidence**

ICAHN 3 students demonstrated “Higher than expected to a large degree”

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size

2010-11	3,4	86	72	3,4	83	99
2011-12	3,4,5	65.4	99	74.7	58.2	.94
2012-13	3,4,5,6	83.4	130	40.0	22.0	1.09

**Goal 2: Growth Measure<sup>12</sup>**

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.

**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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>13</sup>

**Results**

The overall ELA mean growth percentile achieved at ICAHN 3 was 54.4%. Students in grades 4 and 5 scored below the measure, while grade 6 students surpassed it by 30.1%.

**2012-13 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	50.0
4	43.9	50.0
5	38.7	50.0
6	80.1	50.0
7	-	50.0
8	-	50.0
All	<b>54.4</b>	50.0

**Evaluation**

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>13</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

The measure was met.

**Additional Evidence**

The first comparison will not be made until 2014-15.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2010-11 <sup>14</sup>	2011-12 <sup>14</sup>	2012-13	Statewide Average
3			-	50.0
4			43.9	50.0
5			38.7	50.0
6			80.1	50.0
7			-	50.0
8			-	50.0
All			<b>54.4</b>	50.0

**Goal 2: Optional Measure**

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 103, PS 83, PS 106, and PS/MS 194

**Method**

ICAHN 3 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which ICAHN 3 had tested students and the result of grades 3, 4, 5, 6, and 7 in the surrounding schools.

**Results**

ICAHN 3 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 3's 3<sup>rd</sup> through 5<sup>th</sup> grade students outscored their peers by 31.5% and 11.17% respectively. Compared with K-8 schools PS 83 and PS/MS 194, ICAHN 3 students outscored their peers by 11.73% and 6.63% respectively.

2013-14 NYS Math – Comparison of All Student Performance on the Math assessment – Students reaching or surpassing Level 3 – ICAHN 3 with District 11, PS 103, PS 83, PS 103, PS/IS 194						
Grade	District	School				
	11	PS 103	PS 83	PS 106	PS/IS 194	ICAHN 3 CS
3	29	16	40	29	34	61.8
4	32	16	41	40	33	45.45
5	26	13	38	37	44	32.25

<sup>14</sup> Grade level results not available.

6	27	-	42	-	59	51.85
7	17	-	25	-	43	54.83
Total (3-5)	29	15	39.66	35.33	37	46.5
Total (3-6)	26.2	-	37.5	-	42.6	<b>49.23</b>

### Summary of the Mathematics

**Absolute** - Overall, ICAHN 3's 3<sup>rd</sup> through 7<sup>th</sup> grade students enrolled for at least two years scored 49.23% proficient. They did not reach the first absolute measure of 75%, scoring 25.77% below the target.

**Absolute** - The Performance Index value achieved by ICAHN 3 students was 134, which was 48 points higher than the state AMO of 86.

**Comparative** - ICAHN 3 students outscored their peers in District 11 by 23.03% (49.23% to 26.2%).

**Comparative** - ICAHN 3 students achieved an Effect Size value of 1.09 on the 2012-13 comparative performance analysis. The school was designated as "Higher than expected to a medium degree."

**Growth** - The overall ELA mean growth percentile achieved at ICAHN 3 was 54.4%. Students in grades 4 and 5 scored below the measure, while grade 6 students surpassed it by 30.1%.

**Optional** - ICAHN 3 students outscored their peers in the following schools: PS 103, and PS 106, PS 83 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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	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 mathematics exam will be greater than that of students in the same tested grades in the local school district.	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 2012-13 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
	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 103, PS 83, PS 106, and PS/MS 194	Achieved

## Action Plan

ICAHN 3 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 mathematics strands. Additionally we shall use Pearson's SuccessMaker 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 3 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 4<sup>th</sup> in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

### Results

ICAHN 3's 4<sup>th</sup> grade students in at least their second year at the school demonstrated 81.1% proficiency.

### Charter School Performance on 2013-14 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	82.8	33	Data not available	

8	-	-	-	-
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**Evaluation**

The measure was met.

**Additional Evidence**

ICAHN 3's 4<sup>th</sup> grade students in at least their second year at the school have consistently demonstrated proficiency. In 2013-14 performance dropped from 100% to 82.8%.

**Science Performance by Grade Level and School Year**

	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	97	36	100	29	82.8	33
8	-	-	-	-	-	-
All	97	36	100	29	82.8	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 local school district.

**Method**

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

**Results**

ICAHN 3's 4<sup>th</sup> grade students in at least their second year at the school, have consistently outscored their District 11 peers.

**2013-14 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested

4	81.1	33	Data not Available	
8	-	-	-	-

**Evaluation**

The measure was probably met, based on previous comparative performances.

**Additional Evidence**

In previous years, ICAHN 3's 4<sup>th</sup> grade students in at the school for at least two years consistently outsourced their District 11 peers.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	97	82	100	78	81.1	*
8	-	-	-	-	-	-
All	97	82	100	78	81.1	-

\*Not Available

**Summary of the Science Goal**

**Absolute** – ICAHN 3's 4<sup>th</sup> grade students in at least their second year demonstrated proficiency with a score of 78.4.

**Comparative** - While NYS Science scores are not available for District 11, previous comparisons suggest ICAHN 3's 4<sup>th</sup> grade students in at least their second year at the school outsourced their District 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 local school district.	Probably Achieved

**Action Plan**

Efforts at ICAHN 3 will continue to ensure that our 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 a local-assistance-plan school.

### Method

Since *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 3 has met the NCLB requirement for the 2013-14 school year.

### Evaluation

The measure was met.

### Additional Evidence

NYS testing began in the 2010-11 school year and have consistently been recognized as "a school in good standing" since that time. To achieve this status of a "school in good standing", we had to meet the Annual Yearly Progress (AYP), thereby demonstrating that the children's achievement was in accordance with NCLB requirements. In fact, our achievement was significantly higher than the NCLB requirements and greatly exceeded the neighborhood schools. As illustrated below, ICAHN 3 has met the NCLB requirement for the last 3 years

**NCLB Status by Year**

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

## APPENDIX A: NOT APPLICABLE

## APPENDIX B: OPTIONAL GOALS

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

**Goal : 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**

A parent survey is provided to all parents/guardians of students who attend Icahn Charter School 1. The survey contains fifteen (15) questions on the school’s performance with options to select from A to D, with A equaling poor and D equaling excellent. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school. Below is a copy of the survey provided to the parents/guardians. The survey, provided in both English and Spanish is presented below:

**Results**

*85.29% of parents responded to the 2013-14 ICAHN 3.*

**2013-14 Parent Satisfaction Survey Response Rate**

Number of Responses	Number of Families	Response Rate
96	198	48.48%

**2013-14 Parent Satisfaction on Key Survey Results**

Total Parent # = 96	Percent of Respondents Satisfied %
1. I feel welcome when I visit the school.	80.2
2. This school provides a safe environment for learning.	87.5
3. My child has up-to date instructional tools.	93.7
4. School holds high academic expectations.	90.6
5. Schools hold high discipline expectations.	91.6
6 Parent regularly reads progress report and notices sent from school	95.8
7. Homework assignments area valuable contribution to my child’s learning	92.7
8. Sufficient material provided by school to aid in learning and homework.	88.5
9. Child receiving a quality education.	93.75
10. The school keeps me informed about what goes on at the school.	86.4

11. School's goal to parent(s) are clear.	79.1
12. School property and building are clean and well maintained.	82.9
13. Parent would send other siblings to our school	93.6
14. Parent will recommend the school to other parents.	85.4
15. My child's attendance is monitored by the school calling about absences.	90.6

### Evaluation

The measure was met.

### 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 3 Charter School students is maintained by the Principal, using attendance records, and interactions with parents. Student attrition data are also maintained.

### Results

93.5% of Icahn Charter School 3 students who were enrolled at the school in 2012-13 returned in 2013-14.

#### 2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
248	N/A	232	93.5%

### Evaluation

The measure was met in 2013-14.

### Additional Evidence

Year	Retention Rate
2011-12	87.91%
2012-13	%
2013-14	93.5%

### Goal S: Absolute Measure

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

### Method

Tracking of ICAHN 3 students is maintained by the Principal, using attendance records, and interactions with parents.

## Results

ICAHN 3 students in grades 1 through 7 achieved an average attendance rate of 94.7% in 2013-14.

### 2013-14 Attendance

Grade	Average Daily Attendance Rate
1	95%
2	94%
3	96%
4	93%
5	95%
6	96%
7	94%
8	-
Overall	94.7%

## Evaluation

The measure was met.

## Additional Evidence

Year	Average Daily Attendance Rate
2011-12	95.09%
2012-13	%
2013-14	94.7%