



**ICAHN 4  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Michelle Allen 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

Michelle Allen has served as the Principal since 2010.

## INTRODUCTION

The mission of Icahn Charter School 4 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 4 opened in September 2010 and served grades kindergarten through second grade. Our school is composed of 59.1% African American, and 37.% Latin, .89 Pacific Islander, .44 Caucasian, and 1.7 Other, with a free and reduced lunch rate of 88.9%.

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	40	40	34	31	-	-	-	-	-	-	-	-	-	145
2011-12	39	37	39	33	31	-	-	-	-	-	-	-	-	179
2012-13	35	35	39	38	36	35	-	-	-	-	-	-	-	218
2013-14	36	37	39	35	38	35	32	-	-	-	-	-	-	252

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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 Grade 3<sup>rd</sup> through 5<sup>th</sup> students were administered the New York State English Language Arts Examination in April 2013.

### 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 through 6 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	35	0	0	0	35
4	37	0	0	0	38
5	34	0	0	0	34
6	32	0	0	0	32
7	-	-	-	-	-
8	-	-	-	-	-
All	138	0	0	0	139

<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 4's 3<sup>rd</sup> through 6<sup>th</sup> grade students, enrolled in at least their second year demonstrated a proficiency of 40.1%. 5<sup>th</sup> graders achieved the high proficiency rate of 51.2%, then 3<sup>rd</sup> graders at 43%, 4<sup>th</sup> graders at 36.1% and 6<sup>th</sup> graders at 30.1%. These performances were lower than the targeted proficiency of 75%.

### 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	43	35	43	35
4	38	37	36.1	36
5	50	34	51.2	31
6	35	32	30.1	30
7	-	-	-	-
8	-	-	-	-
All	41.5	138	40.1	132

## Evaluation

The measure was not met.

## Additional Evidence

In its second year of testing, based upon the Common Core Learning Standards, ICAHN 4 tested students in at least their second year demonstrated similar patterns to their efforts in 2012-13. In 2012-13 3<sup>rd</sup> graders achieved 35.1% and in 2013-14 36.1%. In 2012-13 4<sup>th</sup> graders achieved 54.7% and in 2013-14 51.2%. Current 6<sup>th</sup> graders lost ground as compared with their 2012-13 efforts ( 30.1 compared with 37. Current 3<sup>rd</sup> graders outscored their 2012-13 peers 43% to 35.1%.

### 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	100	29	35.1	37	43	35
4	100	26	54.7	31	36.1	36
5	-	-	37.0	28	51.2	31
6	-	-	-	-	30.1	30
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	100	26	42.3	96	40.1	132

**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 4’s 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students achieved a Performance Index value of 126. The ICAHN 4 PI was 37 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
138	15	43	30	11

$$\begin{array}{rcccccccc}
 \text{PI} & = & 43 & + & 30 & + & 11 & = & 85 \\
 & & & & 30 & + & 11 & = & \underline{41} \\
 & & & & & & \text{PLI} & = & 126
 \end{array}$$

**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 the

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

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**

ICAHN 4’s 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students enrolled at the school for two years or more outscored their CSD 11 peers by an average 19.35% percent. 3<sup>rd</sup> graders out scores their CSD 11 peers by 20%, 4<sup>th</sup> graders, outscored their CSD 11 peers by 13.1%, 5<sup>th</sup> graders showing the greatest difference, outscored their peers by 32.2%, and 6<sup>th</sup> graders outscored their peers by 12.1%

**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	43	35	23	3240
4	36.1	36	23	3137
5	51.2	31	19	3089
6	30.1	30	18	2968
7	-	-	-	-
8	-	-	-	-
All	<b>40.1</b>	132	<b>20.75</b>	12,434

**Evaluation**

The measure was met.

**Additional Evidence**

ICAHN 4’s students enrolled in at least their second year consistently outscored their District 11 peers through the period 2011-12 through 2013-14. The differences are as follows: 2011-12 – 57% (100-43); 2012-13 – 21.7% (42.2-20.5; and 2013-14 – 19.35% ( 40.1-20.75).

**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	39.8	35.1	21.0	43	23
4	100	46.2	54.7	20.0	36.1	23
5	-	-	37.0	20.6	51.2	19

<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](#).

6	-	-	-	-	30.1	18
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	<b>100</b>	<b>43</b>	<b>42.2</b>	<b>20.5</b>	<b>40.1</b>	<b>20.75</b>

### 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

In 2012-13 ICAHN 4's 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students achieved an Effect Size of 2.14.

#### **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	89.7	<b>38</b>	<b>36.8</b>	<b>18.4</b>	<b>18.4</b>	<b>1.48</b>
4		<b>37</b>	<b>56.7</b>	<b>20.6</b>	<b>36.1</b>	<b>2.97</b>
5		<b>33</b>	<b>42.4</b>	<b>18.1</b>	<b>24.3</b>	<b>1.99</b>
6		<b>80.6</b>				
7		<b>88.6</b>				
8						
All	<b>86.2</b>	<b>108</b>	<b>45.3</b>	<b>19.1</b>	<b>26.3</b>	<b>2.14</b>

<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.

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

**Evaluation**

The measure was met

**Additional Evidence**

ICAHN 4 students demonstrated "Higher than expected to a large degree"

**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	85.7	31	80.6	51.8	1.89
2011-12	3,4	75.7	65	97.0	43.3	3.38
2012-13	3,4,5	86.2	108	45.3	19.1	2.14

**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).

ICAHN 4's 4<sup>th</sup> and 5<sup>th</sup> grade students demonstrated mean growth percentiles lower than the statewide median with an average of 44.1%. 4<sup>th</sup> grade students reached the measure with 50.8, while their grade 5 peers did not with a score of 37%.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	50.0
4	50.8	50.0
5	37.0	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<b>44.1</b>	50.0

**Evaluation**

The measure was not met.

**Additional Evidence**

A comparison cannot be made until 2014-15.

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

Grade	Mean Growth Percentile			Statewide Average
	2010-11 <sup>7</sup>	2011-12 <sup>7</sup>	2012-13	
3			-	50.0
4			50.8	50.0
5			37.0	50.0
6			-	50.0
7			-	50.0
8			-	50.0
All			<b>44.1</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**

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

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

**Results**

ICAHN 4 students, grades 3 through 6 outscored their peers in each of the similar schools and District 11. The difference between ICAHN 4 and similar school ranged from 21.6% (PS 103) to 11.6% (PS 83).

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 106, PS/IS 194						
Grade	District	School				
	11	PS 103	PS 83	PS 106	PS/IS 194	ICAHN 4 CS
3	23	21	27	23	24	43
4	23	18	34	22	32	36.1
5	19	16	29	16	28	51.2
6	18	-	24	-	26	30.1
7	-	-	-	-	-	
8	-	-	-	-	-	
Total	<b>20.75</b>	<b>18.5</b>	<b>28.5</b>	<b>20.33</b>	<b>27.5</b>	<b>40.1</b>

**4**

**Summary of the English Language Arts Goal**

**Absolute** - The academic performance of ICAHN 4 students, grades 3 through 6 performance, resulted in proficiencies percentages below the measure. Based on the new testing standards, they were 34.9% below the goal of 75% demonstrating proficiency.

**Absolute** - The Performance Index value achieved by ICAHN 4 students was 126.

**Comparative/Optional** - ICAHN 4 students outscored their peers in District 11, and in the following schools: PS 103, PS 83, PS 106, and PS/IS 194.

**Comparative** - ICAHN 4 students achieved an Effect Size value of 2.13 in the 2012-13 comparative performance analysis. Their achievement was well above the required value of 0.3.

**Growth** – ICAHN 4’s 4<sup>th</sup> and 5<sup>th</sup> grade students demonstrated mean growth percentiles lower than the statewide median of 50% with an average of 44.1%. 4<sup>th</sup> grade students reached the measure with 50.8, while their grade 5 peers did not with a score of 37%.

**Optional** – ICAHN 4 students outscored their peers in 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.	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	Achieved

	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.	
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 CSD 11: PS 103, PS 83, PS 106, and PS/MS 194	Achieved

**Action Plan**

ICAHN 4 completed its fourth testing year, with 2012-13 being the first year of the common core-based exam. ICAHN 4 students outscored their peers in District #11 and the schools identified by ICAHN 4 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 6<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	35	0	0	0	35
4	38	0	0	0	38
5	34	0	0	0	34
6	32	0	0	0	32
7	-	-	-	-	-
8	-	-	-	-	-
All	139	0	0	0	139

**Results**

ICAHN 4 students enrolled in at least their second year in all tested grades demonstrated proficiency in the 2013-14 NYS Math examination.

**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	83	35	83	35
4	82	38	81	37
5	85	34	83.8	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	95	32	93	30
7	-	-	-	-
8	-	-	-	-
All	86.25	139	85.2	133

## Evaluation

The measure was met.

## Additional Evidence

ICAHN 4 students in at least their second year at the school demonstrated significant academic improvement from 2012-13 to 2013-14. Current 4<sup>th</sup> grade students improved their performance from 52.3% to 81%. Current 5<sup>th</sup> grade students improved their performance from 64.5% to 83.8%. Current 6<sup>th</sup> grade students improved their performance from 69.9% to 91%. 3<sup>rd</sup> grade students demonstrated 83% proficiency, significantly higher than their peers who to the 3<sup>rd</sup> grade NYS Mathematics examination in 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	100	33	51.3	37	83	35
4	100	32	64.5	31	81	37
5	-	-	69.9	30	83.8	31
6	-	-	-	-	93	30
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	100	65	61.9	98	85.2	133

### 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>

## Results

ICAHN 4's 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students achieved a Performance Index value of 185.

**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
	1	13	39	47

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 13 & + & 39 & + & 47 & = & 99 \\
 & & & & 39 & + & 47 & = & \underline{86} \\
 & & & & & & \text{PLI} & = & 185
 \end{array}$$

## 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 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 4's 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students out scored their CSD 11 peers by an average 56.7%. 3<sup>rd</sup> graders out scored their CSD 11 peers by 54%, 4<sup>th</sup> graders outscored their CSD 11 peers by 49%, and 5<sup>th</sup> graders out scored their peers by 57.8. 6<sup>th</sup> graders outscored their District 11 peers by 66%. In doing so, they achieved the highest difference two years in a row (2012-13 and 2013-14).

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

<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](#).

**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 Students	
	Percent	Number Tested	Percent	Number Tested
3	83	35	29	3293
4	81	37	32	3182
5	83.8	31	26	3140
6	93	30	27	3018
7	-	-	-	-
8	-	-	-	-
All	<b>85.2</b>	133	<b>28.5</b>	12,633

**Evaluation**

The measure was met.

**Additional Evidence**

ICAHN 4 tested students in at least their second year have consistently outperformed their District 11 peers over the three-year comparison period.

**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	45.5	51.3	23.8	83	29
4	100	59.3	64.5	19.4	81	32
5	-	-	69.9	20.6	83.8	26
6	-	-	-	-	93	27
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	<b>100</b>	<b>52.4</b>	<b>61.9</b>	<b>21.2</b>	85.2	28.5

**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 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 a comparative performance analysis, ICAHN 4 tested students enrolled in at least their second year achieved an Effect Size of 2.56, 2.26 higher than the State-required Effect Size of .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	89.7	38	52.6	22.0	30.6	1.82	
4		37	67.5	26.3	41.2	2.45	
5		35	71.4	18.5	52.9	3.49	
6							
7							
8							
All		86.3	110	63.6	22.3	41.3	2.56

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

## Evaluation

The measure was met.

<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.

## Additional Evidence

In 2012-13 ICAHN 4's 3<sup>rd</sup> and 4<sup>th</sup> grade students achieved and Effect Size of 2.56.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3	85.7	31	96.7	55.4	2.31
2011-12	3,4	75.7	65	98.5	53.1	2.43
2012-13	3,4,5	86.3	110	63.6	22.3	2.56

### 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

ICAHN 4 students achieved a 64.2 mean growth percentile in Math, and in doing so surpassed the statewide median by 14.2%.

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

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	50.0

<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).

4	61.9	50.0
5	66.4	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<b>64.2</b>	50.0

**Evaluation**

The measure was met.

**Additional Evidence**

Comparison with previous performance cannot be made until 2014-15.

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

Grade	Mean Growth Percentile			Statewide Average
	2010-11 <sup>14</sup>	2011-12 <sup>14</sup>	2012-13	
3			-	50.0
4			61.9	50.0
5			66.4	50.0
6			-	50.0
7			-	50.0
8			-	50.0
All			<b>64.2</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 4 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which ICAHN 4 had tested students and the result of grades 3, 4, 5, and 6 in the surrounding schools.

**Results**

ICAHN 4 students in grades 3 through 6 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, ICAHN 4's 3<sup>rd</sup> through 5<sup>th</sup> students outscored their peers by

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

67.3% and 47% respectively. Compared with K-8 schools PS 83 and PS/MS 194, ICAHN 4 students outscored their peers by 44.95% and 42.7% 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 4 CS
3	29	16	40	29	34	83
4	32	16	41	40	33	81
5	26	13	38	37	44	83.8
<b>(3-6)</b>	<b>29</b>	<b>15</b>	<b>39.9</b>	<b>35.3</b>	<b>37</b>	<b>82.3</b>
6	27	-	42	-	59	93
<b>Total (4-6)</b>	<b>28.5</b>	<b>-</b>	<b>40.25</b>	<b>-</b>	<b>42.5</b>	<b>85.2</b>

### Summary of the Mathematics Goal

**Absolute** – ICAHN 4’s 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students in at least their second year at the school performed in a manner, which resulted in percent proficiencies below the measure. Based on the new testing standards, with 61.9%\_they were 13.1% below the goal of 75% demonstrating proficiency.

**Absolute** – The Performance Index value achieved by ICAHN 4 students in at least their second year at the school was 185.

**Comparative/Optional** – ICAHN 4 students in at least their second year at the school outscored their peers in District 11

**Comparative** – ICAHN 4 students achieved an Effect Size value of 0.3 the 2011-12 comparative performance analysis. Their achievement was well above the required value of 2.43.

**Growth** – ICAHN 4 students achieved a 64.2 mean growth percentile in Math, and in doing so surpassed the statewide median by 14.2%.

**Optional** – ICAHN 4 students outscored their peers from 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.	Achieved
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
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 103, PS 83, PS 106, and PS/MS 194	Achieved

### Action Plan

ICAHN 4 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 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 Charter School 4 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> grade 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 4's 4<sup>th</sup> grade students enrolled in at least their second year scored 100% on the 2013-14 NYS Science examination.

**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 11 Students	
	Percent	Number Tested	Percent	Number Tested
4	100	37	Not available	
8	-	-	-	-

**Evaluation**

The measure was met.

**Additional Evidence**

ICAHN 4's 4<sup>th</sup> grade students enrolled for at least two years have consistently scored 100% proficiency on the NYS Science examination.

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

Grade	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	100	26	100	29	100	37
All	100	26	100	29	100	37

**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**

District 11's science data was not available. Since ICAHN 4 students demonstrated 100% proficiency, the chance that their District 11 peers scored the same is low, based on previous years performances.

**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	100	37	Not available	
8	-	-	-	-

**Evaluation**

The measure was probably met.

**Additional Evidence**

During the comparison years ICAHN 4 students enrolled in at least their second year have outscored 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	100	83	100	78	100	
8	-	-	-	--	-	
All	100	83	100	78	100	

**Summary of the Science Goal**

**Absolute** - ICAHN 4's 4<sup>th</sup> grade students enrolled for at least two years demonstrated 100% proficiency for the third year in a row.

**Comparative** – ICAHN 4's 4<sup>th</sup> grade students enrolled for at least two years have consistently scored higher on the NYS 4<sup>th</sup> grade Science examination.

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	Achieved

	same tested grades in the local school district.	
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**Action Plan**

Efforts at ICAHN 4 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 4 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.

**NCLB Status by Year**

Year	Status
2011-12	Good Standing
2012-13	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 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 4 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

The survey, provided in both English and Spanish is presented below:

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

Number of Responses	Number of Families	Response Rate
252	59	100%

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

Item	Percent of Respondents Satisfied
Receive Progress Reports and Notices	100%
Homework is a valuable contribution to child's learning	90%
Students have enough supplies and materials for learning	100%
Students are receiving a quality education	100%
School clearly defines goals	100%
Percent of Respondents Satisfied = 97.3%	

### 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 4 students is maintained by the Principal, using attendance records, and interactions with parents.

**Results**

92.6% of ICAHN 4 parents responded to the parent satisfaction survey.

**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)
218	N/A	202	92.6%

**Evaluation**

The measure was met.

**Additional Evidence**

Year	Retention Rate
2011-12	%
2012-13	%
2013-14	92.6%

**Goal S: Absolute Measure**

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

**Method**

Tracking of ICAHN 4 students is maintained by the Principal, using attendance records, and interactions with parents.

**Results**

Student attendance at ICAHN 4 ranged from 93% to 96% and averaged 94%.

### 2013-14 Attendance

Grade	Average Daily Attendance Rate
1	94%
2	94%
3	93%
4	93%
5	95%
6	96%
7	N/A
8	N/A
Overall	94%

### Evaluation

The measure was met.

### Additional Evidence

Year	Average Daily Attendance Rate
2011-12	94%
2012-13	94%
2013-14	94%