



**ICAHN 7
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Laura Sullivan, 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
Carl C. Icahn	Member
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member

Laura Sullivan has served as the Principal since 2013.

INTRODUCTION

The mission of Icahn Charter School 7 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 7 opened in September 2013 and served grades kindergarten through second grade.

Our school is composed of 44% African American, 45% Hispanic, and 11% other with a free and reduced lunch rate of 80%. 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	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2011-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2013-14	37	37	33	-	-	-	-	-	-	-	-	-	-	107

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 ELA specials meet to provide remediation lessons for the targeted students. The process of ongoing assessments ensure 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 3-8.¹

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

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.

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

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.

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

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

¹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.²

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

Goal 1: Growth Measure³

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

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

Summary of the English Language Arts Goal

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

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.	N/A
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.	N/A
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.	N/A
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 2011-12 school district results.)	N/A
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.	N/A

Action Plan

² The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

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

ICAHN 7 will complete its first testing year in 2014-15. In the coming year we plan to analyze the impact of our instruction on at risk students 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 instruction as needed to support student gains in reading, writing, and listening skills.

MATHEMATICS

Goal 1: 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, 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 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 mathematics examination for grades 3-8.⁴

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

Goal 1: 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.

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

⁴ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

Goal 1: 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.⁵

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

Goal 1: Growth Measure⁶

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.

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

Summary of the Mathematics Goal

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2015.

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.	N/A
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.	N/A
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.	N/A
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 2011-12 school district results.)	N/A
Growth	Each year, under the state’s Growth Model the school’s mean	N/A

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

	unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	
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Action Plan

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

SCIENCE

Goal 3: Science
Students will demonstrate competency in the understanding and application of scientific reasoning.

Background

The ICAHN 7 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

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2016.

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.

2013-2014 was our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2016.

Summary of the Science Goal

ICAHN 7 will not administer the NYS 4th Grade Science assessment until 2015-16.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in	N/A

	at least their second year will perform at proficiency on the New York State examination.	
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.	N/A

Action Plan

Efforts at ICAHN 7 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 5: NCLB
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 5: Absolute Measure
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

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 which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results - ICAHN 7 has completed its first operational year in 2013-14, offering instruction to students, Kindergarten through 2nd grade.

Evaluation

NYS testing began in the 2008-09 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 shall have to meet the Annual Yearly Progress (AYP), thereby demonstrating that the children’s achievement will be in accordance with NCLB requirements. ICAHN 7 will be eligible for “Good Standing” status in 2014-15.

Additional Evidence

NCLB Status by Year

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

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 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 7 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
98	102	96%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
My child’s school gives meaningful assignments	98%
The education my child has received this year	100%

The overall quality of my child's teachers this year	100%
My child's school give my child extra help when he/she needs it.	98%
My child's school keeps me informed about my child's academic progress	99%
My child's school keeps me informed about what my child is learning	99%
My child's school keeps my informed about the services for me or my child, such as tutoring, after-school programs or workshops at school	97%
My child's school communicates to me in a language I understand	100%
My child's school is responsive to parental feedback.	97%
My child's school has high expectations for my child	99%
At my child's school there is an adult my child trusts and can go to for help.	100%

Evaluation

The measure was met.

Goal 5: Absolute Measure
 Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Tracking of ICAHN 7 students is maintained by the Principal, using attendance records, and interactions with parents.

Results

2013-14 was the first operational year for ICAHN 7. Student retention information will first be reported in 2014-15.

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)
2013-14 was the first operational year for ICAHN 7			

Evaluation

The measure cannot be made until 2014-15.

Additional Evidence

Year	Retention Rate
2011-12	-
2012-13	-
2013-14	N/A

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

For each month, the principal determines the number of instructional days. Each teacher records the presence or absence of each student on each instructional day of the month. The principal maintains a spread sheet with monthly attendance data from each class. The data includes: Total Number of School Days, Average Daily Attendance, Aggregate Attendance Percent for the Month, Total Number of Attendees, and Maximum Number of Attendees

Results

ICAHN 7 students demonstrated an average daily attendance rate of 95.7%, higher than the measure by .7%

2013-14 Attendance

Grade	Average Daily Attendance Rate
1	95.6
2	95.7
3	-
4	-
5	-
6	-
7	-
8	-
Overall	95.7

Evaluation

The measure was met.

Additional Evidence

Year	Average Daily Attendance Rate
2011-12	-
2012-13	-
2013-14	95.7