

**ICAHN
CHARTER SCHOOL 2
2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Icahn Charter School 2 – 2012-13 Accountability Plan Progress Report

Brenda Carrasquilo-Silen and Dr. Arthur H. Pritchard prepared this 2012-13 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

Tamara Delgado dejesus	Parent Representative
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Brenda Carrasquilo-Silen has served as the Principal since 2007.

INTRODUCTION

The mission of the Icahn Charter School 2 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. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children, who have demonstrated a deficiency in ELA or Mathematics, as evidenced by the results of an assessment test, are placed in our Targeted Assistance Program. We have an extended school day of 7.5 hours and an extended school year ranging from 188 to 192 days of instruction.

Icahn Charter School 2 opened in September 2007 and initially serviced K through Grade 2. A grade has been added each year and this September, 2013 we will be opening as a grade K-8 school.

~~A grade will be added each year culminating in grade eight.~~

For academic year 2009-2010 we were housed in School District 8. In September, 2010, Icahn Charter School 2 moved to School District 11.

Student Population:

The school is composed of 40 percent African American, 52.7 percent Hispanic, 24 percent Asian or Native American/Alaskan 1 percent, 5 percent Asian/Pacific Islander, and 3 percent White children. We have a free and reduced lunch rate of 72 percent. Our instructional program is data driven and combines Core Knowledge with ongoing assessments.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	39	37	37	33	25	-	-	-	-	-	-	-	-	171
2010-11	40	39	37	30	34	35	-	-	-	-	-	-	-	215
2011-12	37	43	37	34	30	35	32	-	-	-	-	-	-	248
2012-13	42	39	40	32	35	34	32	29	-	-	-	-	-	283

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

Method

The ICAHN 2 administered the New York State Testing Program English language arts assessment to students in grades 3 through 7 grades in April 2013. 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.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	32	0	0	0	32
4	35	0	0	0	35
5	35	0	0	0	35
6	32	0	0	0	32
7	29	0	0	0	29
All	163	0	0	0	163

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.

² 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

2012-13 is the first year NYS testing has been based on the core curriculum standards. The results constitute a baseline for use in subsequent years. They also display a significant difference between the proficiency levels achieved as compared with the school’s performance measures, where 75% of students are to demonstrate proficiency. When students who have not been enrolled at the school for at least two years were subtracted from the total proficiency levels dropped at each grade level.

Students completing the NYS 3rd through 6th grade ELA assessments had either been enrolled at the school for at least two years, or were newer to the school. The table below illustrates the difference between those who have been enrolled for at least two years, and others as follows:

Grade 3 – 34 and 3 = 38; Grade 4 -2 and 4 = 37; Grade 5 – 31 and 2 = 33; Grade 6 -33 and 1.

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**Performance on 2012-13 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	43.8	32	43.3	30
4	68.8	35	64.5	31
5	71.4	35	67.7	31
6	40.7	32	39.2	28
7	69.0	29	71.4	28
All	58.7	163	57.2	148

Evaluation

The measure was not met.

Additional Evidence

Comparison of 2010-11 and 2011-12 scores shows students in each of four Cohorts demonstrating or continuing to demonstrate high performance ranging from 96% to 100%. As the result of the impact of the NYSED testing system, based on the common core learning standards, the five cohorts dropped to slightly below the 75% target to 57.2% with a range of 39.2% (grade 6) to 71.4% (grade 7).

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

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3	96.5	29	97	34	43.3	30
4	100	28	100	28	64.5	31
5	100	22	100	33	67.7	31
6	-	-	97	30	39.2	28
7	-	-	-	-	71.4	28
All	98.6	79	98.4	125	57.2	148

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 Annual Measurable Objective (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 current year’s English language arts AMO. 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 200.³

Results

ICAHN 2nd, 3rd, 4th, 5th, 6th, and 7th grade students achieved a Performance Index value of 153.2.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level (Students enrolled at the schools for least two years)			
	Level 1	Level 2	Level 3	Level 4
148	3.4	39.8	47.3	9.4

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39.8 & + & 47.3 & + & 9.4 & = & 96.5 \\
 & & & & 47.3 & + & 9.4 & = & 56.7 \\
 & & & & & & \text{PLI} & = & 153.2
 \end{array}$$

Evaluation

The measure cannot be assessed until NYSED releases the AMO.

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

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Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the 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.⁴

Results

ICAHN 2^s, 3rd, 4th, 5th, 6th, and 7th grade students out scored their CSD 11 peers by an average 36.75%. 3rd graders out ~~scores~~ scored their CSD 11 peers by 22.3%, and 4th graders, out scored their CSD 11 peers by 44.5%. 5th graders out scored their District 11 peers ~~at-by~~ 47.1%, 6th graders out scored their District 11 peers by 19%, and 7th graders out scored their District 11 peers by 55.1%.

**2012-13 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 nd Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	43.3	30	21.0	3219
4	64.5	31	20.0	3069
5	67.7	31	20.6	3114
6	39.2	28	20.2	3193
7	71.4	28	16.3	3097
All	57.2	148	20.45	15692

Evaluation

The measure was met.

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Additional Evidence

While ICAHN 2's grade 3 through 8 students did not achieve the target proficiency measure, given the impact of testing based on the common core learning standards, they did maintain a signification-significant difference in their performance as compared with their District 11 peers.

In 2010-11 ICAHN 2's 3rd through 5th grade students enrolled for at least two years achieved a higher score by 59.85%; while in 2011-12 the difference when comparing 3rd through 6th grade students was 55.9% and in 2012-13 the difference when comparing 3rd through 7th grade students was lower at 36.75%.

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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	96.55	36.3	97	39.8	43.3	21.0
4	100	40.7	100	46.2	64.5	20.0
5	100	40.2	100	46.2	67.7	20.6
6	-	-	97	37.9	39.2	20.2
7	-	-	-	-	71.4	16.3
All	98.85	39.0	98.4	42.5	57.2	20.45

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.⁵

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.

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.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

In 2011-12, ICAHN 2’s - 3rd, 4th, 5th, 6th, and 7th grade students achieved and Effect Size of 3.19, which led to the Overall Comparative Performance rated at “Higher than expected to a large degree.”

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		34	97.1	47.6	49.5	3.28
4		30	100.0	51.5	48.5	3.24
5		35	97.2	49.5	47.7	3.19
6		32	90.7	44.5	46.2	3.04
7						
8						
All	62.3%	131	96.2	48.2	48.0	3.19

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

The measure was met.

Additional Evidence

ICAHN 2 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
2009-10	3,4	72				
2010-11	3,4,5	75	98	84.7	49.4	2.29
2011-12	3,4,5,6	62.3	131	96.2	48.2	3.19

Goal 1: Growth Measure⁶

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 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.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.⁷

Results

Leave Blank

Summary of the English Language Arts Goal

Overall, 57.2% of ICAHN 2’s 3rd, 4th, 5th, 6th, and 7th grade students enrolled for at least two years scored proficiency on NYS math assessments. They did not reach the first absolute measure of 75%.

The Performance Index value achieved by ICAHN 2 students was 153.2. The value cannot be compared with the NYSED AMO until that number is released.

ICAHN 2 students achieved an Effect Size value of 3.19 the 2011-12 comparative performance analysis. ICAHN 2 students demonstrated “Higher than expected to a large degree”

While ICAHN 2 grade 3 through 8 students did not achieve the target proficiency measure, given the impact of testing based on the common core learning standards, they did maintain a **signification significant** difference in their performance as compared with their District 11 peers. In 2010-11 ICAHN 2’s 3rd through 5th grade students enrolled for at least two years achieved a higher score by

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

⁷ See the Guidelines.

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59.85%; while in 2011-12 the difference when comparing 3rd through 6th grade students was 55.9% and in 2012-13 the difference when comparing 3rd through 7th grade students was lower at 36.75.%.

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.	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.	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 2011-12 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.	N/A

Action Plan

ICAHN 2 had a testing year with impressive results. While the change in scoring had a significant impact on outcome of percentages in each Level, ICAHN 2 students significantly out scored their peers in the local district.

In the coming year we shall continue to analyze the impact of our instruction on our students to identify possible changes we can introduce to support their increased academic achievement.

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

Goal 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 3-8.⁸

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 3 through 7 grades in April 2013. 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.

⁸ 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.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	32	0	0	0	32
4	35	0	0	0	35
5	35	0	0	0	35
6	32	0	0	0	32
7	29	0	0	0	29
All	163	0	0	0	163

Results

2012-13 is the first year NYS testing has been based on the core curriculum standards. The results constitute a baseline for use in subsequent years, showing ICAHN 2 at 71.4% or 3.6% below the 75% target. Two grades, 4 and 5, surpassed the 75% target.

**Performance on 2012-13 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	62.5	32	64.5	30
4	80.0	35	77.1	31
5	77.1	35	77.4	31
6	71.9	32	71.4	28
7	65.5	29	67.8	28
All	71.4	163	71.6	148

Evaluation

The measure was not met.

Additional Evidence

Comparison of 2010-11 and 2011-12 scores shows students in each of four Cohorts demonstrating or continuing to demonstrate high performance ranging from 91% to 100%. As the result of the impact of the NYSED testing system, based on the common core learning standards, the five cohorts dropped to slightly below the 75% target to 71.6% with a range of 64.5% (grade 3) to 77.7% (grade 5).

Mathematics Performance by Grade Level and School Year

⁹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	29	91.1%	34	64.5	30
4	100	28	100	30	77.1	31
5	100	22	97	35	77.4	31
6	-	-	100	32	71.4	28
7	-	-	-	-	67.8	28
All	100	79	100	79	71.6	148

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.

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 Annual Measurable Objective (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 current year’s mathematics AMO. 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 200.¹⁰

Results

ICAHN 2^s 3rd, 4th, 5th, 6th, and 7th grade students achieved a Performance Index value of 169.3.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
148	1.5	27.7	47.9	22.9

$$\begin{aligned}
 \text{PI} &= 27.7 + 47.9 + 22.9 = 98.5 \\
 &47.9 + 22.9 = \underline{70.8} \\
 \text{PLI} &= 169.3
 \end{aligned}$$

Evaluation

The measure cannot be assessed until NYSED releases the AMO.

¹⁰ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program
Leave Blank*

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.

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.¹¹

Results

While ICAHN 2 students in grades 3 through 7, as a collective, outscored their District 11 peers by 51.9%, they did not demonstrate the absolute proficiency measure. Students in each grade outscored their District 11 peers as follows: Grade 3 – 41.5%; Grade 4 – 60%; Grade 5 – 56.5%; Grade 6 – 51.7%; and Grade 7 – 49.9%.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	62.5	32	21.0	3219
4	80.0	35	20.0	3069
5	77.1	35	20.6	3114
6	71.9	32	20.2	3193
7	65.5	29	15.6	3129
All	71.4	163	19.5	15724

Evaluation

The measure was met.

Additional Evidence

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

While ICAHN 2's grade 3 through 8 students did not achieve the target proficiency measure, given the impact of testing based on the common core learning standards, they did maintain a signification-significant difference in their performance as compared with their District 11 peers.

Across the three years from 2010-11 through 2012-13, ICAHN 2 students out_scored their District 11 peers. The pattern for the three year period rose from 47.3% to 51.9%. In 2010-11 ICAHN 2 students, grades 3 through 5 who were enrolled for at least two years achieved a higher score by 47.4%; while in 2011-12 the difference when comparing 3rd through 6th grade students was 43.53%. The greatest difference occurred in 2012-13 when 3rd through 7th grade students outscored their District 11 peers by 51.9%.

**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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	45.7	91.1	45.5	62.5	21.0
4	100	55.0	100	59.3	80.0	20.0
5	100	57.0	97	58.2	77.1	20.6
6	-	-	100	50.9	71.9	20.2
7	-	-	-	-	65.5	15.6
All	100	52.6	97	53.47	71.4	19.5

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.¹²

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.

¹² 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.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

In 2011-12, ICAHN 2’s 3rd, 4th, 5th, 6th, and 7th grade students achieved an Effect Size of 3.19, which led to the Overall Comparative Performance rated at “Higher than expected to a large degree.”

2011-12 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		34	97.1	47.6	49.5	3.28
4		30	100.0	51.5	48.5	3.24
5		35	97.2	49.5	47.7	3.19
6		32	90.7	44.5	46.2	3.04
7						
8						
All	62.3%	131	96.2	48.2	48.0	3.19

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

The measure was met.

Additional Evidence

ICAHN 2 students continue to demonstrate “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
2009-10	3,4	72				
2010-11	3,4,5	75	98	96.9	59.0	2.19
2011-12	3,4,5,6	62.5	131	96.2	48.2	3.19

Goal 1: Growth Measure¹³

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.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.

Results

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Summary of the Mathematics Goal

ICAHN 2’s 2nd - 3rd through 7th grade students enrolled for at least two years demonstrated 71.4% proficiency, 3.6% below their target of 75%.

In 2010-11 ICAHN 2’s 2nd - 3rd through 5th grade students enrolled for at least two years achieved a higher score by 47.4%; while in 2011-12 the difference when comparing 3rd through 6th grade students was 43.53% and in 2012-13 the difference when comparing 3rd through 7th grade students was the highest of the three years at 51.9%.

The Performance Index value achieved by ICAHN 2 students was 169.3. The ICAHN 2 PI value cannot be compared with the NYSED AMO until that number is released.

ICAHN 2 students achieved an Effect Size value of 3.19 on the 2011-12 comparative performance analysis. Their effort was “Higher than expected to a large degree”.

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

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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.	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 2011-12 school district results.)	Achieved/ Did Not Achieve
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.	N/A

Action Plan

ICAHN 2 met all of its measures. The school 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 will use Pearson's SuccessMaker to meet every child's individual needs in mathematics.

SCIENCE

Goal 3: Science

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

Background

The ICAHN 2 science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2013. 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

All ICAHN 2's 4th grade students achieved Level 3 or 4 on the NYSED Science examination.

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	31	Data Not Available	

Evaluation

The measure was met

Additional Evidence

ICAHN 2's 4th grade students have consistently achieved either Level 3 or Level 4 on the NYSED Science examination.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	31	100	28	100	31
All	100	31	100	28	100	31

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

Results of ~~the~~ District 11's 4th grade science exam ~~results~~ were not available ~~as at the time~~ this report was written.

**2012-13 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	31	Data not Available	

Evaluation

Without District 11 data performance on the measure cannot be determined.

Additional Evidence

In previous years ICAHN 2's 4th grade students have out scored their District 11 peers. While the comparison cannot be made until District 11 data are available, **District 11 students score 100% to tie ICAHN 2 students, in which case the measure will not be met.** Based on previous performance the likelihood of District 11 students achieving 100% is low.

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**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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	83	100	82	100	N/A
All	100	83	100	82	100	N/A

Summary of the Science Goal

All ICAHN 2 students scored proficiency on the 2012-13 4th 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 same tested grades in the local school district.	(Achieved)

Action Plan

Efforts at ICAHN 2 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 2 has met the NCLB requirement for the 2012-13 school year.

Evaluation

NYS testing began in the 2010-11 school year and have Icahn 2 has 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.

Additional Evidence

As illustrated below, ICAHN 2 has met the NCLB requirement for the last 3 years

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

APPENDIX B: OPTIONAL GOALS

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

Goal 5: Parent Satisfaction
 Parents will demonstrate strong support and commitment to the school

Goal 5: 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

Responses pertaining to 15 questions contained in the 2012-2013 Parent Satisfaction Survey were received. The table below depicts the number of responses received which were 255 out of 283 families. The response rate was 90.10% which is a 1.2% decrease in the number of responses for this year.

2012-2013 Parent Satisfaction Survey Response Rate

Number of Families Responding	Response Rate
255	90.10%

2012-2013 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
1. I feel welcome when I visit the school.	97.00
2. This school provides a safe environment for learning.	98.00
3. My child has up-to date instructional tools.	98.35
4. School holds high academic expectations.	97.02
5. Schools hold high discipline expectations.	95.10
6 Parent regularly reads progress report and notices sent from school	85.07
7. Homework assignments area valuable contribution to my child’s learning	95.01

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8. Sufficient material provided by school to aid in learning and homework.	96.02
9. Child receiving a quality education.	96.00
10. The school keeps me informed about what goes on at the school.	94.00
11. School's goal to parent(s) are clear.	97.00
12. School property and building are clean and well maintained.	93.06
13. Parent would send other siblings to our school	97.00
14. Parent will recommend the school to other parents.	95.00
15. My child's attendance is monitored by the school calling about absences.	97.00

Evaluation

The measure was met.

Goal 6: Absolute Measure

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

Method

Tracking of ICAHN 2 students is maintained by the Principal, using attendance records, and interactions with parents.

Results

91.7% of ICAHN 2 students who completed the 2011-12 school year continued in 2012-13. Nineteen (19) of the 248 students enrolled in 2011-12 were discharged from the school. The number of returning students was 229.

2012-13 Student Retention Rate

2011-12 Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2010-11 Enrollment – Graduates)
248	N/A	229	91.7%

Evaluation

The measure was met.

Additional Evidence

Year	RetentionRate
2008-09	91.66
2009-10	92.19
2010-11	95.40
2011-12	97.20
2012-13	91.70

Goal 7: 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 2 students demonstrated an average daily attendance rate of 95% and in so doing met the measure.

2012-13 Attendance

Evaluation

The measure was met.

Year	Average Daily Attendance Rate
2009-10	92.2%
2010-11	95.4%
2011-12	95.5%
2012-13	95.0%