

**ICAHN
CHARTER SCHOOL 4
2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Icahn Charter School 4 – 2012-13 Accountability Plan Progress Report

Michelle Allen 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

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
2009-10	36	35	38	-	-	-	-	-	-	-	-	-	-	109
2010-11	37	40	38	31	-	-	-	-	-	-	-	-	-	146
2011-12	39	37	39	33	32	-	-	-	-	-	-	-	-	180
2012-13	35	35	39	38	37	35	-	-	-	-	-	-	-	219

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 3rd through 5th 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 3-8.¹

Method

The ICAHN 4 administered the New York State Testing Program English language arts assessment to students in 3 through 5 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	38	0	0	0	38
4	37	0	0	0	37
5	33	0	0	2	35
All	108	0	0	2	110

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

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.

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 5th 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 who enrolled later as follows: Grade 3 – 37 and 1 = 38; Grade 4 -31 and 6 = 37; and Grade 5 – 28 and 3 = 33.

**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	36.8	38	35.1	37
4	56.7	37	54.7	31
5	42.4	33	37.0	28
All	45.3	108	42.3	96

Evaluation

The measure was not met.

Additional Evidence

During the first two years ICAHN 4 students met and surpassed the Goal 1 Absolute Measure. In 2011-12 100% of students demonstrated proficiency. Their success was 20% higher than their 2010-11 peers. With the move to testing based on the Common Core Learning Standards, a new baseline is being established. A comparison cannot be made between 2012-13 student results and those of previous years. If the 2010-11 to 2011-12 trend is continued, 2013-14 assessment results should show more students are demonstrating proficiency even though proficiency will may not be met until the following year.

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
3	80.6	31	100	29	35.1	37
4	-	-	100	26	54.7	31
5	-	-	-	-	37.0	28
All		31		55	42.3	96

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 4 3rd, 4th, and 5th grade students achieved a Performance Index value of 138.9. Until the release of the AMO, a comparison cannot be made.

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
108	7.3%	46.3%	34.5%	11.8%

$$\begin{array}{rccccccccc}
 \text{PI} & = & 46.3 & + & 34.5 & + & 11.8 & = & 92.6 \\
 & & & & 34.5 & + & 11.8 & = & \underline{46.3} \\
 & & & & & & \text{PLI} & = & 138.9
 \end{array}$$

Evaluation

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

Leave Blank

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

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 4 3rd, 4th, and 5th grade students out scored their CSD 11 peers by an average 57 percent. 3rd graders out scores their CSD 11 peers by 21%, 4th graders, showing the greatest difference, outscored their CSD 11 peers by 34%, and 5th graders out scored their peers by 16.4%

**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	35.1	37	21.0	3219
4	54.7	31	20.0	3069
5	37.0	28	20.6	3114
All	42.3	96	20.5	9402

Evaluation

The measure was met.

Additional Evidence

Current 5th graders outscored their CSD 11 peers in each of three years by 50.3 (2010-11), 53.8 (2011-12), and 17% respectively. Current 4th graders outscored their CSD 11 peers by 60.2% (2011-12), and 34.7% (2012-13 respectively. Current 3rd graders outscored their CSD 11 peers by 14.1%.

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](#).

**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	80.6	30.3	100	39.8	35.1	21.0
4	-	-	100	46.2	54.7	20.0
5	-	-	-	-	37.0	20.6
All	80.6	30.3	100	43.0	42.3	20.5

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.

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 4 3rd and 4th grade students achieved an Effect Size of 3.28.

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.

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		33	97.0	41.3	55.7	3.48	
4		32	96.9	45.4	51.5	3.28	
5							
6							
7							
8							
All		75.7%	65	97.0	43.3	53.6	3.38

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

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
2009-10	-	-	-	-	-	-
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

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.

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

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

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 local School District 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, and 5 in the surrounding schools.

Results

ICAHN 4 significantly exceeded all surrounding similar schools.

2012-13 NYS Math – Comparison of All Student Performance on the ELA assessment – Students reaching or surpassing Level 3 – Icahn 4 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 CS 4
3	21.0	10.6	21.2	22.4	25.9	35.1
4	20.0	11.9	31.7	20.5	28.9	54.7
5	20.6	12.6	35.2	22.9	23.3	37.0
Total	20.5	11.7	29.4	21.9	26.0	42.3

Evaluation

The measure was met

⁷ See the Guidelines.

Summary of the English Language Arts Goal

ICAHN 4 3rd, 4th, 5th grade student performance resulted in proficiencies percentages below the measure. Based on the new testing standards, they were 33% below the goal of 75% demonstrating proficiency.

The Performance Index value achieved by ICAHN 4 students was 138.9.

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

ICAHN 4 students achieved an Effect Size value of 3.38 in the 2011-12 comparative performance analysis. Their achievement was well above the required value of 0.3.

ICAHN 4 4th grade students achieved 100% in 2011-12 as compared with 80.3 in 2010-11 thereby demonstrating growth in ELA performance. The 2012-13 score is a new baseline and cannot be compared with 2010-11 or 2011-12.

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

Action Plan

ICAHN 4 completed its third 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

Icahn Charter School 4 – 2012-13 Accountability Plan Progress Report

standards, we shall also review and adjust as needed student 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 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 3 through 5 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	38	0	0	0	38
4	37	0	0	0	37
5	35	0	0	2	35
All	110	0	0	2	110

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 measure target, 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.

**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	52.6	38	51.3	37
4	77.5	37	64.5	31
5	71.4	35	69.9	30
All	67.1	110	61.9	98

Evaluation

The measure was not met.

Additional Evidence

During the first two years ICAHN 4 students met and surpassed the Goal 1 Absolute Measure, as 100 percent of students demonstrated proficiency. With the move to testing based on the Common Core Learning Standards, a new baseline is being established. A comparison cannot be made between 2012-13 student results and that of previous years as it is a new baseline.

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.

Mathematics 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
3	100	31	100	33	51.3	37
4	-	-	100	32	64.5	31
5	-	-	-	-	69.9	30
All	100	31	100	65	61.9	98

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 4 3rd, 4th, and 5th grade students achieved a Performance Index value of 170.

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
110	0	30	36.7	33.3

$$\begin{aligned}
 \text{PI} &= 30 + 36.7 + 33.3 = 100 \\
 & \quad \quad \quad 36.7 + 33.3 = \underline{70} \\
 & \quad \quad \quad \text{PLI} &= 170
 \end{aligned}$$

Evaluation

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

ICAHN 4 3rd, 4th, and 5th grade students out scored their CSD 11 peers by an average 40.7%. 3rd graders out scores their CSD 11 peers by 27.4%, 4th graders, outscored their CSD 11 peers by 45.1%, and 5th graders out scored their peers, showing the greatest difference, by 49.7.

**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	51.3	37	23.8	3256
4	64.5	31	19.4	3104
5	69.9	30	20.6	3179
All	61.9	98	21.2	9539

Evaluation

ICAHN 4 3rd, 4th, and 5th grade students out scored their CSD 11 peers by an average 40.7 percent. 3rd graders out scores their CSD 11 peers by 27.5%, 4th graders by 45%, and 5th graders showing the greatest difference, outscored their CSD 11 peers by 49.3%.

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](#).

Additional Evidence

Current 5th graders outscored their CSD 11 peers in each of three years by 60.3% (2010-11), 40.7% (2011-12), and 17% respectively. Current 4th graders outscored their CSD 11 peers by 40.7% (2011-12), and 45.1% (2012-13) respectively. Current 3rd graders outscored their CSD 11 peers by 27.5%.

**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	96.7	36.1	100	45.5	51.3	23.8
4	-	-	100	59.3	64.5	19.4
5	-	-	-	-	69.9	20.6
All	96.7	36.1	100	52.4	61.9	21.2

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.

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

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.

In 2011-12 ICAHN 4 3rd and 4th grade students achieved and Effect Size of 2.43.

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		33	96.9	48.8	48.1	2.54
4		32	100.1	57.6	42.5	2.32
5						
6						
7						
8						
All	75.7%	65	98.5	53.1	45.3	2.43

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

Evaluation

The measure was made.

Additional Evidence

ICAHN 4 students demonstrated “Higher than expected to a large degree”

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
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

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

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

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

Leave Blank

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: District 11, PS 103, PS 83, PS 106, and PS/IS 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, and 5 in the surrounding schools.

Results

ICAHN 4 significantly exceeded all surrounding similar schools.

2011-12 NYS Math – Comparison of All Student Performance on the Math assessment – Students reaching or surpassing Level 3 – Icahn4 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 CS 4
3	23.8	3.9	37.9	25.1	27.9	52.6
4	19.4	7.2	42.3	47.3	35.3	77.5
5	20.6	12.3	37.4	32.3	34.8	71.4
Total	<u>21.2</u>	<u>7.8</u>	<u>39.2</u>	<u>34.8</u>	<u>32.6</u>	<u>67.1</u>

Evaluation

The measure was met.

Summary of the Mathematics Goal

Icahn Charter School 4 – 2012-13 Accountability Plan Progress Report

ICAHN 4 3rd, 4th, 5th grade students 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.

The Performance Index value achieved by ICAHN 4 students was 170.

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

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.

ICAHN 4 4th grade students achieved 100% in 2011-12 as compared with 80.3 in 2010-11 thereby demonstrating growth in math performance. The 2012-13 score is a new baseline and cannot be compared with 2010-11 or 2011-13.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	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
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
	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: District 11, PS 103, PS 83, PS 106, and PS/IS 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 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

100% of all students, including students with at least two years of enrollment at the school demonstrated proficiency. Thirty four of thirty five or 97% scored at Level 4.

**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	29	Data Not Available	

Evaluation

The measure was made

Additional Evidence

During the two years ICAHN 4 students have completed the NYS 4th Grade Science Assessment, they have all scored at either Levels 3 or 4. In 2012-12 91% of students scored at Level 4, compared with 2012-13 students who increased the score to 97% Level 4.

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	26	100	29
All	-	-	100	26	100	29

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

Without District 11 Science examination results a comparison cannot be made and the measure assessed.

**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	29	Data Not Available	

Evaluation

Determination of whether or not the measure was made cannot be made until district 4th grade science scores are released.

Additional Evidence

As in 2011-12, the first year the NYS 4th Grade Science Assessment was administered to ICAHN 4 students, ICAHN 4 students out-scored District 11 students. Thirty four of thirty five or 97% scored at Level 4.

ICAHN 4 students out-scored their District 11 peers on the 4th Grade Science exam.

**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	Not Available
All			100	83	100	Not Available

Summary of the Science Goal

Whether or not the measure was made cannot be determined until district 4th grade science scores are released.

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 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 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 4 has met the NCLB requirement for the 2012-13 school year.

Evaluation

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.

Additional Evidence

As illustrated below, Icahn Charter School 4 has met the NCLB requirement for the last 2 years

NCLB Status by Year

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