



ICAHN CHARTER SCHOOL 6

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 13, 2017

By Brian Geelan

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INTRODUCTION

Brian Geelan, Principal and Dr. Arthur Pritchard, consultant prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gail Golden	President
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Betty Walker	Parent Member

Brian Geelan has served as the Principal since 2012.

INTRODUCTION

The mission of Icahn Charter School 6 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 6 opened in September 2012 and served grades kindergarten through second grade. Our school is composed of 56% African American and 33.6% Latin with a free and reduced lunch rate of 89%. 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	Total
2012-13	36	36	35	-	-	-	-	-	-	107
2013-14	40	37	36	32	-	-	-	-	-	145
2014-15	40	39	27	32	32	-	-	-	-	180
2015-16	36	40	39	33	39	39	-	-	-	226
2016-17	42	42	44	43	40	42	41	-	-	294

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 or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 6 grades in April 2017. 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 (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	43	0	0	0	0	43
4	40	0	0	0	0	40
5	42	0	0	0	0	42
6	40	1	0	1	0	39
7	-					
8	-					
All	165	1	0	1	0	164

¹ 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

In 2016-17 ICAHN 6 students in grades 3 through 6 who have been enrolled at the school for two or more years achieved an ELA proficiency score of 56.35%, 18.65% below the 75% target.

Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	65	43	61.0	36
4	63	40	62.5	32
5	52	42	58.6	29
6	40	40	43.3	30
7	-	-	-	-
8	-	-	-	-
All	55	165	56.35	127

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

In 2016-17 Icahn 6, 3rd through 6th grade students in at least their second year yielded a performance 2% less than 2015-16 and essentially the same as 2014-15.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	67.65	31	67.7	31	61.0	36
4	44.37	29	54.8	31	62.5	32
5	-	-	51.6	31	58.6	29
6	-	-	-	-	43.3	30
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	56.01	60	<u>58.03</u>	93	56.35	127

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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 200.²

RESULTS

IN 2016-17 ICAHN 7 3rd through 6th grade students achieved a Performance Level Index score of 145.75, which was 34.75 points above the target of 111.1

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
165	9.09	35.75	43.03	11.97

$$\begin{array}{rclclclcl}
 \text{PI} & = & 35.75 & + & 43.04 & + & 11.97 & = & 90.75 \\
 & & & & 43.04 & + & 11.97 & = & \underline{55.00} \\
 & & & & & & & = & 145.75
 \end{array}$$

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

The measure was made.

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.³

RESULTS

With a score of 56.36%, Icahn 6 3rd through 6th grade students in at least their second year at the school outscored their District 9 peers by 36.10%, more than double the District score of 20.25%

2016-17 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	61.0	36	24	2641
4	62.5	32	23	2723
5	58.6	29	20	2722
6	43.3	30	14	2607
7	-	-	-	-
8	-	-	-	-
All	56.35	127	20.25	10,703

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

ICAHN 6 3rd through 6th grade students in at least their second year at the school have consistently outscored their District 9 peers every year since testing began.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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 Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	67.65	13.4	67.7	22	61.0	24
4	44.37	12.3	54.8	24	62.5	23
5	-	-	51.6	18	58.6	20
6	-	-	-	-	43.3	14
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	<u>56.01</u>	<u>12.85</u>	<u>58.03</u>	<u>21.33</u>	56.35	20.25

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16 ICAHN 6 students achieved an Effect Size of 1.82, earning the overall comparative performance the rating of “Higher than expected to a large degree.”

English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.9	32	69	29	40	2.22
4	82.4	34	53	29.8	23.2	1.30
5	90.6	32	50	19.9	30.1	1.98
6						
7						
8						
All	86.9	98	57.2	26.3	30.9	1.82

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

In the three years of testing, Icahn 6 students have consistently achieved Effect Size rating resulting the designation "Higher than expected to a large degree".

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3	78.1	32	59	24.0	2.46
2014-15	3, 4	83.1	64	55	20.9	2.42
2015-16	3, 4, 5	86.9	57.2	26.3	30.9	1.88

Goal 1: Growth Measure⁴

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

⁴ 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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

2015-16 was the second year the Mean Growth Percentile could be determined at ICAHN 6, where the school earned a score of 51, one point about the Statewide Median

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43.2	50.0
5	59.2	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<u>51.0</u>	50.0

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

In 2015-16 ICAHN 6 achieved a Mean Growth Percentile of 51. The fifth grade students demonstrated a level of 59.2, which was more than 12 higher than their effort in 2014-15.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	-	44.8	43.2	50.0
5	-	-	59.2	50.0
6	-	-		50.0
7	-	-		50.0
8	-	-		50.0
All	-	<u>44.8</u>	<u>51.0</u>	50.0

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Goal 1: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

This measure compares the performance of Icahn 6 Charter School students with those of District 9, and four comparable schools, which are PS/MS 4, PS 42, PS 55, IS 313, and IS 339. Data were collected from recently released 2016-17 NYSED ELA and Math scores.

RESULTS:

On the 2016-17 NYS ELA examination, ICAHN 6 students in Grades 3-8 out-scored their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55). or middle school (IS 313 or IS 339) grade 6. ICAHN students outscored PS/MS – 4 students by 38.75%, PS-42 by 35.0% and PS 55 by 39.34%. ICAHN 6 6th graders outscored their IS 313 peers by 33 points and their IS 339 peers by 36 points.

EVALUATION:

The measure was made

2016-2017 NYS ELA Percent Level 3 or Higher By All Students – Comparison Schools with Icahn 6						
School	PS/MS 4	PS 42	PS 55	IS 313	IS 339	ICAHN 6
Grade 3	19	19	18	-	-	65
Grade 4	18	21	21	-	--	63
Grade 5	19	20	8	-	-	53
Grade 6	9	-	-	7	4	40
Total	16.25	20	15.66	7	4	55

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute - ICAHN 6 3rd, 4th, 5th and 6th grade students in at least their second year at the school scored 56.35% proficiency, which was below the measure. Based on the new testing standards, they were 16.97% below the goal of 75% demonstrating proficiency, a slight decrease over 2015-16 and essentially the same as 2014-15.

Absolute - The Performance Index value achieved by ICAHN 6 students was 145.75 points higher than the State AMO of 109 by 36.75 points.

Comparative – In 2015-16 the English Language Arts Comparative Performance, ICAHN 6 achieved an Effect Size value of 1.82, 2.12 points higher than the required .3.

Comparative –With a demonstrated proficiency of 58.03%, ICAHN 6 3rd, 4th, and 5th grade students outscored their District 9 peers who's score was 21.33% by 36.7 points.

Growth – In 2015-16 ICAHN 6 achieved a Mean Growth Percentile of 51.0, 1 point above the Statewide Median target of 50.

Optional - On the 2016-17 NYS ELA examination, ICAHN 6 students in Grades 3-8 out-scored their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55). or middle school (IS 313 or IS 339) grade 6. ICAHN students outsourced PS/MS – 4 students by 38.75%, PS-42 by 35.0% and PS 55 by 39.34%. ICAHN 6 6th graders outsourced their IS 313 peers by 33 points and their IS 339 peers by 36 points.

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.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	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 2015-16 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. (Using 2015-16 results.)	Achieved
Optional	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that in the following similar District 9 schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339	Achieved

ACTION PLAN

ICAHN 6 completed its fourth testing year, the same year of the first common core-based exam. ICAHN 6 students outsourced their peers in District #9 and the schools identified for comparison. In the coming year we plan to analyze the impact of our instruction on at risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of 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 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 6 grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	43	0	0	0	0	43
4	40	0	0	0	0	40
5	42	0	0	0	0	42
6	41	0	0	0	0	41
7	-					
8	-					
All	166	0	0	0	0	166

⁶ 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

In 2016-17 ICAHN 6 students in grades 3 through 4 with at least two years at the school scored 64% proficiency on the State Math Exam, 11 points below the 75% target.

Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	67	43	61.1	36
4	75	40	81.1	33
5	55	42	62.0	29
6	51	41	51.6	31
7	-	-	-	-
8	-	-	-	-
All	62	166	64.0	129

EVALUATION

The measure was not made.

ADDITIONAL EVIDENCE

Each year Icahn 6 students in at least their second year at the school have maintained an average score of 65.9% in tested grades. From 2014-15 to 2015-16 the increase was 6.33% and from 2015-16 to 2016-17 the decrease was 6.33%

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	75.86	31	78.12	32	61.1	36
4	51.72	29	70.96	31	81.1	33
5	-	-	61.28	31	62.0	29
6	-	-	-	-	51.6	31
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	63.79	60	70.12	94	64.0	129

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. 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 200.⁷

RESULTS

In their fourth year of testing, ICAHN 6 3rd, 4th, 5th and 6th grade students achieved a PI of 154.20 points higher than the state-required PI of 101 by 45.2 points.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
166	7.83	30.12	31.92	30.12

PI	=	30.12	+	31.92	+	30.12	=	92.16
				31.92	+	30.12	=	<u>62.04</u>
						PLI	=	154.20

EVALUATION

The measure was made.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.⁸

RESULTS

In 2016-17, Icahn 6 grade 3 through 6 students in at least their second year at the school scored 64% proficiency and outscored their District 9 peers in tested grades by 42.5%, more than double the District score of 21.5%.

2016-17 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 Students	
	Percent	Number Tested	Percent	Number Tested
3	61.1	36	28	3230
4	81.1	33	21	3292
5	62.0	29	22	3099
6	51.6	31	15	2966
7	-	-	-	-
8	-	-	-	-
All	64.0	129	21.5	12,587

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

Icahn 6 students in at least their second year at the school have consistently outscored their District 9 peers in tested grades. Each year the difference in scores has increased. The average difference over the last three years is 45.46%.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	75.86	19.8	78.12	23	61.1	28
4	51.72	16.1	70.96	23	81.1	21
5	-	-	61.28	17	62.0	22
6	-	-	-	-	51.6	15
7	-	-	-	-	-	-

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

8	-	-	-	-	-	-
All	63.79	17.95	70.12	21	64.0	21.5

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 meaningful 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16 ICAHN 6 students demonstrated an Effect Size of 1.90 earning the designation "Higher than expected to a large degree".

Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.9	33	76	31.5	44.5	2.07
4	82.4	34	68	32.6	35.4	1.77
5	90.6	32	59	23.0	36.1	1.87
6						
7						
8						
All	86.9	99	67.8	29.1	38.6	1.90

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The measure was made

ADDITIONAL EVIDENCE

ICAHN 6 students have consistently earned the designation “Higher than expected by a large degree”.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3	78.1	32	57	33.4	1.28
2014-15	3, 4	83.1	64	61	29.9	1.63
2015-16	3, 4, 5	86.1	99	67.8	29.1	1.90

Goal 2: Growth Measure⁹

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

In 2015-16 ICAHN 6 achieved a Mean Growth Percentile rating of 49.8, thus failing to reach the Statewide Median by .2 points.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile
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⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

	School	Statewide Median
4	39.8	50.0
5	60.2	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<u>49.8</u>	50.0

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

In two years of Mean Growth Percentile determination, ICAHN 6 has not met the measure. However a comparison of 5th grade student scores over the two years of percentile determination show a significant increase from 45.9 to 60.2.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4		45.9	39.8	50.0
5		-	60.2	50.0
6		-	-	50.0
7		-	-	50.0
8		-	-	50.0
All		<u>45.9</u>	<u>49.8</u>	50.0

Goal 2: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

This measure compares the performance of ICAHN 6 students with those of District 9, and four comparable schools, which are PS/MS 4, PS 42, PS 55, IS 313, and IS 339. Data were collected from recently released 2015-16 NYSED ELA and Math scores.

RESULTS:

On the 2016-17 NYS Math examination, ICAHN 6 students in grades 3-6 out-scored their peers in each of the comparable schools, whether those schools were K-6 (PS/MS-4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339{6th grade only}). ICAHN 6 students outsourced PS/MS – 4 students by 39.5%; PS-42 and PS 55 by 35.67% and 46% respectively, and IS 313 and IS 339 by 45% and 42%.

EVALUATION:

The measure was met.

2016-2017 NYS Math Percent Level 3 or Higher By All Students Comparison Schools with Icahn 6						
School	PS/MS 4	PS 42	PS 55	IS 313	IS 339	ICAHN 6
Grade 3	25	33	19			67
Grade 4	25	16	28			75
Grade 5	21	41	12			55
Grade 6	19			6	9	51
Total	22.5	30	19.67	6	9	62

SUMMARY OF THE MATHEMATICS GOAL

Absolute - In 2016-17 ICAHN 6 students in grades 3 through 4 with at least two years at the school scored 64% proficiency on the State Math Exam, 11 points below the 75% target.

Absolute - In their second year of testing, ICAHN 6 3rd, 4th, 5th and 6th grade students achieved a PI of 154.20 points higher than the state-required PI of 109 by 45.2 points.

Comparative - In their second Mathematics Comparative Performance, Icahn 6 students achieved an Effect Size value of 1.90, 1.6 above the required .3.

Comparative – ICAHN 6 students enrolled at the school for two or more years (64%) demonstrated a significant difference their state Math exam performance in tested grades as compared with District 9 students (21.5%) by a difference of 42.5%.

Growth – in 2015-16 Icahn 6 achieved a Mean Growth Percentile rating of 49.8, .2 points below the statewide target of 50.

Comparative/Optional - ICAHN 6 students significantly outscored their peers in District 9, and in the following schools: MS/PS 4, PS 42, PS 55, IS 313 and IS 339.

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.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	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 2015-16 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.	Not Achieved
Optional	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of District 9 and of the following similar schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339.	Achieved

ACTION PLAN

ICAHN 6 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 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 Charter School 6 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 2017. 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 to score at proficiency.

RESULTS

In 2016-17 all ICAHN 6 Grade 4 students, including students with less than two years at the school demonstrated proficiency on the NYS Science Exam.

Charter School Performance on 2016-17 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 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	33	100	40
8	-	-	-	-
All	100	33	100	40

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 6 4th grade students in at least their second year at the school have consistently demonstrated proficiency in each of the years tests have been given.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	29	97.22	36	100	33
8	-	-	-	-	-	-
All	100	29	97.22	36	100	33

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

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

RESULTS

Unless CSD 9 students achieved 100% proficiency on the 2016-17 NYS Science Exam, ICAHN 6 students outscored them. While data are not yet available, and in previous years CSD 11 students achieved lower proficiency ratings than ICAHN 6 students it is presumed ICAHN 6 students outscored CSD 9 students.

**2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
4	100	33	Data Not Available	
8	-	-	-	-
All	100	33		

EVALUATION

The measure was probably met.

ADDITIONAL EVIDENCE

While 2016-17 data were not available for District 9, a review of the previous year comparison indicated the consistent pattern of ICAHN 6 outscoring their District 9 peers.

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	100	76	97.22	75	100	

8	-	-	-	-		
All	100	76	97.22	75	100	

SUMMARY OF THE SCIENCE GOAL

Absolute - ICAHN 6 4th grade students in at least their second year demonstrated proficiency on the NYS Science exam with a score of 100%.

Comparison - The measure comparing Icahn 6 with District #9 was probably met.

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 school district of comparison.	N/A

ACTION PLAN

Efforts at ICAHN 6 will continue to ensure that our students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

Icahn 6 Charter School's NCLB status this year was "Good Standing"

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

At ICAHN 6, NYS testing began in the 2013-14 school year. The school has been consistently recognized as "a school in good standing" since that time. To achieve this status of a "school in good standing", we had to meet the Annual Yearly Progress (AYP), thereby demonstrating that the children's achievement was in accordance with NCLB requirements. In fact, our achievement was significantly higher than the NCLB requirements and greatly exceeded the neighborhood schools.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

APPENDIX A: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

Parents will demonstrate a strong support and commitment to the school

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

The NYC School Survey includes questions available for response for all parents/guardians of students who attend Icahn 6 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

In 2016-17, all ICAHN 6 parent responded to the NYCDOE School Quality Guide.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
259	259	100%

2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Parents/guardians agreed or strongly agreed that they feel respected by their child's principal/school leader	99%
Parents/guardians agreed or strongly agreed that they trust the principal/school leader at his or her word (to do what he or she says that he or she will do)	99%
Parents/guardians agreed or strongly agreed that they feel respected by their child's teachers	99%
Parents/guardians agreed or strongly agreed that teachers and parents/guardians think of one another as partners in educating children	98%
Parents/guardians agreed or strongly agreed that their child's school communicates with them in a language and in a way that they can understand	99%

APPENDIX A: OPTIONAL GOALS

EVALUATION

The measure was met.

Goal S: Absolute Measure

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

METHOD

Tracking of ICAHN 6 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2016-17 93.9% of ICAHN 6 who were enrolled at the school in 2015-16 returned in 2016-17.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
216	N/A	203	93.9%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	93.0%
2015-16	95.0%
2016-17	93.9%

Goal S: Absolute Measure

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

METHOD

Tracking of ICAHN 6 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2016-17 ICAHN 6 students in grades 1 through 6 achieved an average attendance of 94.5%
Provide a narrative describing the year's attendance rate.

APPENDIX A: OPTIONAL GOALS

2016-17 Attendance

Grade	Average Daily Attendance Rate
1	93.38
2	94.15
3	91.40
4	95.27
5	95.00
6	96.64
7	
8	
Overall	94.3

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	94.2
2015-16	95.8
2016-17	94.3

