



ICAHN CHARTER SCHOOL 6

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Jason Cartagena, Principal and Dr. Arthur H Pritchard, Consultant prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gail Golden	President
Diane Fellows	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Tina March	Treasurer
Betty Walker	Parent Member

Jason Cartagena has served as the principal since 2019.

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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 55% African American and 44% Latino 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 on 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.

In 2019 Icahn Charter School 6 was designated a high-achieving and high-progress NYSED Recognition School.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2017-18	42	42	44	39	42	43	42	38	-	-	-	-	-	332
2018-19	39	36	39	41	35	40	40	36	36	-	-	-	-	348

GOAL 1: 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 students who have demonstrated a deficiency in any area of reading. Teachers and ELA specialists provide remediation lessons for below grade-level students. Ongoing assessments ensure student progress is closely monitored. Students exit Targeted Assistance when appropriate, and, new students may enter it 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

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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 3rd through 8th grade in April 2019. 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).

2018-19 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	40	3	1	0	1	41
4	36	1	1	0	1	37
5	40	1	0	0	0	40
6	41	2	0	0	0	41
7	36	3	0	0	0	36
8	33	2	1	0	3	36
All	226	12	3	0	5	231

RESULTS AND EVALUATION

In 2018-19 Icahn 6 students in grades 3 through 8 who have been enrolled at the school for at least two years achieved an ELA proficiency score of 68%. This was 7% below the 75% target.

The measure was not met.

Performance on 2018-19 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	80	40	79	38
4	78	36	77	34
5	58	40	58	39
6	73	41	71	35
7	58	36	56	34
8	61	33	61	33

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.

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All	68	226	67	213
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ADDITIONAL EVIDENCE

In 2018-19 Icahn 6, 3rd through 8th grade students in at least their second year at the school achieved a higher performance than the two previous years. The school's scores have shown a steady increase in proficiency from 2016-2019.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61.0	36	73.5	34	79	38
4	62.5	32	55.0	40	77	34
5	58.6	29	42.1	38	58	39
6	43.3	30	70.2	37	71	35
7	-	-	42.1	38	56	34
8	-	-	-		61	33
All	56.35	127	56.6	187	67	213

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, proficient or advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In 2018-19 Icahn 6's 3rd through 8th grade students achieved a Performance Level Index score of 176.5, well above the State MIP target of 105.

The measure was met.

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English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
226	5	27	46	23

$$\begin{array}{rclclclcl}
 \text{PI} & = & 27 & + & 46 & + & 23 & = & 96 \\
 & & & & 46 & + & 23 & = & 69 \\
 & & & & & + & 11.5 & = & 11.5 \\
 & & & & & & \text{PI} & = & 176.5
 \end{array}$$

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.²

RESULTS AND EVALUATION

In 2018-19, Icahn 6 students in grades 3 through 8 grades in at least their second year at the school averaged 67% proficiency compared with CSD 9 where the score was 30%, a difference of 37% on the NYS ELA assessment.

The measure was met.

2018-19 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	79	38	39	2,487
4	77	34	35	2,468
5	58	39	23	2,566
6	71	35	27	2,476
7	56	34	25	2,566
8	61	33	33	2,581
All	67	213	30	15,144

² 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](#).

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ADDITIONAL EVIDENCE

2018-19 performance by Icahn 6 students in grades 3 through 8 who were in at least their second year at the school continued the trend of significantly outscoring their peers in the District: 36.1%(2016-17), 27.8%(2017-18) and 37%(2018-19).

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	61.0	24	73.5	35	79	39
4	62.5	23	55.0	31	77	35
5	58.6	20	42.1	22	58	23
6	43.3	14	70.2	32	71	27
7	-	-	42.1	24	56	25
8	-	-	-	-	61	33
All	56.35	20.25	56.6	28.8	67	30

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 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 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18 Icahn 6 students achieved an Effect Size of 1.34, earning the overall comparative performance the rating of “Higher than expected to a large degree.”

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The measure was met.

2017-18 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	87.8	39	76.9	39.0	37.9	2.00
4	97.7	42	52.4	32.6	19.7	1.10
5	88.1	43	41.9	25.1	16.8	1.06
6	78.6	42	69.0	39.9	29.1	1.55
7	90.0	38	42.1	26.6	15.5	1.01
8	-	-	-	-	-	-
All	88.4	204	56.4	32.6	23.7	1.34

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

In the five 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 Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3, 4, 5	86.9	98	57.2	26.3	1.82
2016-17	3,4,5,6	86.5	165	55.1	25.3	1.82
2017-18	3-7	88.4	204	56.4	32.6	1.34

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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

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

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school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

In 2017-18 Icahn 6 achieved a Mean Growth Percentile of 42.5. This was 7.5 points below the target of 50.

The measure was not met.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	34.3	50.0
5	40.4	50.0
6	52.6	50.0
7	42.6	50.0
8	-	50.0
All	42.5	50.0

ADDITIONAL EVIDENCE

In 2017-18 Icahn 6 achieved a Mean Growth Percentile of 42.5, the lowest score among the last three years.

The measure was not met.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	43.2	50.4	34.3	50.0
5	59.2	51.1	40.4	50.0
6	-	48.1	52.6	50.0
7	-	-	42.6	50.0
8	-	-	-	50.0
All	51.0	49.9	42.5	50.0

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Goal 1: Optional Measure

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, IS313 and IS 339.

METHOD:

Icahn 6 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which Icahn 6 had tested students and the result of grades 3 through 8 in the surrounding schools.

RESULTS AND EVALUATION:

On the 2018-19 NYS ELA examination, Icahn 6 students in Grades 3-8 out-scores 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). Icahn 6 students outscored PS/MS – 4 students by 42 point, PS-42 by 40 and PS 55 by 35 points, and IS 313 then IS 339 by more than 47 and 42 points.

The measure was met.

2018-2019 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	50	39	44			80
Grade 4	25	36	53			78
Grade 5	8	23	14			58
Elem Avg.	28	32	37			72
Grade 6	15			15	25	73
Grade 7	21			12	14	58
Grade 8	39			24	26	61
MS Avg.	25			17	22	64
Total	26					68

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute – In 2018-19, Icahn 6 3rd through 8th grade students in at least their second year at the school scored 67% proficiency, which was 8 points below the 75% target.

Absolute - The Performance Index value achieved by Icahn 6 students was 176.5 points. This was 71.5 points higher than the State MIP target.

Comparative – In 2017-18 the English Language Arts Comparative Performance, Icahn 6 achieved an Effect Size value of 1.34. This was 1.04 points higher than the required .3.

Comparative –With a demonstrated proficiency of 67%, Icahn 6's 3rd through 8th grade students outscored their District 9 peers score of 30% by 37% points.

Growth – In 2017-18, Icahn 6 achieved a Mean Growth Percentile of 42.5 %. This was 7.5 points below the statewide median target of 50.

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Optional - On the 2018-19 NYS ELA examination, Icahn 6 students in Grades 3-8 out score 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). Icahn 6 students outscored PS/MS – 4 students by 42 points, PS-42 by 40 points and PS 55 by 35 points, and IS 313 and IS 339 by more than 47 and 42 points respectively.

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
Absolute	Each year, the school's aggregate PI on the state's English Language Arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year at the school 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 target of 50. (Using 2017-18 results.)	Not Achieved
Optional	Each year, the percent of students performing at or above Level 3 on the NY 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, IS313 and IS 339.	Achieved

ACTION PLAN

Icahn 6 completed its sixth testing year, the same year of the first common core-based exam. Icahn 6 students outscored their peers in District #9 including 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 ways we can support their 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.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 6 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

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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 below grade-level students. Ongoing assessments ensure that the progress is closely monitored. Students will exit and enter targeted assistance where appropriate, indicated by practice tests and teacher recommendation. The Mathematics program is supervised by the Principal and with additional support from a Mathematics consultant from the Lavinia Group Mathematics. 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 3rd through 8th grade in April 2019. 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. This table includes all students according to grade level, even if they have not enrolled in school for at least their second year.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	40	3	1	0	1	41
4	37	2	1	0	1	37
5	40	1	0	0	0	40
6	41	2	0	0	0	41
7	36	3	0	0	0	36
8	33	2	1	0	3	36
All	227	13	3	0	5	231

RESULTS AND EVALUATION

In 2018-19, Icahn 6 students in grades 3 through 8 who have been enrolled at the school for two or more years achieved an ELA proficiency score of 83%. This was 8% above the 75% target.

⁵ 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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The measure was met.

Performance on 2018-19 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	93	40	92	38
4	95	37	94	35
5	75	40	74	39
6	88	41	89	35
7	78	36	77	34
8	70	33	70	33
All	83	227	82	214

ADDITIONAL EVIDENCE

In 2018-19 Icahn 6 3rd through 8th grade students in at least their second year at the school exhibited a performance 3% increase in performance over 2016-17. The measure was not met.

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			
8	2017-18			
8	2018-19	Algebra 1	100%	5

In 2018-19, Icahn 6's 3rd through 8th grade students in at least their second year at the school exhibited a performance 12.8% increase over 2017-18 and continued to demonstrate increased proficiency.

The measure was met.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61.0	36	85.3	34	92	38
4	62.5	32	60.0	40	94	35
5	58.6	29	71.0	38	74	39
6	43.3	30	62.1	37	89	35

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7	-	-	57.8	38	77	34
8	-	-	-	-	70	33
All	56.35	127	67.2	187	82	214

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the NY State Mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, proficient or advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 Mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grade combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

IN 2018-19, Icahn 6's 3rd through 8th grade students achieved a Performance Level Index score of 199.5, which was 92.5 points above the target of 107.

The measure was met.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
227	7	10	36	47

$$\begin{array}{rclclclcl}
 \text{PI} & = & 10 & + & 36 & + & 47 & = & 93 \\
 & & & & 36 & + & 47 & = & 83 \\
 & & & & & + & 23.5 & = & 23.5 \\
 & & & & & & \text{PI} & = & 199.5
 \end{array}$$

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

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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.⁶

RESULTS AND EVALUATION

In 2018-19 Icahn 6 3rd through 8th grade students in at least their second year at the school scored 82% on the Math examination and in doing so outscored their District 9 peers by 54%.

The measure was met.

2018-19 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	92	38	36	2,577
4	94	35	32	2,572
5	74	39	29	2,641
6	89	35	34	2,535
7	77	34	24	2,635
8	70	33	22	2,311
All	82	214	28	15,271

ADDITIONAL EVIDENCE

Each year in the last three years, Icahn 6 students in at least their second year at the school have consistently outscored their District 9 peers with differences of 49.12% (2016-17), 40.6% (2017-18), and 54% (2018-19).

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	78.12	23	85.3	37	92	36
4	70.96	23	60.0	28	94	32
5	61.28	17	71.0	26	74	29
6	-	-	62.1	22	89	34
7	-	-	57.8	20	77	24
8	-	-	-	-	70	22
All	70.12	21	67.2	26.6	82	28

⁶ 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](#).

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Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the NY 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 students, 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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18 Icahn 6 students demonstrated an effect size of 1.83 earning the designation "Higher than expected to a large degree."

The measure was met.

2017-18 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	87.8	39	87.2	41.9	45.3	2.09
4	97.7	42	59.5	30.4	29.1	1.51
5	88.1	43	72.1	29.2	42.9	2.31
6	78.6	42	66.7	33.9	32.8	1.60
7	90.0	38	57.9	24.1	33.8	1.83
8	-	-	-	-	-	-
All	88.4	204	68.6	31.9	36.7	1.86

School's Overall Comparative Performance:

Higher than expected to a large degree

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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 Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	86.1	99	67.8	29.1	1.90
2016-17	3-6	86.5	166	61.9	28.8	1.72
2017-18	3-7	88.2	204	68.6	31.9	1.86

Goal 2: Growth Measure⁷

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 target of 50.

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance. This is the Student Growth Percentile. Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

In 2017-18 Icahn 6 achieved a Mean Growth Percentile rating of 42.5. This was lower than the statewide median of 50 by 7.4 points.

The measure was not met.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	34.3	50.0
5	40.4	50.0

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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6	52.6	50.0
7	42.6	50.0
8	-	50.0
All	<u>42.5</u>	50.0

ADDITIONAL EVIDENCE

Icahn 6 equaled or exceeded the statewide median in 2015-16 and 2016-17. In 2017-2018, it dropped 7.5 points below.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	50.0	63.3	34.3	50.0
5	50.0	44.2	40.4	50.0
6	50.0	57.9	52.6	50.0
7	50.0	-	42.6	50.0
8	50.0	-	-	50.0
All	50.0	<u>55.0</u>	<u>42.5</u>	50.0

Goal 2: Optional Measure

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.

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 was collected from recently released 2018-19 NYSED ELA and Math scores.

RESULTS AND EVALUATION:

On the 2018-19 NYS Math examination, Icahn 6 students in grades 3-8 outscored 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). Icahn 6 students outscored PS/MS – 4 students by 50 points; PS-42 and PS 55 by 65 and 60 points respectively, and IS 313 and IS 339 by 59 and 57 points respectively.

The measure was met.

2018-2019 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	51	28	32			93
Grade 4	24	27	34			95
Grade 5	14	23	28			77

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Elem Avg.	30	26	31			88
Grade 6	31			16	25	88
Grade 7	42			24	20	78
Grade 8	27			17	18	70
MS Avg.	33			19	21	78
Total	31.5					83

SUMMARY OF THE MATHEMATICS GOAL

Absolute - In 2018-19 Icahn 6 students in grades 3 through 8 with at least two years at the school scored 82% proficiency on the State Math Exam. This was 7 points above the 75% target.

Absolute - In their second year of testing, Icahn 6 3rd through 8th grade students achieved a PI of 199.5 points. This was higher than the state-required PI of 107 by 92.5 points.

Comparative - In their second Mathematics Comparative Performance, Icahn 6 students achieved an effect size value of 1.86. This was 1.56 above the required .3.

Comparative – Icahn 6 students enrolled at the school for two or more years earned a (82%) on their state Math exam performance in tested grades as compared with District 9 students (28%). This was a difference of 54%.

Growth – In 2017-18, Icahn 6 achieved a Mean Growth Percentile rating of 42.5. This was 7.5 points below the statewide target of 50.

Comparative/Optional - On the 2018-19 NYS Math examination, Icahn 6 students in grades 3-8 outscored their peers in each of the comparable schools, whether those schools were K-8 (PS/MS4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339. Icahn 6 students outscored PS/MS 4 students by 50 points; PS-42 and PS 55 by 65 and 60 points respectively and IS 313 and IS 339 by 59 and 57 points respectively.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 target of 50. (Using the 2017-18 results.)	Not Achieved

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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
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ACTION PLAN

Icahn 6 will continue utilizing the Lavinia Group 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.

GOAL 3: 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 Amplify Science text.

Goal 3: 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 Science examination.

METHOD

The school administered the New York State Testing Program Science assessment to students in 4th and 8th grade in spring 2019. 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 AND EVALUATION

In 2018-19 all Icahn 6 Grade 4 and 8 students with less than two years at the school demonstrated proficiency on the NYS Science Exam with an average of 80.5%.

The measure was met.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

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Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	100	34
8	61	31
All	80.5	65

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			
8	2017-18			
8	2018-19	Living Environment	100%	4

During the present three-year period, Icahn 6 4th grades have consistently scored 100% on the NYS Science examination. In 2018-19 Icahn 6 8th grade students took the Science examination for the first time and scored 61%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	33	100	40	100	34
8	-	-	-	-	61	31
All	100	33	100	40	80.5	65

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.

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Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's 2017-18 data.

RESULTS AND EVALUATION

While 2018-19 Science examination information for District 9 is not available, a comparison with recent performance shows Icahn 6 4th and 8th grades in at least their second year outscoring their District 9 peers by 28.5%.

The measure was met.

2018-19 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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	34	71	2807
8	61	31	33	2136
All	80.5	65	52	4,943

ADDITIONAL EVIDENCE

Icahn 6 students in tested grades, who have been enrolled in at least their second year have consistently outscored 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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	100	71	100	72	100	TBA
8	-	-	-	-	61	
All	100	71	100	72	80.5	

SUMMARY OF THE SCIENCE GOAL

Absolute - Icahn 6 4th and 8th grade students in at least their second year demonstrated proficiency on the NYS Science exam with a score of 80.5%.

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

Type	Measure	Outcome
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⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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Absolute	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 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.	Achieved

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.

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

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

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

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accordance with NCLB requirements. In fact, our achievement was significantly higher than the NCLB requirements and greatly exceeded the neighborhood schools.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	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 2018-19, 85% of Icahn 6 parent responded to the NYC-DOE School Quality Guide.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
194	228	85%

2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Families feel that the principal works to create a sense of community in the school.	96%
Families say that they have communicated with their child's teacher about their child's performance.	97%

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Families say that school staff regularly communicate with them about how families can help their child learn.	96%
Families say that school staff work hard to build trusting relationships with families like them.	97%

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 2018-19 the retention rate among Icahn 6 students enrolled in 2017 was 93.9%.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
216	N/A	203	93.9%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	95.0%
2017-18	95.0%
2018-19	93.9%

Goal S: Absolute Measure

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

METHOD

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

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RESULTS

In 2018-19 the average Grade 1 thru 8 student attendance at Icahn 6 was 96%.

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	94[%]
2	96[%]
3	95[%]
4	95[%]
5	97[%]
6	97[%]
7	96[%]
8	97[%]
Overall	96[%]

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	95.8%
2017-18	94.3%
2018-19	96[%]