



## **ICAHN CHARTER SCHOOL 6**

### **2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Geelan, Principal and Dr. Arthur Pritchard, consultant prepared this 2017-18 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         |
| Betty Walker       | Parent Member  |

Brian Geelan, has served as the Principal since 2012.

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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 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 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|----|----|---|---|----|----|----|-------|
| 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   |
| 2017-18     | 42 | 42 | 44 | 39 | 42 | 43 | 42 | 38 | - | - | -  | -  | -  | 332   |

## 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 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.

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### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2018. 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).

2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>1</sup> |     |        |         | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
|       |              | IEP                     | ELL | Absent | Refused |                |
| 3     | 39           | 4                       | 2   | 0      | 0       | 39             |
| 4     | 42           | 4                       | 0   | 0      | 0       | 42             |
| 5     | 43           | 4                       | 0   | 0      | 0       | 43             |
| 6     | 42           | 6                       | 0   | 0      | 0       | 42             |
| 7     | 38           | 5                       | 0   | 0      | 0       | 38             |
| 8     | -            | -                       | -   | -      | -       | -              |
| All   | 204          | 23                      | 0   | 0      | 0       | 204            |

### RESULTS AND EVALUATION

In 2017-18 ICAHN 6 students in grades 3 through 7 who have been enrolled at the school for two or more years achieved an ELA proficiency score of 56.6%, 19.6% below the 75% target.

Performance on 2017-18 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      | 76.9               | 39            | 73.5                                   | 34            |
| 4      | 52.3               | 42            | 55.0                                   | 40            |
| 5      | 41.8               | 43            | 42.1                                   | 38            |
| 6      | 69.0               | 42            | 70.2                                   | 37            |
| 7      | 42.1               | 38            | 42.1                                   | 38            |
| 8      | -                  | -             | -                                      | -             |
| All    | 56.4               | 204           | 56.6                                   | 187           |

<sup>1</sup> 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.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### EVALUATION

The measure was not met.

### ADDITIONAL EVIDENCE

In 2017-18 Icahn 6, 3<sup>rd</sup> through 7<sup>th</sup> grade students in at least their second year yielded a performance essentially the same as the previous year 56.6%

#### 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, or proficient and 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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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 2017-18 ICAHN 6 3<sup>rd</sup> through 7<sup>th</sup> grade students achieved a Performance Level Index score of 152.2, well above the State MIP target.

English Language Arts 2017-18 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
| 204              | 11.7  | 31.8    | 40.7    | 15.6    |

$$\begin{array}{rclclclclcl} \text{PI} & = & 31.8 & + & 40.7 & + & 15.6 & = & 88.1 \\ & & & & 40.7 & + & 15.6 & = & 56.3 \\ & & & & & + & 7.8 & = & 7.8 \\ & & & & & & \text{PI} & = & 152.2 \end{array}$$

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## EVALUATION

The measure was met.

### 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 .8public 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.<sup>2</sup>

## RESULTS AND EVALUATION

In 2017-18, Icahn 6 students in grades 3 through 7 grades in at least their second year at the school averaged 56.6% proficiency compared with CSD 9 where the score was 28.8%, a difference 27.8% on the NYS ELA assessment.

2017-18 State English Language Arts Exam  
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3     | 73.5  | 34               | 35                    | 2,438            |
| 4     | 55.0  | 40               | 31                    | 2,601            |
| 5     | 42.1  | 38               | 22                    | 2,565            |
| 6     | 70.2  | 37               | 32                    | 2,594            |
| 7     | 42.1  | 38               | 24                    | 2,580            |
| 8     | -   | -                | -                     | -                |
| All   | 56.6  | 187              | 28.8                  | 12,778           |

## ADDITIONAL EVIDENCE

2017-18 performance by Icahn 6 students in grades 3 through 7 who were in at least their second year at the school continued the trend of significantly outscoring their peers in the District: 36.7%(2015-16), 36.1 %(2016-17), and 27.8%(2017-18)

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 |
|-------|--|
|-------|--|

<sup>2</sup> 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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|     | Above Proficiency Compared to District Students |              |                |          |                |          |
|-----|---|--------------|----------------|----------|----------------|----------|
|     | 2015-16   |              | 2016-17        |          | 2017-18        |          |
|     | Charter School                                  | District     | Charter School | District | Charter School | District |
| 3   | 67.7  | 22           | 61.0           | 24       | 73.5           | 35       |
| 4   | 54.8  | 24           | 62.5           | 23       | 55.0           | 31       |
| 5   | 51.6  | 18           | 58.6           | 20       | 42.1           | 22       |
| 6   | -   | -            | 43.3           | 14       | 70.2           | 32       |
| 7   | -   | -            | -              | -        | 42.1           | 24       |
| 8   | -   | -            | -              | -        | -              | -        |
| All | <b>58.03</b>                                    | <b>21.33</b> | 56.35          | 20.25    | 56.6           | 28.8     |

### 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

In 2016-17 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"

#### 2016-17 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     | <b>88.1</b>                        | <b>43</b>     | <b>65</b>                         | <b>29.8</b> | <b>35.2</b>                             | <b>1.98</b> |
| 4     | <b>95.0</b>                        | <b>40</b>     | <b>63</b>                         | <b>24.7</b> | <b>38.3</b>                             | <b>2.21</b> |
| 5     | <b>77.5</b>                        | <b>42</b>     | <b>52</b>                         | <b>26.6</b> | <b>25.4</b>                             | <b>1.72</b> |
| 6     | <b>85.7</b>                        | <b>40</b>     | <b>40</b>                         | <b>19.7</b> | <b>20.3</b>                             | <b>1.35</b> |
| 7     | -                                  | -             | -                                 | -           | -                                       | -           |

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|     |      |     |      |      |      |      |
|-----|------|-----|------|------|------|------|
| 8   | -    | -   | -    | -    | -    | -    |
| All | 86.5 | 165 | 55.1 | 25.3 | 29.8 | 1.82 |

### School's Overall Comparative Performance:

Higher than expected to a large degree

## EVALUATION

The measure was met.

## ADDITIONAL EVIDENCE

In the four 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 |
|-------------|---------|------------------------------------|---------------|--------|-----------|-------------|
| 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      | 1.82        |
| 2016-17     | 3,4,5,6 | 86.5                               | 165           | 55.1   | 25.3      | 1.82        |

### Goal 1: Growth Measure<sup>3</sup>

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>4</sup>

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

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).



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### RESULTS AND EVALUATION

In 2016-17 Icahn 6 achieved a Mean Growth Percentile of 49.9. Both grades 4 and 5 exceeded the target of 50.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 50.4                   | 50.0   |
| 5     | 51.1                   | 50.0   |
| 6     | 48.1                   | 50.0   |
| 7     | -                      | 50.0   |
| 8     | -                      | 50.0   |
| All   | <u>49.9</u>            | 50.0   |

### EVALUATION

The measure was not met.

### ADDITIONAL EVIDENCE

In 2016-17 ICAHN 6 achieved a Mean Growth Percentile of 49.9. Both grades 4 and 5 exceeded the target of 50.

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

| Grade | Mean Growth Percentile |             |             |        |
|-------|------------------------|-------------|-------------|--------|
|       | 2014-15                | 2015-16     | 2016-17     | Target |
| 4     | 44.8                   | 43.2        | 50.4        | 50.0   |
| 5     | -                      | 59.2        | 51.1        | 50.0   |
| 6     | -                      |             | 48.1        | 50.0   |
| 7     | -                      |             | -           | 50.0   |
| 8     | -                      |             | -           | 50.0   |
| All   | <u>44.8</u>            | <u>51.0</u> | <u>49.9</u> | 50.0   |

### 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 2017-18 NYS ELA examination, Icahn 6 students in Grades 3-7 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) grades 6 and 7. Icahn 6 students outscored PS/MS – 4 students by

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27.8%, PS-42 by 26.0% and PS 55 by 32.2%. Icahn 6 6<sup>th</sup> graders outscored their IS 313 peers by 46.6 points and their IS 339 peers by 40.1 points.

### EVALUATION:

The measure was made

| 2017-2018 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   | 35          | 31          | 28          |           |             | 73.5        |
| Grade 4   | 31          | 38          | 26          |           |             | 55.0        |
| Grade 5   | 22          | 23          | 19          |           |             | 42.1        |
| Grade 6   | 32          |             |             | 11        | 20          | 70.2        |
| Grade 7   | 24          |             |             | 9         | 13          | 42.1        |
| <b>Total</b>  | <b>28.8</b> | <b>30.6</b> | <b>24.3</b> | <b>10</b> | <b>16.5</b> | <b>56.6</b> |

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

**Absolute** – In 2017-18, Icahn 6 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students in at least their second year at the school scored 56.6% proficiency, which was below the 75% target.

**Absolute** - The Performance Index value achieved by Icahn 6 students was 152.2 points higher than the State MIP target.

**Comparative** – In 2016-17 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 56.6%, ICAHN 6 3<sup>rd</sup> through 7<sup>th</sup> grade students outscored their District 9 peers who's score was 30% by 26.6% points.

**Growth** – In 2016-17 Icahn 6 achieved a Mean Growth Percentile of 49.9, .1 point below the Statewide Median target of 50.

**Optional** - On the 2017-18 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) grades 6 and 7. Icahn 6 students outscored PS/MS – 4 students by 27.8%, PS-42 by 26.0% and PS 55 by 32.2%. Icahn 6 6<sup>th</sup> graders outscored their IS 313 peers by 46.6 points and their IS 339 peers by 40.1 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 |
| 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 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 | Achieved     |

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|          |   |              |
|----------|---|--------------|
|          | among all public schools in New York State. (Using 2016-17 results.)  |              |
| 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 2016-17 results.)              | 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 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 outscored 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.

## GOAL 2: 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 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.

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### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2018. 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.

2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>5</sup> |     |        |         | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
|       |              | IEP                     | ELL | Absent | Refused |                |
| 3     | 39           | 4                       | 2   | 0      | 0       | 39             |
| 4     | 42           | 4                       | 0   | 0      | 0       | 42             |
| 5     | 43           | 4                       | 0   | 0      | 0       | 43             |
| 6     | 42           | 6                       | 0   | 0      | 0       | 42             |
| 7     | 38           | 5                       | 1   | 0      | 0       | 38             |
| 8     | -            | -                       | -   | -      | -       |                |
| All   | 204          | 23                      | 3   | 0      | 0       | 204            |

### RESULTS AND EVALUATION

In 2017-18 Icahn 6 students in grades 3 through 7 who have been enrolled at the school for two or more years achieved an ELA proficiency score of 67.2%, 8.2% below the 75% target.

Performance on 2017-18 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      | 87.1               | 39            | 85.3                                   | 34            |
| 4      | 59.5               | 42            | 60.0                                   | 40            |
| 5      | 72.1               | 43            | 71.0                                   | 38            |
| 6      | 66.7               | 42            | 62.1                                   | 37            |
| 7      | 57.8               | 38            | 57.8                                   | 38            |
| 8      | -                  | -             | -                                      | -             |
| All    | 68.6               | 204           | 67.2                                   | 187           |

<sup>5</sup> 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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### EVALUATION

The measure was not met.

### ADDITIONAL EVIDENCE

In 2017-18 Icahn 6, 3<sup>rd</sup> through 7<sup>th</sup> grade students in at least their second year exhibited a performance 3% increase over 2016-17., and did not meet the measure.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2015-16  |               | 2016-17 |               | 2017-18 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 78.12  | 32            | 61.1    | 36            | 85.3    | 34            |
| .84   | 70.96  | 31            | 81.1    | 33            | 60.0    | 40            |
| 5     | 61.28  | 31            | 62.0    | 29            | 71.0    | 38            |
| 6     | -  | -             | 51.6    | 31            | 62.1    | 37            |
| 7     | -  | -             | -       | -             | 57.8    | 38            |
| 8     | -  | -             | -       | -             | -       | -             |
| All   | 70.12  | 94            | 64.0    | 129           | 67.2    | 187           |

#### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the 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, or proficient and 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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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 2017-18 ICAHN 6 3<sup>rd</sup> through 7<sup>th</sup> grade students achieved a Performance Level Index score of 178.05, well above the State MIP target.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 |
| 204              | 9.8   | 21.5    | 29.9    | 38.7    |

$$\begin{array}{rclclclcl}
 \text{PI} & = & 21.5 & + & 29.9 & + & 38.7 & = & 90.1 \\
 & & & & 29.9 & + & 38.7 & = & 68.6 \\
 & & & & & + & 19.35 & = & 19.35 \\
 & & & & & & \text{PI} & = & 178.05
 \end{array}$$

## EVALUATION

The measure was met.

### 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 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.<sup>6</sup>

## RESULTS AND EVALUATION

### 2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |               |                       |               |
|-------|---|---------------|-----------------------|---------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |               | All District Students |               |
|       | Percent   | Number Tested | Percent               | Number Tested |
| 3     | 85.3  | 34            | 37                    | 2,563         |
| 4     | 60.0  | 40            | 28                    | 2,601         |
| 5     | 71.0  | 38            | 26                    | 2,635         |
| 6     | 62.1  | 37            | 22                    | 2,643         |
| 7     | 57.8  | 38            | 20                    | 2,631         |
| 8     | -   | -             | -                     | -             |
| All   | <b>67.2</b>   | 187           | <b>26.6</b>           | 13,073        |

<sup>6</sup> 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](#).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### EVALUATION

The measure was met.

### ADDITIONAL EVIDENCE

Each year Icahn 6 students in at least their second year at the school have maintained an average score of 67.03% in tested grades. From 2015-16 to 2016-17 the increase was 6.33% and from 2016-17 to 2017-18 the decrease was 2.92%

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 |              |                |           |                |             |
|-------|---|--------------|----------------|-----------|----------------|-------------|
|       | 2015-16   |              | 2016-17        |           | 2017-18        |             |
|       | Charter School  | District     | Charter School | District  | Charter School | District    |
| 3     | 75.86   | 19.8         | 78.12          | 23        | 85.3           | 37          |
| 4     | 51.72   | 16.1         | 70.96          | 23        | 60.0           | 28          |
| 5     | -   | -            | 61.28          | 17        | 71.0           | 26          |
| 6     | -   | -            | -              | -         | 62.1           | 22          |
| 7     | -   | -            | -              | -         | 57.8           | 20          |
| 8     | -   | -            | -              | -         | -              | -           |
| All   | <u>63.79</u>  | <u>17.95</u> | <u>70.12</u>   | <u>21</u> | <u>67.2</u>    | <u>26.6</u> |

### 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In 2016-17 Icahn 6 students demonstrated an Effect Size of 1.72 earning the designation “Higher than expected to a large degree”.

#### 2016-17 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     | 88.1                               | 43            | 67                                | 35.0      | 32.0                                    | 1.53        |
| 4     | 95.0                               | 40            | 75                                | 24.0      | 51.0                                    | 2.70        |
| 5     | 77.5                               | 42            | 55                                | 32.3      | 22.7                                    | 1.27        |
| 6     | 85.7                               | 41            | 51                                | 23.4      | 27.6                                    | 1.40        |
| 7     | -                                  | -             | -                                 | -         | -                                       | -           |
| 8     | -                                  | -             | -                                 | -         | -                                       | -           |
| All   | 86.5                               | 166           | 61.9                              | 28.8      | 33.1                                    | 1.72        |

#### School's Overall Comparative Performance:

**Higher than expected to a large degree**

### EVALUATION

The measure was met.

### 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 |
|-------------|-----------|------------------------------------|---------------|--------|-----------|-------------|
| 2014-15     | 3,4,5     | 83.1                               | 64            | 61     | 29.9      | 1.63        |
| 2015-16     | 3,4,5,6   | 86.1                               | 99            | 67.8   | 29.1      | 1.90        |
| 2016-17     | 3,4,5,6,7 | 86.5                               | 166           | 61.9   | 28.8      | 1.72        |

#### Goal 2: Growth Measure<sup>7</sup>

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.

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



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

In 2016-17 Icahn 6 achieved a Mean Growth Percentile rating of 55.0, thus exceeded the Statewide Median by 5 points.

2016-17 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 63.3                   | 50.0   |
| 5     | 44.2                   | 50.0   |
| 6     | 57.9                   | 50.0   |
| 7     | -                      | 50.0   |
| 8     | -                      | 50.0   |
| All   | <b><u>55.0</u></b>     | 50.0   |

### EVALUATION

The measure was met.

### ADDITIONAL EVIDENCE

During its first two years of Mean Growth Percentile determination, ICAHN 6 did not meet the measure. However it exceeded the measure in 2016-17 by 5 points.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile |         |         |        |
|-------|------------------------|---------|---------|--------|
|       | 2014-15                | 2015-16 | 2016-17 | Target |
| 4     | 39.8                   | 50.0    | 63.3    | 50.0   |
| 5     | 60.2                   | 50.0    | 44.2    | 50.0   |

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

|     |             |      |             |      |
|-----|-------------|------|-------------|------|
| 6   | -           | 50.0 | 57.9        | 50.0 |
| 7   | -           | 50.0 | -           | 50.0 |
| 8   | -           | 50.0 | -           | 50.0 |
| All | <u>49.8</u> | 50.0 | <u>55.0</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 of District 9 and of the following similar 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 were collected from recently released 2015-16 NYSED ELA and Math scores.

### RESULTS:

On the 2017-18 NYS Math examination, Icahn 6 students in grades 3-7 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{6<sup>th</sup> grade only}). Icahn 6 students outscored PS/MS – 4 students by 17%; PS-42 and PS 55 by 41.1% respectively, and IS 313 and IS 339 by 50.9% and 42.95%.

### EVALUATION:

The measure was met.

| 2017-2018 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  | 60          | 27        | 30        |          |           | 85.3        |
| Grade 4  | 43          | 39        | 34        |          |           | 60.0        |
| Grade 5  | 44          | 27        | 29        |          |           | 71.0        |
| Grade 6  | 51          |           |           | 4        | 20        | 62.1        |
| Grade 7  | 53          |           |           | 14       | 14        | 57.8        |
| Total  | <u>50.2</u> | <u>31</u> | <u>31</u> | <u>9</u> | <u>17</u> | <u>67.2</u> |

### SUMMARY OF THE MATHEMATICS GOAL

**Absolute** - In 2017-18 Icahn 6 students in grades 3 through 7 with at least two years at the school scored 67.6% proficiency on the State Math Exam, 7.4 points below the 75% target.

**Absolute** - In their second year of testing, ICAHN 6 3<sup>rd</sup> through 7<sup>th</sup> grade students achieved a PI of 178.05 points, well higher than the state-required MIP target.

**Comparative** - In their second Mathematics Comparative Performance, Icahn 6 students achieved an Effect Size value of 1.72, 1.6 above the required .3.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

**Comparative** – Icahn 6 students enrolled at the school for two or more years (67.2%) demonstrated a significant difference their state Math exam performance in tested grades as compared with District 9 students (26.6%) by a difference of 40.6%.

**Growth** – In 2016-17 Icahn 6 achieved a Mean Growth Percentile rating of 55.0, 5 points above the statewide target of 50.

**Comparative/Optional** - On the 2017-18 NYS Math examination, Icahn 6 students in grades 3-7 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{6<sup>th</sup> grade only}). Icahn 6 students outscored PS/MS – 4 students by 17%; PS-42 and PS 55 by 41.1% respectively, and IS 313 and IS 339 by 50.9% and 42.95%.

| 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 |
| 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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 2016-17 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 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 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.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 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 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 4<sup>th</sup> in spring 2018. 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 2017-18 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 2017-18 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency                          |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient | Number<br>Tested |
| 4     | 100   | 40               | 72                    | 2,807            |
| 8     | -   | -                | -                     | -                |
| All   | 100   | 40               | 72                    | 2,807            |

#### ADDITIONAL EVIDENCE

Icahn 6 4<sup>th</sup> grade students in at least their second year at the school have consistently demonstrated scores well above 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 |
|-------|---|
|-------|---|

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

|     | Proficiency        |               |         |               |                    |               |
|-----|--------------------|---------------|---------|---------------|--------------------|---------------|
|     | 2015-16            |               | 2016-17 |               | 2017-18            |               |
|     | Percent Proficient | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4   | 97.22              | 36            | 100     | 33            | 100                | 40            |
| 8   | -                  | -             | -       | -             | -                  | -             |
| All | 97.22              | 36            | 100     | 33            | 100                | 40            |

### 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. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

### RESULTS AND EVALUATION

Unless CSD 9 students achieved 100% proficiency on the 2017-18 NYS Science Exam, Icahn 6 students outscored them. While data are not yet available, and in previous years CSD 9 students achieved lower proficiency ratings than Icahn 6 students it is presumed Icahn 6 students outscored CSD 9 students.

#### 2017-18 State Science Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency                          |               |                                    |               |
|-------|---|---------------|------------------------------------|---------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |               | All District Students <sup>9</sup> |               |
|       | Percent Proficient  | Number Tested | Percent Proficient                 | Number Tested |
| 4     | 100   | 40            | 72                                 | 2,807         |
| 8     | -   | -             | -                                  | -             |
| All   | 100   | 40            | 72                                 | 2,807         |

<sup>9</sup> This table uses the prior year's results as 2017-18 district science scores are not yet available.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

While 2017-18 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. In 2017-18 Icahn 6 students out-scored their District 9 peers, who took the exam in 2016-17 by 28 points.

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 |          |                |          |                |          |
|-------|--|----------|----------------|----------|----------------|----------|
|       | 2015-16  |          | 2016-17        |          | 2017-18        |          |
|       | Charter School   | District | Charter School | District | Charter School | District |
| 4     | 97.22  | 75       | 100            | 72       | 100            | 72       |
| 8     | -  | -        |                | -        |                |          |
| All   | 97.22  | 75       | 100            | 72       | 100            | 72       |

### SUMMARY OF THE SCIENCE GOAL

**Absolute** - Icahn 6 4<sup>th</sup> 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 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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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"

### 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.

Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2015-16 | Good Standing |
| 2016-17 | Good Standing |
| 2017-18 | 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.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 2017-18, 85% of Icahn 6 parent responded to the NYCDOE School Quality Guide.

#### 2017-18 Parent Satisfaction Survey Response Rate

| Number of Responses | Number of Families | Response Rate |
|---------------------|--------------------|---------------|
| 288                 | 331                | 85%           |

#### 2017-18 Parent Satisfaction on Key Survey Results

| Item  | Percent of Respondents Satisfied |
|---|----------------------------------|
| they are satisfied with the response they get when they contact their school  | 100%                             |
| families of a child with an Individualized Education Program (IEP) say that their school works to achieve the goals on their child's IEP. | 100%                             |
| [ they are satisfied with the education their child has received this year.   | 99%                              |
| they have seen their child's projects, artwork, homework, tests, or quizzes   | 99%                              |
| [they are satisfied with the overall quality of their child's teachers this yea   | 100%                             |

### 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

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 2017-18, 95% of Icahn 6 who were enrolled at the school in 2016-17 returned in 2017-18.

#### 2017-18 Student Retention Rate



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

| 2015-16 Enrollment | Number of Students Who Graduated in 2015-16 | Number of Students Who Returned in 2016-17 | Retention Rate<br>2016-17 Re-enrollment ÷<br>(2015-16 Enrollment – Graduates) |
|--------------------|---|--|---|
| 294                | N/A   | 280  | 95%   |

### EVALUATION

The measure was met.

### ADDITIONAL EVIDENCE

| Year    | Retention Rate |
|---------|----------------|
| 2015-16 | 95%            |
| 2016-17 | 93.9%          |
| 2017-18 | 95%            |

### 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.

### RESULTS

In 2017-18 Icahn 6 students in grades 1 through 7 achieved an average attendance of 94.6%

#### 2017-18 Attendance

| Grade   | Average Daily Attendance Rate |
|---------|-------------------------------|
| 1       | 94%                           |
| 2       | 92%                           |
| 3       | 93%                           |
| 4       | 95%                           |
| 5       | 96%                           |
| 6       | 96%                           |
| 7       | 96%                           |
| 8       | -                             |
| Overall | 94.6%                         |

### EVALUATION

The measure was not made.

### ADDITIONAL EVIDENCE

| Year | Average Daily Attendance Rate |
|------|-------------------------------|
|------|-------------------------------|

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

|         |       |
|---------|-------|
| 2015-16 | 95.8% |
| 2016-17 | 94.3% |
| 2017-18 | 95.9% |