



ICAHN CHARTER SCHOOL 6

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Jason Cartagena, Principal and Dr. Arthur H Pritchard, Consultant prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Gail Golden	President	
Diane Fellows	Secretary	
Seymour Fliegel	Member	
Robert Osborne	Member	Finance
Edward J. Shanahan	Member	
Karen Mandelbaum	Member	Finance
Sherlly Tejada	Parent	

Jason Cartagena has served as the Principal since July 2018-19

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SCHOOL OVERVIEW

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 originally served kindergarten through second grade. Our school is composed of 38% African American, 54% Latin, 2% Caucasian, and 6% Asian 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 evidenced 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 180 to 182 days of instruction

Icahn Charter School 6 is a 2024 National Blue Ribbon School. The National Blue-Ribbon Schools Program from the U.S. Department of Education recognizes public and private elementary, middle and high schools based on their overall academic excellence or their progress in closing the achievement gaps among student subgroups.

ENROLLMENT SUMMARY

The table below provides Icahn 6's BEDS Day enrollment for each school year from 2020-21 through 2024-25.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	24	32	30	32	39	39	41	33	32	-	-	-	-	302
2022-23	31	31	36	33	31	45	41	39	37	-	-	-	-	324
2023-24	30	38	33	42	34	39	38	40	35	-	-	-	-	329
2024-2025	25	24	32	29	34	33	41	37	36					291

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 6 students will become proficient readers in the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of Great Minds Wit and Wisdom anthologies and workbooks, a strong emphasis on writing, extensive classroom libraries, and by-monthly assessments. Our ELA specialist provides small group instruction (Targeted Assistance/TA) for one period a day 5 days a week to those children who have demonstrated a deficiency in any area of reading. The results of all practice tests go through an intensive error analysis by the administration and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and ELA

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specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the child out of TA when appropriate, as well as accept new students as required by their practice test results. The ELA program is personally supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the ELA materials with the NYS ELA Curriculum as well as Core Knowledge.

AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	27	0	1	0	0	0	1	29
4	34	0	0	0	0	0	0	34
5	31	2	0	0	0	0	0	33
6	40	1	0	0	0	0	0	41
7	36	1	0	0	0	0	0	37
8	34	2	0	0	0	0	0	36
All	202	6	1	0	0	0	1	210

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	27	25	93%	22	20	91%
4	34	24	71%	31	22	71%
5	31	28	90%	22	21	95%
6	40	28	70%	29	20	69%
7	36	28	78%	29	23	79%

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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8	34	31	91%	30	27	90%
All	202	164	81%	163	133	82%

ELA Measure 2 - Absolute

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.

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 2024-25 English language arts MIP for all students of **113**. 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 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	1.4 %	11.2%	43.4%	43.9%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 11. & + & 43. & + & 43. & = & 98.5 \\
 & & 2 & & 4 & & 9 & & \\
 & & & & 43. & + & 43. & = & 87.3 \\
 & & & & 4 & & 9 & & \\
 & & & & & + & 22. & = & 22.0 \\
 & & & & & & 0 & & \\
 & & & & & & \text{PI} & = & 207.
 \end{array}$$

RESULTS AND EVALUATION

Icahn 6 students scored a PI of 207.8 on the 2024-25 ELA exam, which was 94.8 points above the target of 113. The measure was made.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

2024-25 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 9 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	91%	22	TBA	
4	71%	31		
5	95%	22		
6	69%	29		
7	79%	29		
8	90%	30		
All	83%	163		

ELA Measure 4 - 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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2022-23 results.⁴

2022-23 English Language Arts Comparative Performance by Grade Level

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.6	467.0	436.6	3.07
4	84.8	464.0	440.1	2.28
5	97.4	464.0	435.8	2.85
6	88.9	475.0	438.1	3.85
7	92.3	462.0	443.2	1.96
8	84.4	466.0	445.0	2.09
All	91.3	466.2	439.6	2.69

ELA Measure 5 - 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.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.7	50.0
5	67.5	50.0
6	81.6	50.0
7	29.0	50.0
8	41.3	50.0
All	54.9	50.0

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th-grade exams, Icahn 6 primarily used the i-Ready assessment to measure student growth and achievement in ELA. Data tables are presented in Appendix A.

SUMMARY OF THE ELA GOAL

Icahn 6 3rd through 8th grade students in at least their second year met or exceeded their ELA Absolute and Comparative Measures.

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.	Yes
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.	Yes
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.	TBA
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.	Yes
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.	Yes

EVALUATION OF ELA GOAL

The average of 3rd through 8th-grade students in at least their second year at the school was 87% on the ELA assessment. Students in all grades except Grade 5 exceeded 75%. Icahn 6 students scored a PI of 207 on the 2024-25 ELA Performance Index, which was 94 points above the target of 113. A comparison of 2024-25 ELA scores between Icahn 6 and CSD #9 students could not be made as scores have not been released. In Icahn 6 3rd through 8th-grade students in at least their second year at the school outscored their District 9 peers by 54.5 Points (87 compared to 32.5). Icahn 6 exceeded its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above. Its average was 2.69, with a range of 1.96 to 3.07. Icahn 6 students exceed the Mean Growth Percentile of 50 by 4.9 points with a score of 54.9.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 6 students have outscored their District 9 peers each year since the comparisons began. In comparisons available at i-Ready, Icahn 6 students score well above the national average.

ELA ACTION PLAN

Icahn 6 completed its eighth testing year, the same year as the first common core-based exam. Icahn 6 students outscore 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.

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

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and consists of Illustrative Mathematics, 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 recommendations. The mathematics program is supervised by the principal and with additional support from a Mathematics Consultant from the Lavinia Math Group. 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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2024-25 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	Took Regents	
3	27	0	2	0	0	0	0	0	29
4	34	0	0	0	0	0	0	0	34
5	31	2	0	0	0	0	0	0	33
6	40	1	0	0	0	0	0	0	41
7	36	1	0	0	0	0	0	0	37
8	36	0	0	0	0	0	0	0	36
All	204	4	2	0	0	0	0	0	210

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	27	25	93%	22	20	91%
4	34	27	79%	31	24	77%
5	31	20	65%	22	15	68%
6	40	26	65%	29	22	76%
7	36	30	83%	29	25	86%
8	36	30	83%	30	26	87%
All	204	77%	78%	163	132	81%

Math Measure 2 - Absolute

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 2023-24 mathematics MIP for all students of **115.3**. 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

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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.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0.04	6.2%	34.1%	59.1%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 6.2 & + & 34.1 & + & 59.1 & = & 99.4 \\
 & & & & 34.1 & + & 59.1 & = & 93.2 \\
 & & & & & + & 29.5 & = & 29.5 \\
 & & & & & & \text{PI} & = & 222.1
 \end{array}$$

RESULTS AND EVALUATION

Icahn 6 students scored a PI of 222.1 on the 2024-25 Math exam, which was 106.8 points above the MIP target of 115.3. The measure was met.

Math Measure 3 - 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 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.

2024-25 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 9 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	91%	22	TBA	
4	77%	31		
5	68%	22		
6	76%	29		
7	86%	29		
8	87%	30		
All	81%	163		

Math Measure 4 - 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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2022-23 results.⁶

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.6	477.0	443.4	2.47
4	84.8	471.0	488.4	1.41
5	97.4	485.0	440.3	3.32
6	88.9	469.0	443.2	1.90
7	92.3	497.0	447.4	3.59
8	84.8	503.0	442.0	3.87
All	91.2	483.6	444.1	2.77

Math Measure 5 - 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.

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	38.5	50.0
5	58.7	50.0
6	40.2	50.0
7	48.4	50.0
8	68.6	50.0
All	51.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th-grade exams, the school primarily used the i-Ready assessment to measure student growth and achievement in mathematics: See Appendix A

SUMMARY OF THE MATHEMATICS GOAL

Icahn 6 3rd, 4th, 6th, 7th, and 8th through 8th grade students in at least their second year met or exceeded their Math Absolute and Comparative Measures. Grade 5 did not meet the measure with 68. Collectively, the measure was met.

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.	Yes
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
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	TBA

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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.	Yes
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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The average of 3rd through 8th-grade students in at least their second year at the school was 81% on the Math assessment. Students in all grades, but grade 5 exceeded 75%. Grades 7 and 8 students scored the highest with 100% proficiency.

The 2024-25 comparison of Icahn 6 and CSD #9 could not be made as grades have not been released by NYSED. In Icahn 6 3rd through 8th-grade students in at least their second year at the school outscored their District 9 peers by 57.5 Points (93 compared to 35.5). Icahn 6 students scored a PI of 222.1. In 2024-25, Icahn 6 students score 222.1 on the Performance Index on the 2023-24 Math exam, which was 102.7 points above the MIP target of 119.4. Icahn 6 exceeded its predicted level of performance on the state Math exam by an effect size of 0.3 or above. Its average was 2.77 a range of 1.41 to 3.87. Icahn 6 students exceed the Mean Growth Percentile of 50 by 21.6 points with a score of 71.6. The range was 52.8 to 88.8.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 6 students have outscored their District 9 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 6 students score well above the national average. Fourteen 8th-grade Icahn 6 students passed the Algebra Regents Exam in 2024-25.

Grade	Year	Regents Exam	Percent Passing with a65	Number Tested
8	2021-22	Algebra 1	100%	15
8	2022-23	Algebra 1	100%	21
8	2023-24	Algebra 1	100%	18
8	2024-25	Algebra 1	100%	14

MATHEMATICS ACTION PLAN

Icahn 6 will continue utilizing the Lavinia Group Mathematics 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 mathematical strands. Additionally, we shall use i-Ready to meet every child's individual needs in mathematics. Given the impact of the COVID-19 pandemic, we shall also review and adjust as needed student reading, writing, and math listening skills.

GOAL 3: SCIENCE

Goal 3: Science

All Icahn 6 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

Our school implements knowledge building with abundant hands-on learning opportunities aligned to the Next Generation Science Standards (NGSS) as part of its science program. The Icahn Network provides a scope and sequence to ensure alignment with the standards and NYS benchmark assessments in 5th and 8th grade. The curriculum integrates technology, collaborative projects, and real-world applications to enhance students' comprehension and foster a curiosity-driven approach to science. To support classroom learning, students make connections through experiential learning experiences. For instance, students attend an environmental study program at Camp Herrlich in Patterson, New York where they study alternative energy, pond ecology, and biodiversity. Additionally, planned trips to science museums, lectures, and presentations by consultants, both for students and professional development for teachers, are integral parts of the curriculum.

As part of our progress monitoring, students participate in both formative and summative assessments. End-of-unit assessments require students to apply the knowledge presented throughout the units to real-world challenges. In addition to these assessments, NYS-mandated labs for 5th and 8th grades are purposefully woven throughout the units. All curricular components support students in preparing for the 5th and 8th grade NYS Elementary-Level and Intermediate-Level Science tests as well as the Living Environment exam.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	22	9	41%
8	30	18	60%
All	52	27	51%

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Science Measure 2 - Comparative

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.

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.

2024-25 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District 9 Students Data Not available		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	22	9	41%		TBA	
8	30	18	60%			
All	52	27	51%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The Absolute Measure was not made. The Comparative measure could not be determined for lack of District grades.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
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.	TBA

EVALUATION OF THE SCIENCE GOAL

Both Icahn 6 8th grade students in at least their second year at the school, and their 5th grade peers did not. The measure was not made.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 6 administered the Regents Living Environment exam to 8th grade students. The results are shown below.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	15	13	87%
8	2022-23	Living Environment	20	13	65%
8	2023-24	Living Environment	18	17	94%

ACTION PLAN

Given the impact of the COVID-19 pandemic and the 2023-24 8th grade Science assessment results, efforts at Icahn 6 will continue to ensure that our students are provided with available resources and their instruction is aligned with the NYS standards

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year	
Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 6 has been in good standing every year since it began operations.

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessments should modify these tables as necessary.

Guidance for calculating the results in each of the tables below is available [here](#).

I-READY

2024-25 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	210	224%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	60	241%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	110%	30	159%	Yes

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	171	56%	No
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End of Year Performance on 2024-25 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	38%	40	44%	32
4	25%	32	25%	28
5	38%	39	37%	27
6	44%	36	44%	27
7	42%	36	48%	31
8	72%	32	72%	32
All	43%	215	45%	177

End of Year Growth on 2024-25 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	153%	40
4	120%	32
5	224%	36
6	256%	35
7	305%	36
8	271%	32
All	223%	211

2024-25 i-Ready Math Assessment End of Year Results

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	210	139%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	44	121%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	110%	30	113%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	171	59%	No

End of Year Performance on 2024-25 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	3	40	53%	32
4	4	32	36%	28
5	5	40	57%	28
6	6	36	44%	27
7	7	36	77%	31
8	8	32	75%	32
All	All	216	58%	178

End of Year Growth on 2024-25 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual typical Growth	Number Tested
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

3	106%	40
4	109%	32
5	170%	36
6	214%	35
7	221%	36
8	228%	32
All	156%	211