



**ICAHN 6  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Brian Geelan and Dr. Arthur H. Pritchard prepared this 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Voting Board Position
Gail Golden	President
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member

Brian Geelan has served as the Principal since 2012.

## INTRODUCTION

The mission of Icahn Charter School 6 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility. Icahn Charter School 6 opened in September 2012 and served grades kindergarten through second grade. Our school is composed of 56% African American and 33.6% Latin with a free and reduced lunch rate of 89%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2011-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2012-13	36	36	35	-	-	-	-	-	-	-	-	-	-	107
2013-14	40	37	36	32	-	-	-	-	-	-	-	-	-	145

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

#### Method

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> grade in April 2014. 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.

**2013-14 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	
3	32	0	0	0	32
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	32	0	0	0	32

<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.

## Results

ICAHN 6's 3<sup>rd</sup> grade students in at least their second year at the school achieved a proficiency score of 59 on the 3<sup>rd</sup> grade NYS ELA examination.

### Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	59	32	59	32
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	59	32	59	32

## Evaluation

The measure was not met.

## Additional Evidence

2013-14 was the first year ICAHN 6 students in at least their second year at the school took the 3<sup>rd</sup> grade NYS ELA examination, thus comparisons with previous year efforts cannot be made.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	59	32
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-

All	-	-	-	-		
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**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

**Results**

ICAHN 6 students achieved a Proficiency Level Index score of 143, 54 points higher than the State AMO of 89.

**English Language Arts 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	16	25	56	3

$$\begin{array}{rcccccccc}
 \text{PI} & = & 25 & + & 56 & + & 3 & = & 84 \\
 & & & & 56 & + & 3 & = & \underline{59} \\
 & & & & & & \text{PLI} & = & 143
 \end{array}$$

**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 local school district.

**Method**

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

**Results**

With a demonstrated proficiency of 59%, ICAHN 6’s 3<sup>rd</sup> grade students in at least their second year at the school outscored their District 9 peers by 36%.

**2013-14 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 9 Students	
	Percent	Number Tested	Percent	Number Tested
3	59	32	23	3240
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	59	32	<b>23</b>	3240

**Evaluation**

The measure was met.

**Additional Evidence**

A comparison with previous year efforts cannot be made as ICAHN 6 students participated in NYS testing for the first time in 2013-14.

**English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	59	23
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its Access 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](#).

7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	59	23

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>4</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

**Results**

The first comparative performance data for ICAHN 6 will not be available until 2013-14.

**2012-13 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						
4						
5						
6						
7						
8						
All						

<sup>4</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

<b>School's Overall Comparative Performance:</b>
N/A

**Evaluation**

The measure cannot be determined until 2013-14 data are available.

**Additional Evidence**

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	-	-	-	-	-	-
2011-12	-	-	-	-	-	-
2012-13	-	-	-	-	-	-

**Goal 1: Growth Measure<sup>5</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 state's unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>6</sup>

**Results**

2013-14 was the first year ICAHN 6 students were tested thus a comparison will not be made until 2014-15 scores can be compared with those of 2013-14.

**2012-13 English Language Arts Mean Growth Percentile by Grade Level**

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	50.0
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

### Evaluation

The measurement cannot be made for the 2013-14 report.

### Additional Evidence

The measurement cannot be made for the 2013-14 report.

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

Grade	Mean Growth Percentile			
	2010-11 <sup>7</sup>	2011-12 <sup>7</sup>	2012-13	Statewide Average
3			N/A	50.0
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

**Goal 1: Optional Measure** - Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that 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 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 2013-14 NYSED ELA and Math scores.

**Results** - On the 2013-14 NYS ELA examination, Icahn 6 students in Grade 3 outscored their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339). Icahn 6 students outscored PS – 4 students by 49%, PS-42 by 54% and PS 55 by 52%. Comparisons with IS 313 and 339 will not be made until ICAHN 6 offers a 6<sup>th</sup> grade.

<sup>7</sup> Grade level results not available.

2013-2014 NYS ELA Percent Level 3 or Higher By All Students*						
School	PS/MS 4	PS 42	PS 55	IS 313	IS 339	ICAHN 6
Grade 3	10	5	7	-	-	59
<b>MS Avg</b>	10	5	7	-	-	<b>59</b>

### **Summary of the English Language Arts Goal**

**Absolute** - ICAHN 6's 3<sup>rd</sup> grade students enrolled at least for two years scored 59% proficiency, which was below the measure. Based on the new testing standards, they were 16% below the goal of 75% demonstrating proficiency.

**Absolute** - The Performance Index value achieved by ICAHN 6 students was 143, 54 points higher than the State AMO of 89.

**Comparative** – The first Comparative Performance Analysis cannot be made until next year.

**Comparative** –With a demonstrated proficiency of 59%, ICAHN 6's 3<sup>rd</sup> grade students outscored their District 9 peers by 36%.

**Growth** – A comparison between subsequent years in student performance will not be possible until 2013-14 data are available.

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Optional	Each year, the percent of all tested students performing at or above Level 3 on the English Language Arts exam in each tested grade will be greater than	Achieved

	that of the following similar schools with local School District 9: PS 103, PS 83, PS 106, and PS/MS 194	
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**Action Plan**

ICAHN 6 completed its first 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.

**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 Pearson’s enVision Mathematics Program, workbooks, and a strong emphasis on hands on learning and monthly assessments. Our Mathematics specialist provides small group instruction for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of practice tests are reviewed with the Principal, teachers, mathematics specialist, and Mathematics consultant in order to provide remediation lessons for the targeted students. Our process of ongoing assessments ensures that the program will closely monitor the child’s progress and promote the students out of targeted assistance where appropriate, as well as accept new students as required by practice tests and teacher recommendation. The Mathematics program is supervised by the Principal and with additional support from a Mathematics Consultant from the NYC Mathematics Project at Lehman College. The Mathematics Consultant is responsible for demonstration lessons and participates in developing teaching strategies. The mathematics consultant also provides professional development during common planning periods.

**Goal 2: Absolute Measure**  
 Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> grade in April 2014. 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.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>8</sup>			Total Enrolled
		IEP	ELL	Absent	
3	32	0	0	0	32
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	32	0	0	0	32

**Results**

ICAHN 6's 3<sup>rd</sup> grade students demonstrated 57% proficiency on the 3<sup>rd</sup> grade NYS Math examination.

**Performance on 2013-14 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	57	32	57	32
4	-	-		
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	57	32	57	32

**Evaluation**

The measure was not met.

**Additional Evidence**

As 2013-14 was the first year of NYS testing at ICAHN 6 comparisons with previous years cannot be made.

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<sup>8</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.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	57	32
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	57	32

### Goal 2: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>9</sup>

### Results

In their first year of testing, ICAHN 6 students achieved a PI of 155, 69 points higher than the state-required PI of 86.

### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	3	41	41	16

$$\begin{array}{rcccccccc}
 \text{PI} & = & 41 & + & 41 & + & 16 & = & 98 \\
 & & & & 41 & + & 16 & = & \underline{57} \\
 & & & & & & \text{PLI} & = & 155
 \end{array}$$

<sup>9</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## 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 local school district.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>10</sup>

## Results

ICAHN 6's 3<sup>rd</sup> grade students outscored their District 9 peers by 28%

### 2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 9 Students	
	Percent	Number Tested	Percent	Number Tested
3	57	32	29	3293
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	57	32	<b>29</b>	3293

## Evaluation

The measure was met.

## Additional Evidence

Year to year comparisons will begin in 2014-15.

### Mathematics Performance of Charter School and Local District by Grade Level and School Year

<sup>10</sup> Schools can acquire these data when the New York State Education Department releases its Access 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](#).

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	57	29
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	57	<u>29</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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>11</sup>

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

### Results

The first comparative performance data for ICAHN 6 will not be available until 2013-14.

### 2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically	Number Tested	Percent of Students at Levels 3&4	Difference between Actual	Effect Size
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<sup>11</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

	Disadvantaged	Actual	Predicted	and Predicted
3				
4				
5				
6				
7				
8				
All				

<b>School's Overall Comparative Performance:</b>
N/A

**Evaluation**

The first measure cannot be made until next year.

**Additional Evidence**

A comparison cannot be made until 2013-14 data are available.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	-	-	-	-	-	-
2011-12	-	-	-	-	-	-
2012-13	-	-	-	-	-	-

**Goal 2: Growth Measure<sup>12</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 state's unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>13</sup>

Growth will not be determined until 2013-14 data are available

**2012-13 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
3	N/A	50.0
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

**Evaluation**

The measurement cannot be made until 2013-14 data are available.

**Additional Evidence**

The measurement cannot be made until 2013-14 data are available.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2010-11 <sup>14</sup>	2011-12 <sup>14</sup>	2012-13	Statewide Average
3			N/A	50.0
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

<sup>13</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

<sup>14</sup> Grade level results not available.

**Goal 2: Optional Measure**

Each year, the percent of all tested students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools in local School District 9: PS/MS 4, PS 42, PS 55, IS 313 and IS 339.

**Method**

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

**Results**

ICAHN 6 significantly exceeded all surrounding similar schools: 33% with PS/MS 4 (57% compared with 24% ); 49% with PS 42 (57% compared with 8%), and 43% with PS 55 (57% compared with 12%). Comparisons with IS 313 and 339 will not be made until ICAHN 6 offers 6<sup>th</sup> grade.

2013-2014 NYS Math Percent Level 3 or Higher By All Students*						
School	PS/MS 4	PS 42	PS 55	IS 313	IS 339	ICAHN 1
Grade 3	24	8	12	-	-	57
Grade 4	-			-	-	
Grade 5	-			-	-	
<b>Elem Avg</b>	<b>24</b>	<b>8</b>	<b>12</b>	-	-	<b>57</b>
Grade 6	-			-	-	
Grade 7	-			-	-	
Grade 8	-			-	-	
<b>MS Avg</b>	<b>-</b>			-	-	
<b>Total</b>	<b>24</b>	<b>8</b>	<b>12</b>	-	-	<b>57</b>

**Summary of the Mathematics Goal**

**Absolute** - ICAHN 6's 3<sup>rd</sup> grade students enrolled at least for two years scored 57% proficiency, which was below the measure. Based on the new testing standards, they were 18% below the goal of 75% demonstrating proficiency.

**Absolute** - The Performance Index value achieved by ICAHN 6 students was 155, 69 points higher than the required State AMO of 86.

**Comparative** - The first Comparative Performance Analysis cannot be made until next year

**Comparative** – ICAHN 6 students demonstrated a significant difference their state Math exam performance as compared with District 9 students.

**Growth** – A comparison between subsequent years in student performance will not be possible until 2013-14 data are available.

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Cannot not Determine
Optional	Each year, the percent of all tested students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools in local School district 9: PS/MS 4, PS 42, PS 55, IS 313 and IS 339.	Achieved

### Action Plan

ICAHN 6 will continue utilizing the NYC Math Project as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally we shall use Pearson's SuccessMaker to meet every child's individual needs in mathematics. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills as they relate to mathematics.

### SCIENCE

#### Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

#### Background

The Icahn Charter School 6 science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

#### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

**Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

**Results**

2012-2013 was the first year of operation serving Kindergarten through grade 2, and ICAHN 6 will not have grade 4 results until spring 2015.

**Charter School Performance on 2013-14 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	N/A			
8	N/A			

**Evaluation**

A measure cannot be made until next year.

**Additional Evidence**

ICAHN 6 will not administer the NYS 4<sup>th</sup> Grade Science assessment until 2014-15.

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	N/A					
8	N/A					
All	N/A					

**Goal 3: Comparative Measure**

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

### Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

### Results

The first comparison cannot be made until 2014-15

#### 2013-14 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 9 Students	
	Percent	Number Tested	Percent	Number Tested
4	N/A			
8	N/A			

### Evaluation

The first measurement cannot be made until 2014-15.

### Additional Evidence

#### 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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	N/A					
8	N/A					
All	N/A					

### Summary of the Science Goal

ICAHN 6 will not administer the NYS 4<sup>th</sup> Grade Science assessment until 2014-15.

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

### **Action Plan**

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

### **NCLB**

#### **Goal 4: NCLB**

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

#### **Goal 4: Absolute Measure**

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

### **Method**

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

### **Results**

ICAHN 6 has met the NCLB requirement for the 2013-14 school year.

### **Evaluation**

The measure was met.

### **Additional Evidence**

As illustrated below, ICAHN 6 has met the NCLB requirement for 2013-14.

### **NCLB Status by Year**

Year	Status
2011-12	-
2012-13	-
2013-14	Good Standing

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES – Not Applicable

## APPENDIX B: 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 strong support and commitment to the school

### Goal S: Absolute Measure

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

### Method

The NYC School Survey includes questions available for response for all parents/guardians of students who attend Icahn 6 Charter School. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school.

### Results

The survey, provided in both English and Spanish is presented below:

#### 2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
124	132	94

#### 2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
My child's school gives meaningful assignments	100%
The education my child has received this year	100%
My child's school give my child extra help when he/she needs it.	98%
My child's school keeps me informed about my child's academic progress	100%
My child's school keeps me informed about what my child is learning	99%

My child's school keeps me informed about the services for me or my child, such as tutoring, after-school programs or workshops at school	100%
My child's school communicates to me in a language I understand	100%
My child's school is responsive to parental feedback.	100%
My child's school has high expectations for my child	100%
At my child's school there is an adult my child trusts and can go to for help.	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**

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

**Results**

96.26% of ICAHN 6 students who completed the 2012-13 school year continued in 2013-14

**2013-14 Student Retention Rate**

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
107	N/A	103	96.26%

**Evaluation**

The measure was met.

**Additional Evidence**

Year	Retention Rate
2011-12	97.20
2012-13	97.1
2013-14	97.2

**Goal S: Absolute Measure**  
 Each year the school will have a daily attendance rate of at least 95 percent.

**Method**

For each month, the principal determines the number of instructional days. Each teacher records the presence or absence of each student on each instructional day of the month. The principal maintains a spread sheet with monthly attendance data from each class. The data includes: Total Number of School Days, Average Daily Attendance, Aggregate Attendance Percent for the Month, Total Number of Attendees, and Maximum Number of Attendees

**Results**

ICAHN 6 students demonstrated an average daily attendance rate of 94.3%, lower than the measure by .7%

**2013-14 Attendance**

Grade	Average Daily Attendance Rate
1	93.35
2	94.50
3	95.05
4	-
5	-
6	-
7	-
8	-
Overall	94.3

**Evaluation**

The measure was not met.

**Additional Evidence**

Year	Average Daily Attendance Rate
2011-12	-
2012-13	-
2013-14	93.97%

