



Icahn 6 Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Jason Cartagena, Principal and Dr. Arthur H. Pritchard, consultant. prepared this 2021-22 Accountability Progress Report on behalf of the charter 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
Damarys Bueno	Parent

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

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 served grades kindergarten through second grade. Our school is composed of 51% African American, 46% Latin, 1% Caucasian, and 2% Asian with a free and reduced lunch rate of 88%.

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 190 to 192 days of instruction

The 2019-21 Pandemic Experience - We vacated our school March 14, 2020, expecting to be back in two weeks, but didn't return for the remainder of the 2019-20 school year. All students received work packets, either in person or by mail. On March 15 the Governor's Office issued an executive order indicating all schools would be closed for the next few weeks with an opening date uncertain. On March 17th and 18th, we distributed Chromebooks to families.

The pandemic experience has stimulated a learning curve for all school personnel and students. Teachers have become increasingly creative in their delivery of lessons and have mastered the use of different interactive websites. In turn, these sites were used to enhance their teaching and student engagement. Teachers now have an increasingly effective expertise in remote teaching. There is no doubt that when we return to our brick-and-mortar building, remote learning will become an integral part of school life as it has revolutionized our approach to education.

ENROLLMENT SUMMARY

The table below provides Icahn 6's BEDS Day enrollment for each school year from 2020-21 through 2022-23.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-2021	35	36	40	40	37	40	30	36	37	-	-	-	-	331
2021-2022	24	32	30	32	39	39	41	33	32	-	-	-	-	302
2022-2023	31	31	36	33	31	45	41	39	37					324

1 GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

1 BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of McGraw-Hill anthologies and workbooks, Houghton Mifflin Harcourt Collections, 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 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. There were no important changes to the English language arts program or staff prior to or during the 2022-2023 school year.

2 ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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.

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.

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	32	0		1			0		33
4	32	0		0			0		32
5	41	0	1	0			0		42
6	38	0		0			3		41
7	37	0		1			0		38
8	36	0		0			0	21	36
All	216	0		1			3		222

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2022-23 State English Language Arts Exam Performance on 2022-23 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	84%	32	81%	26
4	84%	32	88%	24
5	78%	41	77%	30
6	97%	38	100%	27
7	84%	37	85%	34
8	92%	36	100%	28
All	86.57%	216	89%	169

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	32	27	84%	26	21	81%
4	32	27	84%	24	21	88%
5	41	32	78%	30	23	77%
6	38	37	97%	27	27	100%
7	37	31	84%	34	29	85%
8	36	33	92%	28	28	100%
All	216	187	86.57%	169	149	89%

Goal 2: 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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: 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.

Icahn 6 compares tested students enrolled in at least their second year to all tested students in the NYC Geographic District 9, the public school district of comparison. Comparisons are between the

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results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹

2022-23 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	81%	26	24.1	1,624
4	88%	24	30.5	1,801
5	77%	30	29.9	1,806
6	100%	27	29.4	1,788
7	85%	34	34.6	1,912
8	100%	28	46.7	1,932
All	89%	169	32.9	10,863

3 ADDITIONAL EVIDENCE

2022-23 performance by Icahn 6 students in grades 3 through 8 who were in at least their second year at the school continued the trend of significantly outscoring their peers in the District.

Goal 4: 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.

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 2022-23 analysis is not yet available. This report contains 2021-22 results.²

¹ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

² These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ³		Effect Size
		Actual	Predicted	
3	91.7	86.2	31.8	2.92
4	89.5	81.1	27.6	3.14
5	89.7	51.3	24.3	1.74
6	88.2	95.1	45.5	2.96
7	96.9	75.8	34.2	2.59
8	93.1	65.6	38.9	1.55
All	91.3	75.8	33,8	2.49

Goal 5: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

ELA INTERNAL EXAM RESULTS

During 2022-23, 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

Each of the three ELA goals established for the 2022-23 Icahn 6 APPR was achieved.

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.	N/A
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.	Yes
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	Yes

³ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	N/A

EVALUATION OF ELA GOAL

The average of 3rd through 8th-grade students in at least their second year at the school was 89% on the ELA assessment. Students in all grades exceeded 75%. Eighth-grade students scored the highest with 100% proficiency. Icahn 6 3rd through 8th-grade students in at least their second year at the school outscored their District 9 peers by 56.1 Points (89 compared to 32.9). 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 2.49.

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.

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. Given the impact of the COVID-19 pandemic, we shall also review and adjust as needed student reading, writing, and listening skills.

2 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

1 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 recommendations. The mathematics program is supervised by the principal and with additional support from a Mathematics Consultant from the Lavinia Math Group. The Mathematics

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Consultant is responsible for demonstration lessons and participates in developing teaching strategies. The mathematics consultant also provides professional development during common planning periods

2 ELEMENTARY AND MIDDLE MATHEMATICS

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 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.

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	32			1					33
4	32								32
5	40		2						42
6	41								41
7	36		2						38
8	36								36
All	217								222

Performance on 2022-23 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	97%	32	100%	26
4	97%	32	96%	24
5	92%	40	90%	29
6	98%	41	97%	30
7	100%	36	100%	34
8	100%	36	100%	28
All	97.24%	217	97%	171

3 ADDITIONAL EVIDENCE

In 2021-22 Icahn 6, 3rd through 8th-grade students in at least their second year yielded higher performance than the two previous years. The school has shown a steady increase in proficiency after the impact of the COVID-19 pandemic.

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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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: 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.

In 2022-23, Icahn 6 students in grades 3 through 8 grades in at least their second year at the school averaged 97% proficiency compared with CSD 9 where the score was 19%, a difference of 78% on the NYS Math assessment.

**2022-23 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	100%	26	27.4	1,694
4	96%	24	18.8	1,868
5	90%	29	18.4	1,892
6	97%	30	13.2	1,882
7	100%	34	17.9	1,971
8	100%	28	18.3	1,711
All	97%	171	19.0	11,018

4 ADDITIONAL EVIDENCE

2022-23 performance by Icahn 6 students in grades 3 through 8 who were in at least their second year at the school continued the trend of significantly outscoring their peers in the District.

Goal 4: 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.

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 2022-23 analysis is not yet available. This report contains 2021-22 results.⁴

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁵		Effect Size
		Actual	Predicted	
3	91.1	96.6	31.8	3.15
4	89.5	89.2	25.4	3.46
5	89.7	71.8	20.8	2.99
6	88.2	97.6	22.9	4.29
7	96.9	84.8	15.3	4.58
8	93.1	96.9	14.9	5.01
All	91.3	89.1	21.8	3.89

Goal 5: Growth Measure

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.

The Institute does not require charters to report on this measure for 2022-23.

5 INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd- 8th-grade exams, the Icahn 6 primarily used the i-Ready assessment to measure student growth and achievement in ELA. Growth In Reading Skills during the 2022-23 Academic Year was determined through the comparison of three administrations of the i-Ready Reading diagnostic results, given in September, January, and June. Overall Placement is shown for three Tiers with tier three designated as at-risk. (See Appendix A).

6 ADDITIONAL CONTEXT AND EVIDENCE

In comparisons available at i-Ready, Icahn 6 students score well above the national average.

SUMMARY OF THE MATH GOAL

Each of the three Math goals established for the 2022-23 Icahn 6 APPR was achieved

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁵ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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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.	N/A
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.	Yes
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.	N/A

EVALUATION OF MATH GOAL

The average of 3rd through 8th-grade students in at least their second year at the school was 89% on the ELA assessment. Students in all grades exceeded 75%. Fourth and Seventh-grade students scored the highest with 97% proficiency. Icahn 6 3rd through 8th-grade students in at least their second year at the school outscored their District 9 peers by 70 Points (89 compared to 19). 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 2.49.

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. Twenty-one 8th-grade Icahn 6 students passed the Algebra Regents Exam in 2022-23.

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra 1	100%	9
8	2021-22	Algebra 1	100%	15
8	2022-2023	Algebra 1	100%	21

7 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 listening skills as they relate to mathematics.

3 GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

The Icahn 6 science curriculum is aligned with the NYS standards and utilizes Amplify Science. All students have their own microscope and a complete supply of slides for individual and independent study, curriculum-aligned DVDs and software, as well as a completely stocked library for independent reading in the area of science. All classes in the middle school and the lower school have smart boards. We are therefore planning to provide distance learning to our students in this area. It is our intention to continue to provide advanced instruction in science to enable our students to take the high school Living Environment Regents

1 ELEMENTARY AND MIDDLE SCIENCE

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.

Icahn 6 administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	4 th Grade was not tested	
8	94%	34
All	94%	34

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

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.

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Icahn 6 compares tested students enrolled in at least their second year to all tested students in NYC Geographic District 9 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 District 9.

2022-23 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District 9 Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
8	34	34	94%	Data were not available		
All	34	34	94%	Data were not available		

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The Science Goal was met by 8th-grade students. The 4th-grade students were not tested.

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

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.

The Institute does not require charters to report on this measure for 2022-23.

2 ADDITIONAL CONTEXT AND EVIDENCE

Twenty Icahn 6 8th-grade students passed the Living Environment Regents Exam in 2022-23. The number of successful students has increased each year since 2018-19.

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Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Living Environment	100%	5
8	2021-22	Living Environment	87%	15
8	2022-2023	Living Environment	65%	20

3 SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The students in 8th grades, who have been enrolled for at least two years scored 97.3% and 96.8% respectively. Both exceeded the proficiency level of 75%.

4 ACTION PLAN

Given the impact of the COVID-19 pandemic and the 2021-22 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

4 GOAL 4: ESSA

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.

1 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.

2 RESULTS AND EVALUATION

Icahn 6 Charter School continues to have an ESSA status of “Good Standing”. The measure was met.

3 ADDITIONAL EVIDENCE

As illustrated below, Icahn 6 has met the ESSA requirement for the last 3 years

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

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 with the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessments should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

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

I-READY

2022-23 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%	222	208%	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%	70	262%	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 ⁶	208%	20	212%	Yes

⁶ 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

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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%	174	45%	No
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End of Year Performance on 2022-23 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	36%	33	46%	26
4	38%	32	58%	24
5	24%	42	28%	31
6	46%	41	50%	30
7	50%	38	50%	34
8	44%	36	38%	29
All	40%	222	45%	174

End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	159%	33
4	184%	32
5	190%	42
6	353%	41
7	300%	38
8	225%	36
All	235%	222

2022-23 i-Ready Mathematics 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%	222	164%	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%	46	235%	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 ⁷	164%	20	155%	No
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%	174	51%	No

⁷ 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

End of Year Performance on 2022-23 i-Ready Mathematics 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	33%	33	35%	26
4	53%	32	38%	24
5	38%	42	42%	31
6	51%	41	62%	30
7	58%	38	62%	34
8	72%	36	69%	29
All	51%	222	51%	174

End of Year Growth on 2022-23 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	100%	33
4	164%	32
5	128%	42
6	250%	41
7	164%	38
8	302%	36
All	164%	222

