



Icahn Charter School 1

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Shawanda Wright

Swright@ccics.org

1525 Brook Avenue

Bronx, NY 10457

718-716-8105

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shawanda Wright, Principal, and Dr. Arthur Pritchard, Consultant prepared this 2022-23 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
Fransheska Diaz	Parent

Shawanda Wright is serving as the principal in her first year – 2022-23

SCHOOL OVERVIEW

Introduction - The mission of the Icahn Charter School 1 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 1 opened in September 2001 and initially served Kindergarten through Grade two. A grade was added each year culminating in grade eight. Presently Icahn Charter School 1 has its full complement of students in grades K–8. Available data show our school is composed of 55% African American, 42% Latino, 2% Asian, and 1% American Indian/Alaskan children, with a free and reduced lunch rate of 85%. 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 TA program consists of in-school remediation, after-school tutoring, and Saturday Academy. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction. A full complement of afterschool programs is offered, including chess team, journalism, Girl Scouts, Boy Scouts, basketball, football, track and field, step team, and cheerleading. We are particularly proud that dozens of our children are provided with a summer camp experience with the Fresh Air Fund and a private camp. A chapter of the National Junior Honor Society was initiated this school year and will continue in 2010. In the 2009 – 2010 school year, a chapter of the National Elementary Honor Society was developed.

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 183 days of instruction. Icahn Charter School 1 was recently designated as a Recognition School by the New York State Department of Education.

The 2019-21 Pandemic Experience - We vacated our school on 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 17 and 18, 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

In the table below, provide Icahn 1’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	36	28	38	40	40	35	39	32	31	/	/	/	/	319
2021-22	31	36	34	38	39	37	32	36	30	/	/	/	/	313
2022-23	35	39	36	38	38	41	37	33	34	/	/	/	/	331

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 1 students will become proficient readers in 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 target assistant teachers meet to provide remediation lessons for the targeted students. The process of ongoing assessments ensures 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 ongoing professional development sessions

Changes to the English language arts program – Due to the COVID-19 school closure in March 2020, digital components of curricular programs were prioritized and implemented for remote learning. McGraw-Hill Connect Ed, Houghton Mifflin Harcourt Collections myHRW, iReady ELA, and Lightsail were leveraged to provide purposeful and productive synchronous and asynchronous English Language Arts instruction in alignment with the NYS ELA Curriculum as well as Core Knowledge. To meet the academic learning goals and needs of students, instructional videos were created to support the continuity and progression of our Icahn curriculum. Daily and weekly formative assessments were provided to monitor student mastery of content to ensure that instructional support systems were adjusted to meet the needs of our learners.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY 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.

2022-23 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	37	0	0	2	0	0	1	38
4	36	1	0	4	0	0	1	38
5	41	0	0	5	0	0	0	41
6	36	0	1	7	0	0	0	37
7	33	0	0	4	0	0	0	33
8	33	0	1	5	0	0	0	34
All	216	1	2	27	0	0	2	221

Performance on 2022-23 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	37	29	78%	28	21	75%
4	36	33	92%	31	30	97%
5	41	37	90%	34	30	88%
6	36	32	89%	32	29	91%
7	33	27	82%	29	24	83%
8	33	27	82%	32	24	75%
All	216	185	86%	186	158	85%

ELA Measure 2 - Absolute

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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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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

Icahn 1 compares tested students enrolled in at least their second year to all tested students in NYC Geographic School District 9, the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

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	75%	21	24.1	1,624
4	97%	30	30.5	1,801
5	88%	30	29.9	1,806
6	91%	29	29.4	1,788
7	83%	24	34.6	1,912
8	75%	24	46.7	1,932
All	85%	158	32.9	10,863

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.

² 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](#).

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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.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	89.5	89.2	32.7	3.03
4	79.5	69.4	31.8	2.15
5	91.9	57.9	23.4	2.23
6	87.5	72.7	45.7	1.51
7	80.6	75.0	39.7	1.91
8	80.0	76.7	42.9	1.80
All	85.0	73.3	35.6	2.14

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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report results to schools pending the availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th-grade exams, Icahn 1 primarily used the i-Ready assessment to measure student growth and achievement in ELA. The tables are presented in Appendix A.

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ 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.

SUMMARY OF THE ELA GOAL

For 2022-23, the SUNY Charter School Institute required its charter schools to report on three ELA goals in their Accountability Plan Progress Reports, including one absolute measure, and two comparative measures. Schools were not required to provide aggregate PIs, nor were they required to provide the school’s mean unadjusted growth percentile in English language arts. In 2022-23 all Accountability Plan goals were reached or surpassed. The results suggest Icahn 1 students are demonstrating steady progress in becoming proficient readers of the English language. The i-Ready analysis indicates Icahn 1 students demonstrate both high performance and growth.

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 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.	N/A

EVALUATION OF ELA GOAL

All ELA measures were met. Icahn 1 students in at least their second year scored 85% proficiency, 10 points higher than the target. They also outscored their District 9 peers by 52.1%. Their effective size average was 2.14, well above the .3 required

ADDITIONAL CONTEXT AND EVIDENCE

In comparisons available at i-Ready, Icahn 1 students score well above the national average.

ELA ACTION PLAN

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the changes resulting from the COVID-19 pandemic we shall continue to analyze the impact of our instruction on our students to identify possible changes we can introduce to support their increased academic achievement.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 1 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics for grades K–5 and Glencoe Math for grades 6-8, workbooks, technology, and a strong emphasis on hands-on learning and by-monthly assessments. Our Mathematics specialist provides small group instruction (Targeted Assistance\TA) 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 all practice tests go through an intensive error analysis by the Director of Assessment and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and Mathematics 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 where appropriate, as well as accept new students as required by their practice test results. The mathematics program is personally supervised by the Principal, Staff Developer, and the Director of Assessment. We review all existing readers and math materials to create alignment with the ever-changing NYS curriculum. We retain the services of additional Mathematics specialists from the New York City Math Project at Lehman College, who are responsible for demonstration lessons and participate in developing teaching strategies for K-8.

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.

2022-23 State Mathematics 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	

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3	37	1	1	2	0	0	0	0	38
4	37	2	0	6	0	0	0	0	38
5	40	1	0	5	0	0	0	0	41
6	36	1	1	7	0	0	0	0	37
7	33	0	0	4	0	0	0	0	33
8	33	0	1	5	0	0	0	0	34
All	216	5	3	29	0	0	0	0	221

Performance on 2022-23 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	37	32	86%	27	23	85
4	37	37	100%	32	32	100
5	40	37	95%	33	31	94
6	36	32	92%	33	30	91
7	33	33	100%	29	29	100
8	33	32	97%	32	31	97
All	216	203	94%	186	176	95

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report results to schools pending further information from the NYSED.

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.

Icahn 1 compares tested students enrolled in at least their second year to all tested students in NYC Geographic District 9, 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.

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2022-23 State Mathematics Exam Charter School and District 11 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	64.8	24	27.4	1,694
4	86	32	18.8	1,868
5	80	32	18.4	1,892
6	86	31	13.2	1,882
7	87.8	29	17.9	1,971
8	90.9	30	18.3	1,711
All	82.5	178	19.0	11,018

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.

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.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	89.5	94.6	32.8	3.01
4	79.5	77.8	30.6	2.37
5	91.9	73.7	19.8	3.16
6	87.5	63.6	23.2	2.32
7	80.6	72.2	32.1	2.56
8	80.0	50.0	17.8	1.67

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
All	85.0	72.9	24,8	2.55

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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report results to schools pending the availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, 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. Data are presented in tables located in Appendix A

SUMMARY OF THE MATHEMATICS GOAL

For 2022-23, the SUNY Charter School Institute required its charter schools to report on three Mathematics goals in their Accountability Plan Progress Reports, including one absolute measure, and two comparative measures. Schools were not required to provide aggregate PIs, nor were they required to provide the school’s mean unadjusted growth percentile in English language arts. In 2022-23 all Accountability Plan goals were reached or surpassed. The results suggest Icahn 1 students are demonstrating steady progress in becoming proficient readers of the English language. The i-Ready analysis indicates Icahn 1 students demonstrate both high performance and growth.

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	Yes

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	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.	
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 THE MATHEMATICS GOAL

All required Mathematics Goals were met. Icahn 1 students in at least their second year scored 82.5% proficiency, 6.5 points higher than the target. They also outscored their District 9 peers by 62.5%. Their effective size average was 2.14, well above the .3 required

ADDITIONAL CONTEXT AND EVIDENCE

In comparisons available at i-Ready, Icahn 1 students score well above the national average in Mathematics.

MATHEMATICS ACTION PLAN

The Mathematics curriculum will continue to follow E.D. Hirsch's Core Knowledge sequence comprised of Engage New York Math, NY Common Core Learning Standards, Envision Math, the use of the teaching strategy "Cognitively Guided Instruction" and a strong emphasis on hands-on learning, one-on-one computing, and monthly assessments. Our Targeted Math Instruction Specialist will continue to provide 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 ongoing assessments are reviewed by the Network Curriculum Specialist with the Principal, Staff Developer, teachers, mathematics targeted-assistant specialist, and Lavinia Group Mathematics consultant in order to provide remediation lessons for the targeted students. Our process of ongoing assessments has ensured that the program closely monitors the child's progress and promotes the students out of targeted assistance where appropriate, as well as accepting new students as required by practice tests and teacher recommendations. The Mathematics program will continue to be supervised by the Principal and with additional support from the Network Curriculum Director, the Lavinia Mathematics Consultant, and the Staff Developer, and the Math targeted-assistance teacher. The Mathematics Consultant will continue to share lessons and the development of teaching strategies. The mathematics consultant also provides professional development during common planning periods.

GOAL 3: SCIENCE

Goal 3: Science

All Icahn 1 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The Icahn 1 science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text. An important change in our science program is the addition of our science lab in the new middle school. 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 Biology Regents, as we have done in the area of foreign language and mathematics

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 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 Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	32	25	78%
All	32	25	78%

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.

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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			
8	32	25	78%			
All	32	25	78%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

For 2022-23, the SUNY Charter School Institute required its charter schools to report on the two Science goals in their Accountability Plan Progress Reports, including one absolute measure, and one comparative measure. In 2022-23 all Accountability Plan Goal 1 was not reached by participating 8th-grade students. District 11 Science grades were not available for comparison. Eighteen of nineteen Icahn 2 students passed the Living Environment Regents Exam in 2022-23.

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 – We were not able to secure District 9 grades

EVALUATION OF THE SCIENCE GOAL

Icahn 1 Eighth-grade students in at least their second year at the school, scored 2 points below the 75% target and in doing so failed to meet the Goal. Fourth-grade students were not tested.

ADDITIONAL CONTEXT AND EVIDENCE

Of the Nineteen students who participated in the Living Environment Regents Exam, eighteen successfully passed.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	14	14	100%

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8	2021-22	Living Environment			
8	2022-23	Living Environment	19	18	94%

ACTION PLAN

We shall continue our efforts to ensure that our students are provided with all available resources and their instruction is aligned with the NYS standards in science. Given the 2022-23 results, we plan to include periodic tests to gauge the quality of our instruction to ensure academic success on the 2023-24 Science Exam.

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..

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 1 has been in Good Standing every year since it began reporting.

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 i-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%	[331]	[153%]	[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%	[57]	[174.5%]	[Yes]

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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 ⁵	[174.5%] 6	[13]	[187.8%]	[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%	[221]	[70.5%]	[No]

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	77	38	47	18
4	69	38	58	22
5	66	41	46	19
6	65	37	59	22
7	78	33	73	24
8	68	34	59	20
All	70.5	221	57	125

⁵ 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

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	122	38
4	149	38
5	138	41
6	283	37
7	194	33
8	142	34
All	171.3	221

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%	[331]	[159%]	[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%	[42]	[199%]	[Yes]

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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	[199%] ⁸	[13]	[219.8%]	[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%	[221]	[76%]	[Yes]

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	55	38	34	13
4	84	38	74	28
5	71	41	54	22
6	81	37	73	27
7	88	33	76	25
8	77	34	76	26
All	76	221	64.5	141

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

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

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	122	38
4	143	38
5	117	41
6	200	37
7	283	33
8	284	34
All	191.5	221