



ICAHN CHARTER SCHOOL 2

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

Date: November 3, 2023

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Brenda Carrasquillo-Silen, 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
Micheralin Manzanillo	Parent Representative

Brenda Carrasquillo-Silen has served as the principal since 2007

SCHOOL OVERVIEW

The **mission** of Icahn Charter School 2 is to use the Core Knowledge curriculum developed by E. D. Hirsh, to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate with the skills and knowledge to participate successfully in the most rigorous academic environments and will have a sense of personal and community responsibility. 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 results of an assessment test, are placed in our Targeted Assistance Program. We have an extended school day of 7.5 hours and an extended school year ranging from 181 to 188 days of instruction.

Icahn Charter School 2 opened in September 2007 and initially serviced K through Grade 2. A grade was added each year and the school is now operating as a K-8 school.

During the 2009-2010 academic year, Icahn Charter School 2 was housed in School District 8 then moved to School District 11 in September 2010. In 2019, Icahn Charter School 2 was designated as a Recognition School by the New York State Education Department and a Blue Ribbon School in 2015.

School Population – For the 2022-2023 school year, Icahn Charter School 2 is comprised of 32 percent African American, 50 percent Hispanic, 12 percent Asian, 1 percent Native American/Alaskan, 1 percent Multiracial, and 4 percent white children. We have a free and reduced lunch rate of 53% overall and a 60% rate for students in testing grades.

ENROLLMENT SUMMARY

The table below provides Icahn Charter School’s BEDS Day enrollment for each school year, 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
2020-21	36	44	36	35	37	33	36	34	32					323
2021-22	34	34	40	35	32	37	33	33	35					313
2022-23	41	36	39	37	38	38	38	33	32					332

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 2 students will become proficient readers in the English language

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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 bi-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 practice tests go through an intensive error analysis with the Network Curriculum Team, principal, staff developer, lead teachers, teachers, ELA specialist, and ELA consultant. 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 tests. 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 the Core Knowledge. Teachers are provided with professional development at the beginning of the school year followed by monthly ongoing professional development sessions.

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	34	0	0	0	0	0	0	34
4	37	0	1	0	0	0	0	38
5	37	0	1	0	0	0	0	37
6	39	0	0	0	0	0	0	39
7	32	0	1	0	0	0	0	32
8	31	0	0	0	0	0	0	31
All	210	0	3	0	0	0	0	213

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

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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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	34	25	74%	32	26	81%
4	37	31	84%	32	27	84%
5	37	30	81%	28	23	82%
6	39	30	79%	30	24	80%
7	32	31	97%	28	26	93%
8	31	29	94%	30	28	93%
All	210	176	85%	180	154	86%

ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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.

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 2 compares tested students enrolled in at least their second year to all tested students in NYC Geographic District 11, 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 11 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	81	32	34.7	2,059

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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4	87	31	40.9	2,334
5	82	28	39.2	2,318
6	80	30	38.3	2,287
7	96	28	44.9	2,502
8	93	30	53.7	2,578
All	86.5	179	42.3	14,078

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 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	48.6	75.0	49.7	1.38
4	56.3	93.8	41.6	2.97
5	57.9	67.6	37.2	1.99
6	78.8	93.5	49.0	2.63
7	51.5	78.8	49.3	1.65
8	65.7	91.4	47.1	2.35
All	59.5	82.8	45.6	2.14

ELA Measure 5 - Growth

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.

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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, the school primarily used the i-Ready assessment to measure student growth and achievement in ELA. The results are displayed in three tables below:

- Table 1 - Icahn 2 - 2023 i-Ready Reading – Final Diagnostic
- Table 2- Icahn 2 - 2023 i-Ready Reading Diagnostic EOY Percent Proficiency (On or Above Grade-Level)
- Table 3 - Icahn 2– Growth In Reading during the 2022-2023 Academic Year - Comparison of Three Administrations of the i-Ready Reading Diagnostic Results, September, January, and June Diagnosis
Overall Placement is shown for three Tiers with tier three designated as at-risk
- Table 4 – End of the Year Performance of 2022-23 i-Ready ELA Assessment By All Students Enrolled in At Least Their Second Year.
- Table 5 – End of the Year Growth on 2022-23 i-Ready ELA Assessment by All Students

Data tables are presented in Appendix A.

SUMMARY OF THE ELA GOAL

The students of Icahn 2 Charter School demonstrated or exceeded proficiency on NYSED ELA assessments, outscored their District 11 peers, and exceeded their predicted level of performance on the state ELA exam. Results of Internal testing, using i-Ready assessments showed significant growth among Icahn 2 students and indicated their position to be well above students across the nation.

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

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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
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EVALUATION OF ELA GOAL

The average of all Icahn 2 students, demonstrated or exceeded proficiency on the 2022-23 NYSED ELA Assessment with a score of 85%. All Grade 3 students achieved a score of 74%, one unit below proficiency. Students in other grades exceeded the 75% target. Seventh and eighth-grade students exceeded 90% proficiency with scores of 97% and 94% respectively.

The average of Icahn 2 students enrolled in at least their second year demonstrated or exceeded proficiency on the 2022-23 NYSED ELA Assessment with a score of 86% and the students in each exceeded proficiency.

The measure was made.

ADDITIONAL CONTEXT AND EVIDENCE

The Icahn2 LEA Program continues to be strong. In 2021-2022 Icahn 2 3rd through 8th-grade students enrolled at the school for at least their second year scored an average of 82% proficiency and in doing so exceeded the NYS 75% target by 7%.

The measure was met in both years.

ELA ACTION PLAN

Icahn 2 had a testing year with impressive results with steady gains as shown in I-ready data. Icahn 2 students continued to significantly outscore their peers across the nation. In the coming year, especially since the impact of COVID-19, 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 2 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 Cognitively Guided Instruction, Engage NY resources (Eureka Math Modules), 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.

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Our process of ongoing assessments ensures that the program will closely monitor the child’s progress and promote the students out of targeted assistance when 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 the Lavinia Company. 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. CGI math consultant served the school in 2021-2022 in the school building and during remote learning.

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	Took Regents	
3	34	0	0	0	0	0	0	0	34
4	37	0	1	0	0	0	0	0	38
5	38	0	0	0	0	0	0	0	38
6	38	0	1	0	0	0	0	0	39
7	32	0	1	0	0	0	0	0	33
8	31	0	0	0	0	0	0	0	31
All	210	0	3	0	0	0	0	0	213

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	34	33	97	32	31	97
4	37	36	97	34	33	97
5	38	32	84	28	23	82
6	38	33	89	28	25	89

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7	32	32	100	28	28	100
8	31	31	100	30	30	100
All	210	197	94%	183	180	94%

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 out 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 2 compares tested students enrolled in at least their second year to all tested students in NYC Geographic District 11, 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.

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 11 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	81	32	42.8	2,128
4	87	34	40.8	2,405
5	82	28	38.8	2,353
6	89	28	35.3	2,305
7	100	28	44.5	2,497
8	100	30	38.7	1,434
All	94	180	40.3	13,122

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)

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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	48.6	86.3	51.4	1.54
4	56.3	96.8	42.8	2.82
5	57.3	71.1	38.0	2.02
6	78.8	83.9	27.8	2.92
7	51.5	84.4	37.1	2.67
8	65.7	97.1	20.9	4.17
All	59.5	86.2	36.1	2.74

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, Icahn 2 primarily used the i-Ready assessment to measure student growth and achievement in mathematics.

Table 1 - Icahn 2 - 2023 i-Ready Math – Final Diagnostic

Table 2- Icahn 2 - 2023 i-Ready Math Diagnostic EOY Percent Proficiency (On or Above Grade-Level)

Table 3 - Icahn 2– Growth In Math during the 2022-2023 Academic Year - Comparison of Three Administrations of the i-Ready Math Diagnostic Results, September, January, and the June Diagnosis
Overall Placement is shown for three Tiers with tier three designated as at-risk

Table 4 – End of the Year Performance of 2022-23 i-Ready Math Assessment By All Students Enrolled in At Least their Second Year.

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Table 5 – End of the Year Growth on 2022-23 i-Ready ELA Assessment by All Students

Data tables are presented in Appendix A.

SUMMARY OF THE MATHEMATICS GOAL

All three of the Icahn 2 Mathematics goals were met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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 THE MATHEMATICS GOAL

Of the 213 Icahn 2 students enrolled at the school, 209 completed the NYSED Math Assessment. One fourth-grade student, one fifth-grade student, one sixth-grade student, and one seventh-grade student did not complete the assessment. The students in all grades exceeded proficiency with an overall average of 94%. Icahn 2 3rd through 8th-grade students outscored their District 11 peers by 53.7% (94% to 40.3%). Icahn 2 students exceeded their predicted level of performance on the state mathematics exam by an effect size of 0.3.

All measures were met.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 2 is a Blue-ribbon school with a record of high achievement among its students. Our concerns resulting from the impact of the pandemic on student performance led to solutions resulting in student achievement exceeding proficiency.

MATHEMATICS ACTION PLAN

Icahn 2 had a testing year with impressive results with steady gains as shown in I-ready data. Icahn 2 students continued to significantly outscore their peers across the nation. In the coming year, especially since the impact of COVID-19, 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 3: SCIENCE

Goal 3: Science
 All Icahn 2 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2023. 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.

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	31	31	100%
All	31	31	100%

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Science Measure 2 - Comparative

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

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

2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District 11 Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A			
8	31	31	100%			
All	31	31	100%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Science Goal 1 was met for 8th grade students in at least their second year at the school. 4th graders were not tested. The performance comparison between Icahn 2 students and their district 11 peers could not be made as District 11 grades were not available.

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.	District Data not Available

EVALUATION OF THE SCIENCE GOAL

Science Goal 1 was met by 8th grade students in at least their second year at the school.

ADDITIONAL CONTEXT AND EVIDENCE

All eight students who completed the Living Environment Examination in 2022-23 Passed.

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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	8	5	62%
8	2021-22	Living Environment	*	*	*
8	2022-23	Living Environment	8	8	100%

*The institute does not require charters to report on this measure for 2021-2022.

ACTION PLAN

Efforts at ICAHN 2 will continue to ensure that our students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 2 is a Blue Ribbon School which has always been in 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 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

ELA

Table 1 - Icahn 2 - 2023 i-Ready Reading – Final Diagnostic

Table 2- Icahn 2 - 2023 i-Ready Reading Diagnostic EOY Percent Proficiency (On or Above Grade-Level)

Table 3 - Icahn 2– Growth In Reading during the 2022-2023 Academic Year - Comparison of Three Administrations of the i-Ready Reading Diagnostic Results, September, January, and the June Diagnosis Overall Placement is shown for three Tiers with tier three designated as at-risk

Table 4 – End of the Year Performance of 2022-23 i-Ready ELA Assessment By All Students Enrolled in At Least their Second Year.

Table 5 – End of the Year Growth on 2022-23 i-Ready ELA Assessment by All Students

Table 1 - Icahn 2 - 2023 i-Ready Reading – Final Diagnostic Overall Placement is shown for three Tiers with tier three designated as at-risk.				
Grade	Tier 1 On or Above Grade Level	Tier 2 One Grade Level Below	Tier 3 Two or More Grade Levels Below	Students Assessed
K	100%	0%	0%	33/33
1	97%	3%	0%	44/44
2	90%	10%	0%	36/36
3	100%	0%	0%	35/35
4	89%	11%	0%	36/36
5	84%	16%	0%	32/32
6	85%	11%	4%	36/36
7	91%	9%	0%	35/35
8	81%	16%	3%	32/32

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Table 2- Icahn 2 - 2023 i-Ready Reading Diagnostic EOY Percent Proficiency (On or Above Grade-Level)										
K	1	2	3	4	5	6	7	8	K-8 Avg. Proficiency	3-8 Avg. Proficiency
100%	97%	89%	100%	89%	85%	85%	97%	81%	91.4%	89.5%

Table 3 - Icahn 2- Growth In Reading during the 2022-2023 Academic Year - Comparison of Three Administrations of the i-Ready Reading Diagnostic Results, September, January, and the June Diagnosis Overall Placement is shown for three Tiers with tier three designated as at-risk					
Grade	Administration	Tier 1	Tier 2	Tier 3	Students Assessed
K	September	16%	76%	0%	38/41
	January	85%	16%	0%	38/41
	June	100%	0%	0%	39/39
1	September	33%	74%	9%	34/34
	January	74%	26%	0%	34/34
	June	97%	3%	0%	32/33
2	September	53%	45%	3%	34/34
	January	80%	20%	0%	34/34
	June	89%	10%	0%	39/40
3	September	61%	31%	9%	36/37
	January	80%	14%	6%	36/37
	June	100%	0%	0%	33/34
4	September	58%	37%	5%	38/38
	January	71%	24%	5%	38/38
	June	89%	11%	0%	38/38
5	September	55%	34%	11%	38/38
	January	69%	32%	0%	38/38
	June	85%	16%	0%	38/38
6	September	57%	22%	22%	37/39
	January	68%	27%	5%	37/39
	June	85%	11%	3%	35/39
7	September	63%	28%	9%	32/33
	January	78%	13%	9%	32/33
	June	97%	3%	0%	31/33
8	September	52%	32%	16%	31/31
	January	61%	26%	13%	31/31
	June	81%	16%	3%	31/31

Table 4 - 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	100%	33	100%	31
4	89%	38	91%	35

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5	81%	38	82%	29
6	79%	30	80%	24
7	97%	31	96%	27
8	94%	29	94%	28
All	90%	199	90%	174

Table 5 - End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	140%	34
4	207%	38
5	213%	38
6	355%	38
7	209%	32
8	117%	31
All	207%	211

Math

Table 1 - Icahn 2 - 2023 i-Ready Math – Final Diagnostic

Table 2- Icahn 2 - 2023 i-Ready Math Diagnostic EOY Percent Proficiency (On or Above Grade-Level)

Table 3 - Icahn 2– Growth In Math during the 2022-2023 Academic Year - Comparison of Three Administrations of the i-Ready Reading Diagnostic Results, September, January, and the June Diagnosis

Overall Placement is shown for three Tiers with tier three designated as at-risk

Table 4 – End of the Year Performance of 2022-23 i-Ready Math Assessment By All Students Enrolled in At Least their Second Year.

Table 5 – End of the Year Growth on 2022-23 i-Ready Math Assessment by All Students

Table 1 - Icahn 2 - 2023 i-Ready Math – Final Diagnostic Overall Placement is shown for three Tiers with tier three designated as at-risk.				
Grade	Tier 1 On or Above Grade Level	Tier 2 One Grade Level Below	Tier 3 Two or More Grade Levels Below	Students Assessed
K	100%	0%	0%	39/39
1	97%	3%	0%	33/33
2	89%	11%	0%	37/39
3	92%	9%	0%	34/34
4	86%	11%	3%	37/38
5	86%	13%	0%	38/38
6	81%	19%	0%	37/39
7	94%	3%	3%	32/33

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8	94%	6%	0%	31/31
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Table 2- Icahn 2 - 2023 i-Ready Math Diagnostic EOY Percent Proficiency (On or Above Grade-Level)

K	1	2	3	4	5	6	7	8	K-8 Avg. Proficiency	3-8 Avg. Proficiency
100%	97%	89%	92%	86%	86%	81%	94%	94%	91%	89%

Table 3 - Icahn 2- Growth In Math during the 2022-2023 Academic Year - Comparison of Three Administrations of the iReady Reading Diagnostic Results, September, January and the June Diagnosis
Overall Placement is shown for three Tiers with tier three designated as at-risk

Grade	Administration	Tier 1	Tier 2	Tier 3	Students Assessed
K	September	6%	94%	0%	38/39
	January	71%	29%	0%	38/39
	June	100%	0%	0%	39/39
1	September	15%	81%	3%	32/33
	January	66%	34%	0%	32/32
	June	97%	3%	0%	33/33
2	September	26%	51%	23%	39/39
	January	49%	49%	3%	39/39
	June	89%	11%	0%	37/39
3	September	19%	68%	13%	32/34
	January	59%	41%	0%	32/34
	June	92%	9%	0%	34/34
4	September	37%	53%	11%	38/38
	January	76%	21%	3%	38/38
	June	86%	11%	3%	37/38
5	September	55%	37%	8%	38/38
	January	71%	26%	3%	38/38
	June	86%	13%	0%	38/38
6	September	42%	47%	11%	38/39
	January	63%	32%	5%	38/39
	June	81%	19%	0%	37/39
7	September	56%	28%	15%	32/33
	January	75%	22%	3%	32/33
	June	94%	3%	3%	32/33
8	September	58%	32%	9%	31/31
	January	80%	16%	3%	31/31
	June	94%	6%	0%	31/31

Table 4 - 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

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3	92%	34	94%	32
4	86%	38	92%	35
5	86%	38	76%	29
6	81%	39	76%	30
7	94%	33	87%	29
8	94%	31	100%	31
All	88.8%	213	87.5%	186

Table 5 - End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	140%	34
4	372%	33
5	322%	38
6	259%	38
7	274%	33
8	151%	31
All	253%	207