



Icahn Charter School 3

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Kaitlyn O'Connor and Dr. Arthur H Pritchard 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	Finance/Grievance
Edward J. Shanahan	Member
Karen Mandelbaum	Finance/Grievance
Claudia Gomez	Parent

Kaitlyn O'Connor has served as the principal since July 2022.

SCHOOL OVERVIEW

The mission of the Icahn Charter School 3 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 3 opened in September 2008 and served grades kindergarten-2. Each year thereafter a grade was added and in September 2014 the final addition, grade 8, was made. Based on the School Report Card data, our school is composed of 61% African American, 30% Latino, 1% White, 5% Asian/Pacific, and 1% American Indian/Alaskan, with a free and reduced lunch rate of 70%.

Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction. In 2018, Icahn 3 was designated a Recognition School by the NYS Department of Education

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 all received work packets, either in person or by mail. On March 15 the Governor's Office issued was 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

The table below provides Icahn 3'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	Total
2020-21	41	39	40	38	35	34	33	25	30	315

2021-22	39	37	37	38	33	33	29	28	24	298
2022-23	38	42	43	40	42	38	25	26	36	330

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 3 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.

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.

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The tables below summarize the participation information for this year’s test administration and 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/I EP	Admin error	Medically excused	Other reason	
3	40	0	1	1	0	0	0	41
4	40	0	0	5	0	0	0	40
5	41	0	0	2	0	0	0	41
6	37	0	1	1	0	0	0	38
7	24	0	0	2	0	0	0	24
8	26	0	0	2	0	0	0	26
All	208	0	2	13	0	0	0	210

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	40	35	86%	33	30	91%
4	40	32	80%	36	29	81%
5	41	33	80%	33	29	88%
6	37	30	81%	29	23	79%
7	24	18	75%	24	18	75%
8	26	25	96%	26	25	96%

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All	208	174	84%	181	154	85%
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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.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.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	91%	33	34.7	2,059
4	81%	36	40.9	2,334
5	88%	33	39.2	2,318
6	79%	29	38.3	2,287
7	75%	24	44.9	2,502
8	96%	26	53.7	2,578

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](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All	85%	181	42.3	14,078
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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		Effect Size
		Actual	Predicted	
3	76.3	87.5	38.2	2.57
4	66.7	100.0	37.2	3.57
5	69.7	75.0	32.4	2.66
6	82.8	82.2	47.5	2.08
7	82.1	78.6	39.1	2.13
8	75.0	95.8	44.4	2.74
All	75.0	86.8	39.4	2.66

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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 3 primarily used the i-Ready assessment to measure student growth and achievement in ELA. The results are provided in Appendix A.

SUMMARY OF THE ELA GOAL

Each of the three ELA goals established for the 2022-23 Icahn 3 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 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

The average of 3rd through 8th-grade students in at least their second year at the school was 85% on the ELA assessment. Students in all grades exceeded 75%. Eighth-grade students scored the highest with 96% proficiency. Icahn 3 3rd through 8th-grade students in at least their second year at the school outscored their District 11 peers by 42.7 Points (85 compared to 42.3). Icahn 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 2.66.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 3 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 3 students score well above the national average.

ELA ACTION PLAN

In the coming year, we plan to analyze the impact of our instruction on at-risk student performance and 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. We shall also monitor the impact of the changes we have already made to address the COVID-19 learning environment.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 3 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 Contexts for Learning, Eureka, and EnVisions Math for grades K-5 and Open Up Resources for Grades 6-8, workbooks, technology, and a strong emphasis on hands-on learning and by-monthly assessments supported by the Lavinia Group. 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 principal 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 and Staff Developer. 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 Lavinia Group, 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.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

Due to the COVID-19 school closure in March 2020, digital components of curricular programs were prioritized and implemented for remote learning. Savaas’ Envisions 2.0, Great Minds Eureka/Engage NY, iReady Math, Icahn Cognitively Guided Instruction Story Problems, and Khan Academy were leveraged to provide purposeful and productive synchronous and asynchronous Math instruction in alignment with the NYS Math Curriculum. 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.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready

The table below summarizes participation information for this year’s test administration. The table indicates the total enrollment and number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS-day of the previous school year).

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			
		Not Tested	

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Grade	Total Tested	Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	Total Enrolled
3	41	0	0	2	0	0	0	0	41
4	40	0	0	5	0	0	0	0	40
5	41	0	0	2	0	0	0	0	41
6	37	0	1	1	0	0	0	0	38
7	24	0	0	2	0	0	0	0	24
8	26	0	0	2	0	0	0	0	26
All	209	0	1	14	0	0	0	0	210

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	41	38	93%	34	32	94%
4	40	34	86%	36	31	86%
5	41	34	83%	33	29	88%
6	37	33	89%	29	26	90%
7	24	22	92%	24	22	92%
8	26	25	96%	26	25	96%
All	209	186	90%	182	165	91%

Results and Evaluation

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.

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Icahn 3 compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in NYC Geographic District 11.

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	94%	34	42.8	2,128
4	86%	36	40.8	2,405
5	88%	33	38.8	2,353
6	90%	29	35.3	2,305
7	92%	24	44.5	2,497
8	96%	26	38.7	1,434
All	91%	182	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) 3 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	76.3	95.0	38.8	2.66

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
4	66.7	100.0	37.4	3.16
5	69.7	64.5	30.4	1.88
6	82.8	75.9	25.8	2.61
7	82.1	59.3	22.4	1.93
8	75.0	83.3	18.9	3.34
All	75.0	81.4	30.2	2.60

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. The results are presented in Appendix A.

SUMMARY OF THE MATHEMATICS GOAL

Each of the three Math goals established for the 2022-23 Icahn 3 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 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 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	Yes

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	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

The average of 3rd through 8th-grade students in at least their second year at the school was 91% on the ELA assessment. Students in all grades exceeded 75%. Eighth-grade students scored the highest with 96% proficiency. Icahn 3 3rd through 8th-grade students in at least their second year at the school outscored their District 11 peers by 42.7 Points (85 compared to 42.3). Icahn 3 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 2.66.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 3 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 5 students score well above the national average. All 14 8th-grade students passed the Regents Algebra exam as their predecessors had in previous years.

Performance on a Regents Algebra 1 Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Algebra 1	9	9	100%
8	2021-22	Algebra 1	14	14	100%
8	2022-23	Algebra 1	14	14	100%

MATHEMATICS ACTION PLAN

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 continue to review and adjust as needed student reading, writing, and listening skills.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

The Icahn 3 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

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.

Icahn 3 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	26	22	84%
All	26	22	84%

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.

Icahn 3 compares tested students enrolled in at least their second year to all tested students in NYC Geographic District 11 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 11.

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

	Charter School Students in at Least 2 nd Year	All District 11 Students
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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	26	22	84%	Data were not available		
All	26	22	84%	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

EVALUATION OF THE SCIENCE GOAL

Icahn 3 8th grade students in at least their second year achieved a score of 84%, 9 points above the required 75%.

ADDITIONAL CONTEXT AND EVIDENCE

13 of 16 (81%) Icahn 3 8th-grade students passed Regents Science Exams in 2022-23.

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	10	10	100%
8	2021-22	Living Environment	13	13	100%
8	2022-23	Living Environment	16	13	81%

ACTION PLAN

Given changes resulting from the impact of the pandemic efforts at Icahn 3 will continue to ensure that our students are provided with available resources and that 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](#).

RESULTS AND EVALUATION ADDITIONAL

Icahn 3 Charter School continues to have an ESSA status of “Good Standing”. The measure was met.

ADDITIONAL CONTEXT AND EVIDENCE

As illustrated below, Icahn 3 has met the ESSA requirement for the last 3 years and has met the requirement every year since the school began its operations.

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 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

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%	[212]	[150%]	[Yes]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[44]	[171%]	[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	[150%]	[10]	[196%]	[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%	[185]	[49%]	[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	71%	41	82%	34
4	51%	41	51%	37
5	44%	41	48%	33
6	45%	38	47%	30
7	36%	25	36%	25
8	27%	26	27%	26
All	46%	212	49%	185

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	145%	41
4	157%	41
5	162%	41
6	150%	38
7	150%	25
8	83%	26
All	141%	212

Math

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%	212	146%	[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%	[28]	[124%]	[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	[146%]	[10]	[81%]	[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%	[185]	[57%]	[No]

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	76%	41	76%	34
4	56%	41	57%	37
5	61%	41	64%	33
6	45%	38	47%	30
7	48%	25	48%	25
8	50%	26	50%	26
All	56%	212	57%	185

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	131%	41
4	130%	41
5	150%	41
6	150%	38
7	142%	25
8	156%	26
All	143%	212