



ICAHN CHARTER SCHOOL 7

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Date November 3, 2023

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Aisha Beverly, Principal and Dr. Arthur H. Pritchard, Consultant, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Office (e.g. chair, treasurer, secretary)
Gail Golden	Chair	
Diane Fellows	Trustee	
Seymour Fliegel	Trustee	
Robert Sancho	Trustee	Finance/Grievance
Edward J. Shanahan	Trustee	
Karen Mandelbaum	Trustee	Finance/Grievance
Mercedes Iglesias	Parent Trustee	

Aisha Beverly has served as the Principal since September 2023.

SCHOOL OVERVIEW

The mission of Icahn Charter School 7 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 7 opened in September 2013 and served kindergarten through second grade.

Our school comprises 45% African American, 49% Hispanic, 4% Asian, 1% White, 0.33% Native American, and 0.43% Hawaiian/Polynesian with a free and reduced lunch rate of 77%. Our instructional program is data-driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evidenced by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in-school remediation and after-school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction.

The 2019-21 Pandemic Experience - We vacated our school March 14, 2020, expecting to be back in two weeks, but didn't return for the remainder of the 2019-20 school year. All students received work packets, either in person or by mail. On March 15 the Governor's Office issued an executive order indicating all schools would be closed for the next few weeks with an opening date uncertain. On March 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 the school'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	29	33	39	35	35	40	34	38	29	-	-	-	-	312
2021-22	12	21	20	19	19	31	27	25	27	-	-	-	-	201
2022-23	25	9	22	23	23	24	30	31	27	-	-	-	-	214

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 7 students will become proficient readers in the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of McGraw-Hill anthologies and workbooks, Houghton Mifflin Harcourt Collections, a strong emphasis on writing, extensive classroom libraries, and by-monthly assessments. Our ELA specialist provides small group instruction (Targeted Assistance/TA) for one period a day, 5 days a week to those children who have demonstrated a deficiency in any area of reading. The results of all practice tests go through an intensive error analysis by the administration and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and ELA specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child’s progress and promote the child out of TA when appropriate, as well as accept new students as required by their practice test results. The ELA program is personally supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the ELA materials with the NYS ELA Curriculum as well as Core Knowledge.

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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	43	0	1	0	0	0	0	44
4	36	0	2	1	0	0	0	38
5	34	1	1	2	0	0	1	37
6	36	0	1	1	0	0	0	37
7	38	0	4	3	0	0	0	42
8	31	1	1	1	0	0	0	33
All	218	2	10	8	0	0	1	231

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	43	21	49%	32	18	56%
4	36	24	67%	27	18	67%
5	34	18	53%	25	13	52%
6	36	24	67%	26	17	65%
7	38	34	89%	33	28	85%
8	31	27	87%	27	23	85%
All	218	148	69%	170	117	68%

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.

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

Icahn 7 compares tested students enrolled in at least their second year to all tested students in NYC Geographic District 8, 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 8 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	56%	32	31.1	1,525
4	67%	27	38.7	1,650
5	52%	25	34.7	1,718
6	65%	26	34.0	1,668
7	85%	33	37.5	1,766
8	85%	27	48.8	1,828
All	68%	170	37.7	10,155

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

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](#).

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

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	81.8	61.3	35.9	1.29
4	81.3	38.2	31.1	.40
5	81.6	57.3	27.8	1.77
6	65.8	83.3	54.0	1.77
7	70.6	73.5	43.0	1.66
8	71.9	80.6	45.3	1.87
All	75.1	66.2	40.0	1.47

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, the school primarily used the i-Ready assessment to measure student growth and achievement in ELA. Data tables are presented in Appendix A.

SUMMARY OF THE ELA GOAL

Icahn 7 students in at least their second year did not attain the ELA target proficiency, although they outscored their District 8 peers and exceeded their predicted level of performance on the state English language arts exam with an effective size of 1.47.

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.	No

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 68% on the ELA assessment. Students in grades 7 and 8 scored 85% proficiency while students in grades 3 through 6 scored below proficiency with scores of 56%, 67%, 52%, and 65% respectively. Icahn 7 3rd through 8th-grade students in at least their second year at the school outscored their District 8 peers by 30.3 Points (68 compared to 37.7). Icahn 7 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 1.47.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 7 students have outscored their District 9 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 6 students score well above the national average.

ELA ACTION PLAN

In previous years, Icahn 7 students outscored their peers in District #8 and the schools identified for comparison. In the coming year, we plan to analyze the impact of our instruction on at-risk students to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the COVID-19 pandemic, we shall also review and adjust as needed student reading, writing, and listening skills.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All Icahn Charter School 7 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

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

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	39	3	2	1	0	0	0	0	44
4	34	0	3	1	0	0	1	0	38
5	34	0	3	3	0	0	0	0	37
6	36	0	1	1	0	0	0	0	37
7	37	0	5	3	0	0	0	0	42
8	31	0	2	1	0	0	0	0	33
All	211	3	16	10	0	0	1	0	231

Performance on 2022-23 State Mathematics Exam

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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	39	27	69%	32	20	63%
4	34	26	76%	27	18	67%
5	34	21	62%	25	16	64%
6	36	28	78%	26	19	73%
7	37	36	97%	33	29	88%
8	31	28	90%	27	22	81%
All	211	166	79%	170	124	73%

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 7 compares tested students enrolled in at least their second year to all tested students in NYC Geographic District 8, 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 8 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63%	32	28.8	1,569
4	67%	27	20.9	1,686

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5	64%	25	23.8	1,764
6	73%	26	19.7	1,687
7	88%	33	17.3	1,801
8	81%	27	16.7	1,535
All	73%	170	21.2	10,042

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	81.8	75.8	36.3	1.82
4	81.3	62.5	29.7	1.62
5	81.6	62.9	24.7	2.06
6	65.8	57.1	34.5	1.22
7	70.6	26.5	27.9	.08
8	71.9	32.3	19.6	.69
All	75.1	75.1	53.1	1.23

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.

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.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th-grade exams, Icahn 7 primarily used the i-Ready assessment to measure student growth and achievement in mathematics. Data tables are presented in Appendix A

SUMMARY OF THE MATHEMATICS GOAL

Icahn 7 students in at least their second year did not attain the ELA target proficiency, although they outscored their District 8 peers and exceeded their predicted level of performance on the state English language arts exam with an effective size of 1.23.

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.	No
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

The average of 3rd through 8th-grade students in at least their second year at the school was 72% on the ELA assessment, which was 3 points below proficiency. Students in grades 7 and 8 scored 88% and 81% proficiency while students in grades 3 through 6 scored below proficiency with scores of 63%, 67%, 64%, and 73% respectively. Icahn 7 3rd through 8th-grade students in at least their second year at the school outscored their District 8 peers by 50.9 Points (72 compared to 21.1). Icahn 7 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 1.23.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 7 students have outscored their District 8 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 7 students score well above the national average.

MATHEMATICS ACTION PLAN

Icahn 7 had a testing year with steady gains as shown in I-Ready data. Icahn 7 students continued to significantly outscore their peers in mathematics across the nation. In the coming year, especially with 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 7 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The Icahn 7 Charter School science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic, Core Knowledge, and Amplify Science texts. Due to the COVID-19 school closure in March 2020, digital components of curricular programs were prioritized and implemented for remote learning. Amplify Science was leveraged to provide purposeful and productive synchronous and asynchronous Science instruction aligned with the NYS Science Curriculum. CKSci resources were implemented into the Google Classroom environment to ensure continuity of Core Knowledge instruction. When possible, digital lab simulations were conducted by students within the Amplify units of study. Summative assessments were provided to monitor student mastery of content and to ensure that instructional support systems were adjusted to meet the needs of our learners.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	n/a	n/a	n/a
8	29	23	79%
All	29	23	79%

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 8 Students		
	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	29	23	79%	Data were not available		
All	29	23	79%	Data were not available.		

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Icahn 7 8th-grade students in at least their second year at the school surpassed the proficiency target of 75% by 4 points. The 4th grade exam was not given. The comparative measure could not be made as District 8 data 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.	Data were not available to make the comparison

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION OF THE SCIENCE GOAL

Icahn 7 8th-grade students in at least their second year at the school surpassed the proficiency target of 75% by 4 points. The 4th grade exam was not given. 8th grade students did not take the Living Environment Science exam.

ADDITIONAL CONTEXT AND EVIDENCE

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				
8	2021-22				
8	2022-23				

ACTION PLAN

Given the impact of the COVID-19 pandemic and the 2022-23 8th grade Science assessment results, efforts at Icahn 7 will continue to ensure that our students are provided with available resources 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

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2022-23	Good Standing
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ADDITIONAL CONTEXT AND EVIDENCE

Icahn 7 has been in Good Standing every year since its opening.

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%	226	196%	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%	81	135%	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	[%] ⁶	[#]	[%]	[Yes/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%	[#]	[%]	[Yes/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	53%	44	53%	32
4	50%	38	50%	27
5	55%	35	53%	25
6	62%	37	62%	26
7	81%	41	81%	33
8	74%	31	72%	27
All	63%	226	62%	170

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

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	61%	44
4	64%	38
5	156%	35
6	300%	37
7	350%	41
8	244%	31
All	196%	226

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%	230	317%	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%	62	140%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	[%] ⁸	[#]	[%]	[Yes/No]

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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%	[#]	[%]	[Yes/No]
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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	57%	44	57%	32
4	66%	38	66%	27
5	64%	36	64%	25
6	79%	37	79%	26
7	91%	42	91%	33
8	78%	33	78%	27
All	73%	230	76%	170

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	104%	44
4	88%	38
5	150%	36
6	279%	37
7	239%	42
8	311%	33
All	317%	230

reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

