



## ICAHN CHARTER SCHOOL 2

# **2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Ms. Brenda Carrasquillo-Silen Principal, and Dr. Arthur Pritchard, Consultant, prepared this 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

| Trustee’s Name   | Board Position                             |                                       |
|------------------|--|---------------------------------------|
|                  | Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive) |
| Gail Golden      | Chairperson                                | Committees                            |
| Seymor Fliegel   | Board Member                               | Committees                            |
| Diane Fellows    | Board Member                               | Committees                            |
| Edward Shanahan  | Board Member                               | Committees                            |
| Robert Osborne   | Board Member                               | Finance                               |
| Karen Mandelbaum | Board Member                               | Finance                               |
| Gladys Lopez     | Parent/Guardian                            | Committees                            |

**Brenda Carrasquillo-Silen has served as Principal of Icahn Charter School 2 since 2007**

## SCHOOL OVERVIEW

The mission of Icahn Charter School 2 is to use the Core Knowledge Curriculum developed by E.D. Hirsh combined with our Four Pillars of Transformative Education to provide students with a rigorous academic program offered in an extended day setting. Students will graduate with the skills and knowledge to participate and succeed in the most rigorous academic environments and have a sense of personal and community responsibility. Students who have demonstrated a deficiency in ELA or Mathematics, as evidenced by the results of an assessment exam, are placed in our Target Assistance Program. Our TA Program consists of school remediation, after school tutoring and Saturday Academy. Icahn Charter School 2 have an extended school day of 7.5 hours and 182 days of instruction.

Icahn Charter School 2 opened in September 2007 and initially serviced Kindergarten through Grade 2. One grade was then added each subsequent year. Icahn Charter School 2 has been operating as a K-8 school since the school year 2013-2014.

During the 2009-2010 academic year, Icahn Charter School 2 was housed in District 8, then moved to School District 11 in September 2010. Since its inception Icahn Charter School 2 was designated as a Recognition School by the New York State Department of Education and has since been the recipient of the Blue-Ribbon award in the years 2015 and 2022.

Student population: For 2023-2024 school year, Icahn Charter School 2 student population is comprised of 33% African American, 49% Hispanic, 13% Asian, 1 % Native American/Alaskan, 1 % Multiracial, and 4% White. We have a free and reduced lunch rate of 62% overall and a 69% rate for students in testing grades.

## ENROLLMENT SUMMARY

The table below, provides Icahn2’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 |
| 2021-22  | 34 | 34 | 40 | 35 | 32 | 37 | 33 | 33 | 35 | / | /  | /  | /  | 313   |
| 2022-23  | 41 | 36 | 39 | 37 | 38 | 38 | 38 | 33 | 32 | / | /  | /  | /  | 332   |
| 2023-24  | 41 | 42 | 39 | 36 | 41 | 40 | 36 | 38 | 32 | / | /  | /  | /  | 345   |

## GOAL 1: ENGLISH LANGUAGE ARTS

All Icahn Charter School 2 Students will become proficient readers in the English Language.

## BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of Kindergarten – Grade 8. Grade K-2 utilized Wit and Wisdom, “Foundations”, Geodes, Heggerty Phonics Program and Sadlier Vocabulary Workshop. Grades 3-5 utilized Wonders, close reading, and Sadlier Vocabulary. Grades 6-8 utilized Houghton Mifflin Harcourt, Collections, Sadlier Vocabulary and Close reading. All grades have a strong emphasis on writing, discourse, 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 the practice exams go through an intensive data analysis with the Network Curriculum Team, Principal, Lead Teachers, Teachers, and ELA Consultant. The Principal and Lead Teachers meet with the classroom teacher to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the student’s progress and promote the student out of Targeted Assistance when appropriate, as well as accept any new students in need as determined by their practice tests. We are consistently monitoring the alignment of the materials with the NYS Next Generation ELA Standards and the Core Knowledge Curriculum. Teachers are provided with Professional Development at the beginning of the school year followed by on-going professional development sessions and weekly grade-band meetings

## Method

Wit and Wisdom(K-2), Wonders (3-5), Collections (6-8), and I-Ready ELA were leveraged to provide purposeful and productive English Language Instruction in alignment with NYS Next Generation ELA Standards as well as Core Knowledge. 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 2023-2024 Icahn Charter School 2 primarily used the ELA I-Ready Program’s diagnostic assessment to assess student growth and achievement.

### Results and Evaluation:

Icahn Charter School 2 administered the online End of Year I-Ready ELA Diagnostic Assessment in June 2024. This was the third and final diagnostic assessment administered to students for the 2023-2024 school year. Based on the Diagnostic results, I-Ready reports provide detailed information on student performance by domain, I-Ready’s growth measure provides a detailed profile of student growth and charts a path to grade-level proficiency for each student. The overall placement from the end of year assessments results are located on table 1 (located in appendix a), the percentages of all students from each grade that are reaching proficiency (determined by on or above grade level) is located on table 2 (located in appendix a), and table 3 (located in appendix a) shows the results and growth of the three I-Ready Diagnostic exams given throughout the year. The changes reflect the increased proficiency among students in each grade and demonstrate the positive impact Icahn 2 staff members are having on student achievement.

The results suggest Icahn 2 students are demonstrating progress in becoming proficient readers of the English Language. The I-Ready analysis indicates Icahn 2 students demonstrate both high performance and growth.

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## 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 and the performance of all students enrolled for at least two years.

2023-24 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     | 33           | 1          | 0       | 0       | 0           | 0                 | 0            | 34             |
| 4     | 40           | 0          | 0       | 0       | 0           | 0                 | 0            | 40             |
| 5     | 39           | 0          | 1       | 0       | 0           | 0                 | 0            | 40             |
| 6     | 37           | 0          | 1       | 0       | 0           | 0                 | 0            | 38             |
| 7     | 37           | 0          | 0       | 0       | 0           | 0                 | 0            | 37             |
| 8     | 30           | 0          | 1       | 0       | 0           | 0                 | 0            | 31             |
| All   | 216          | 1          | 3       | 0       | 0           | 0                 | 0            | 220            |

Performance on 2023-24 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 33            | 32                | 97.0%              | 33                                     | 32                | 97.0%              |
| 4     | 40            | 35                | 87.5%              | 29                                     | 33                | 87.9%              |
| 5     | 39            | 28                | 71.8%              | 33                                     | 24                | 72.7%              |
| 6     | 36            | 33                | 91.7%              | 29                                     | 26                | 89.7%              |
| 7     | 37            | 33                | 89.2%              | 36                                     | 32                | 88.9%              |
| 8     | 29            | 30                | 96.7%              | 29                                     | 28                | 96.7%              |
| All   | 214           | 191               | 89.3%              | 189                                    | 175               | 92.6%              |

<sup>1</sup> 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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## 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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>2</sup>

English Language Arts 2023-24 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 2.3%  | 9.3%    | 43.7%   | 44.7%   |

$$\begin{array}{rclclclcl}
 \text{PI} & = & 9.3 & + & 43.7 & + & 44.7 & = & 97.70 \\
 & & & & 43.7 & + & 44.7 & = & 88.40 \\
 & & & & & + & (.5)*44.7 & = & 22.35 \\
 & & & & & & \text{PI} & = & 208.45
 \end{array}$$

## 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

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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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.<sup>3</sup>

### 2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                  |                          |                  |
|-------|---|------------------|--------------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District 11 Students |                  |
|       | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient    | Number<br>Tested |
| 3     | 97.0%   | 33               | 34.5                     | 1,986            |
| 4     | 87.9%   | 29               | 42.2                     | 2,055            |
| 5     | 72.7%   | 33               | 32.9                     | 2,315            |
| 6     | 89.7%   | 29               | 37.4                     | 2,382            |
| 7     | 88.9%   | 36               | 49.7                     | 2,332            |
| 8     | 96.7%   | 29               | 46.0                     | 2,490            |
| All   | 92.6%   | 189              | 40.6                     | 13,560           |

#### 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.

#### METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>4</sup>

<sup>3</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

<sup>4</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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## 2022-23 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     | 54.1%                              | 459.0            | 446.1     | 1.43        |
| 4     | 44.7%                              | 470.0            | 451.3     | 2.17        |
| 5     | 50.0%                              | 463.0            | 448.3     | 1.62        |
| 6     | 55.3%                              | 465.0            | 446.5     | 2.18        |
| 7     | 66.7%                              | 472.0            | 446.9     | 2.51        |
| 8     | 56.3%                              | 472.0            | 451.1     | 2.19        |
| All   | 54.2%                              | 466.6            | 448.4     | 2.01        |

### 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.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>5</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

### 2022-23 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 68.1                   | 50.0   |
| 5     | 52.8                   | 50.0   |
| 6     | 69.8                   | 50.0   |
| 7     | 64.4                   | 50.0   |

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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|     |      |      |
|-----|------|------|
| 8   | 67.6 | 50.0 |
| All | 64.3 | 50.0 |

### ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup>-grade exams, the school primarily used the i-Ready assessment to measure student growth and achievement in ELA: See Appendix A

### SUMMARY OF THE ELA GOAL

IN 2023-24 all Icahn 2 students in at least their second year achieved or surpassed the targets for each measure.

| 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.   | Yes     |
| 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.  | Yes     |

### EVALUATION OF ELA GOAL

The overall Icahn 2 3<sup>rd</sup> through 8<sup>th</sup>-grade ELA proficiency among students enrolled in at least their second year was 92.6%, 17.6 points about the target. Icahn 2’s aggregate Performance Index (“PI”) was 208.45, 95.45 points above the required 113. In 2023-24, the percent of all tested students who were enrolled in at least their second year achieved a score of 92.6% proficiency, as compared with their CSD #11, who score 40.6%. The difference in scores was 52.0%. All Icahn 2 students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.01. The range among grades was 1.43 to 2.51. Under the state’s Growth Model, Icahn 2’s adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 64.3, the range was from 52.8 to 69.8.

## ADDITIONAL CONTEXT AND EVIDENCE

Icahn 2 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 2 students score well above the national average.

## ELA ACTION PLAN

Efforts will continue at Icahn Charter School 2 to ensure that our students are provided with available resources to supplement the success of all students, such as the Target Assistance Program, afterschool tutorial services, and the Saturday Academy program. The instruction will continue to be aligned with New York State Next Generation standards. In the upcoming year 2024-2025, the Wit and Wisdom program from Great Minds will also be implemented through all grades K-8.

## GOAL 4: MATHEMATICS

All Icahn Charter School 2 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

### **BACKGROUND.**

Our Mathematics program follows the Core Knowledge sequence and consists of Cognitively Guided instruction, Engage NY resources (Eureka Math Modules), Illustrative Math (Kendall Hunt/Open UP resources), workbooks, and various online programs such as IXL, Kahn Academy and Delta Math to place a strong emphasis on hands-on learning supplemented with monthly assessments. Our Mathematics specialist provides small group instruction for 45 mins per day, 5 days a week to the children who have demonstrated a deficiency in any area of mathematics. The results of the practice tests are reviewed by the Principal, Mathematics Specialist, Teachers, and the 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 to promote the students out of targeted assistance program when appropriate, as well as accept new students as needed by practice tests and teacher recommendations. The mathematics program is supervised by the Principal with the additional support of a Lavinia Group Mathematics consultant. The mathematics consultant is responsible for modeling demonstration lessons, participating in developing teaching strategies by providing feedback to classroom teachers, and providing professional development during common planning periods.

### **METHOD**

Envisions, Engage NY/Eureka, I Ready, Icahn's Cognitively Guided Instruction Story Problems, Khan Academy, IXL, and Kendall Hunt's Illustrative Math were all Leveraged to provide purposeful and productive Math instruction and practice aligned with the New York State. Grade 6-8 also leveraged the use of Delta Math to provide further mathematical practice and instruction. Daily and weekly Formative

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assessments were provided to monitor student mastery of content to ensure that all instruction support systems were adjusted to meet the needs of our learners.

During the 2023-2024 School year Icahn 2 primarily used the I-Ready Mathematics exam to assess overall student growth and achievement.

### RESULTS AND EVALUATION

Icahn Charter School 2 administered the online End of Year I-Ready Math Diagnostic Assessment in June 2024. This was the third and final diagnostic assessment administered to students for the 2023-2024 year. Based on the Diagnostic results, I-Ready reports provide detailed information on student performance by domain. I-Ready’s growth measure provides a detailed profile of student growth and charts a path to grade-level proficiency for each student. The overall placement from the end of year assessments results are located on table 1 (located in appendix a), the percentages of all students from each grade that are reaching proficiency (determined by on or above grade level) is located on table 2 (located in appendix a), and table 3 (located in appendix a) shows the results and growth of the three I-Ready Diagnostic exams given throughout the year. The changes reflect the increased proficiency among students in each grade and demonstrate the positive impact Icahn 2 staff members are having on student achievement.

The Results infer that Icahn 2 students are demonstrating a steady progress in the understanding and appreciation of mathematical skills, understanding, and concepts. The I-Ready Analysis indicated Icahn Charter School 2 students demonstrate both high performance and growth.

## 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 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.

2023-24 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             |

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|     |     |   |   |   |   |   |   |   |     |
|-----|-----|---|---|---|---|---|---|---|-----|
| 4   | 40  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40  |
| 5   | 40  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40  |
| 6   | 37  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37  |
| 7   | 36  | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 37  |
| 8   | 30  | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 31  |
| All | 217 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 219 |

### Performance on 2023-24 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            | 31                | 91.2%              | 34                                     | 31                | 91.2%              |
| 4     | 40            | 39                | 97.5%              | 33                                     | 32                | 97.0%              |
| 5     | 40            | 35                | 87.5%              | 34                                     | 31                | 91.2%              |
| 6     | 37            | 32                | 86.4%              | 30                                     | 25                | 83.3%              |
| 7     | 36            | 35                | 97.2%              | 35                                     | 34                | 97.1%              |
| 8     | 30            | 30                | 100%               | 29                                     | 29                | 100%               |
| All   | 217           | 202               | 93.1%              | 195                                    | 182               | 93.3%              |

#### 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.

#### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of

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students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### Mathematics 2023-24 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 1%  | 6%      | 40%     | 53%     |

$$\begin{aligned}
 \text{PI} &= 6 + 40 + 53 = 99\% \\
 &= 40 + 53 = 93\% \\
 &+ (.5)*53 = 26.5 \\
 \text{PI} &= 218.5
 \end{aligned}$$

### 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.

### METHOD

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 CSD 11.

### 2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |               |                          |               |
|-------|---|---------------|--------------------------|---------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |               | All District 11 Students |               |
|       | Number Proficient   | Number Tested | Percent Proficient       | Number Tested |
| 3     | 31  | 34            | 46.9                     | 2,057         |
| 4     | 32  | 33            | 47.1                     | 2,119         |
| 5     | 31  | 34            | 41.0                     | 2,288         |
| 6     | 25  | 30            | 39.6                     | 2,412         |
| 7     | 34  | 35            | 49.5                     | 2,372         |
| 8     | 29  | 29            | 35.2                     | 1,139         |
| All   | 182   | 195           | 43.8                     | 12,387        |

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### 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.

### METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     | 54.1%                              | 482.0            | 453.7     | 2.42        |
| 4     | 44.7%                              | 482.0            | 457.1     | 2.44        |
| 5     | 50.0%                              | 475.0            | 453.4     | 1.92        |
| 6     | 55.3%                              | 481.0            | 451.6     | 2.50        |
| 7     | 66.7%                              | 494.0            | 450.8     | 3.45        |
| 8     | 56.3%                              | 495.0            | 444.6     | 3.83        |
| All   | 54.1%                              | 484.3            | 452.1     | 2.72        |

### 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.

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## METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>6</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 70.8                   | 50.0   |
| 5     | 54.2                   | 50.0   |
| 6     | 74.6                   | 50.0   |
| 7     | 69.1                   | 50.0   |
| 8     | 70.0                   | 50.0   |
| All   | 67.6                   | 50.0   |

## MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup>=grade exams, the school primarily used the i-Ready assessment to measure student growth and achievement in mathematics: See Appendix A

## SUMMARY OF THE MATHEMATICS GOAL

Each of the five measure were met by Icahn Charter School 2 students.

| 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.                   | Yes     |
| 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                            | Yes     |

<sup>6</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |  |     |
|-------------|--|-----|
|             | exam will be greater than that of students in the same tested grades in the school district of comparison.   |     |
| 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.  | Yes |

### EVALUATION OF THE MATHEMATICS GOAL

The overall Icahn 2 3<sup>rd</sup> through 8<sup>th</sup>-grade Math proficiency among students enrolled in at least their second year was 93.3%, 18.3 points about the target. Icahn 2’s aggregate Performance Index (“PI”) was 218.5, 100.2 points above the required 115.3. In 2023-24, the percent of all tested students who were enrolled in at least their second year achieved a score of 92.6% proficiency, as compared with their CSD #11, who score 40.6%. The difference in scores was 52.0%. All Icahn 2 students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.01. The range among grades was 1.43 to 2.51. Under the state’s Growth Model, Icahn 2’s adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 64.3, the range was from 52.8 to 69.8.

### ADDITIONAL CONTEXT AND EVIDENCE

Icahn 2 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 2 students score well above the national average.

### MATHEMATICS ACTION PLAN

Icahn Charter School 2 has shown impressive results on the I Ready Diagnostic data. Icahn 2 students have shown strong understanding of mathematical concepts and skills. In the coming year, we will continue to analyze the impact of our instruction on our students to identify possible changes we can introduce to continue to increase academic achievement.

## GOAL 3: SCIENCE

All Icahn 2 Students will be proficient in Grade Level Science material

### BACKGROUND

Icahn 2 administered the New York State Testing Program Science assessment to all students in Grade 5 and Grade 8 in Spring 2024. The criterion for success on this measure requires students to be enrolled in at least their second year (defined as enrolled by BEDS-day the previous school year) to score at proficiency.

## Method

Icahn Charter School 2 administered the New York State Testing Program Science assessment to all students in Grade 5 and Grade 8 in Spring 2024. Multiple programs and curriculums such as McGraw Hill I Science, Measuring UP reaching for the standards, Amplify Science, Kessler Science and Core Knowledge Science resources were leveraged to provide purposeful and productive Science Instruction aligned with the NYS P12 Standards. The required labs as designated by NYS were completed in a physical lab setting, with supplemental and digital lab simulations were completed by students in order to further the understanding of science. Summative assessments were provided to monitor student mastery of content and to ensure that instruction support systems were adjusted to meet the needs of our learners.

## Results and Evaluation

While all Icahn 2 5<sup>th</sup> and 8<sup>th</sup> grade students in at least their second year demonstrated proficiency, Grade 5 student did not, scoring 60.6%, 14.4 points below the 75% target. Eighth graders scored an impressive 93.3 points 18.3 points above proficiency.

| Grade | Students in At Least Their 2 <sup>nd</sup> Year |                   |                    |
|-------|---|-------------------|--------------------|
|       | Number Tested                                   | Number Proficient | Percent Proficient |
| 5     | 33  | 20                | 60.6%              |
| 8     | 30  | 28                | 93.3%              |
| All   | 63  | 48                | 76.1%              |

## 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 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam  
By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 <sup>nd</sup> Year |                   |                    |
|-------|---|-------------------|--------------------|
|       | Number Tested                                   | Number Proficient | Percent Proficient |
| 5     | 33  | 20                | 60.6%              |
| 8     | 30  | 28                | 93.3%              |

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|     |    |    |       |
|-----|----|----|-------|
| All | 63 | 48 | 76.1% |
|-----|----|----|-------|

### 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.

### 2023-24 State Science Exam

#### Charter School and District Performance by Grade Level

| Grade | Charter School Students in at Least 2 <sup>nd</sup> Year |                   |                    | All District 11 Students<br>Scores are not available |                   |                    |
|-------|--|-------------------|--------------------|--|-------------------|--------------------|
|       | Number Tested  | Number Proficient | Percent Proficient | Number Tested  | Number Proficient | Percent Proficient |
| 5     | 33   | 20                | 60.6%              |  |                   |                    |
| 8     | 30   | 28                | 93.3%              |  |                   |                    |
| All   | 63   | 48                | 76.1%              |  |                   |                    |

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Student performance on the NYSED Science examination was mixed with Grade 5 students scoring below proficiency and 8<sup>th</sup> grade students scoring above the target.

| 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     |

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## EVALUATION OF THE SCIENCE GOAL

Student performance on the NYSED Science examination was mixed with Grade 5 students scoring below proficiency and 8<sup>th</sup> grade students scoring above the target

## ADDITIONAL CONTEXT AND EVIDENCE

Icahn 2 administered the Regents Living Environment exam to 8<sup>th</sup> grade students in lieu of the state. The results in each of the years the exams were administered are shown in the table below.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

| Grade | Year      | Regents Exam       | Number Tested | Number Passing | Percent Passing |
|-------|-----------|--------------------|---------------|----------------|-----------------|
| 8     | 2021-22   | Living Environment | 3             | 2              | 66%             |
| 8     | 2022-23   | Living Environment | 8             | 8              | 100%            |
| 8     | 2023-2024 | Living Environment | 9             | 9              | 100%            |

## ACTION PLAN

Efforts at Icahn 2 will continue to ensure that our students are provided with available resources to target the needs of students such as the TA program, afterschool tutorial, and Saturday Academy Program and their instruction is aligned with the NYS P-12 Standards.

## GOAL 7: 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        |
|---------|---------------|
| 2021-22 | Good Standing |
| 2022-23 | Good Standing |
| 2023-24 | Good Standing |

ADDITIONAL CONTEXT AND EVIDENCE

Icahn charter School 2 has been in good standing every since it began its operations.

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 to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment 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

| 2023-24 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.  | All students                            | 100%   | 219    | 172.2%  | Yes  |
| Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%   | 16     | 156.2%  | Yes  |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>7</sup> | 171.5% | 17     | 173%    | Yes  |

<sup>7</sup> 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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|  |             |     |     |      |    |
|--|-------------|-----|-----|------|----|
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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% | 195 | 64.1 | No |
|--|-------------|-----|-----|------|----|

### 2023-24 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.  | All students                            | 100%    | 219    | 149.6%  | Yes  |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%    | 8      | 152.5%  | Yes  |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>8</sup> | 149.1 % | 17     | 149.9%  | Yes  |

subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

<sup>8</sup> 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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

|  |             |     |     |       |    |
|--|-------------|-----|-----|-------|----|
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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% | 194 | 68.6% | No |
|--|-------------|-----|-----|-------|----|

### End of Year Performance on 2023-24 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

| Math<br>End Of Year Diagnostic |                                     |               |  |               |
|--------------------------------|-------------------------------------|---------------|--|---------------|
| 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                              | 73.5%                               | 33            | 73.5%                                  | 33            |
| 4                              | 72.5%                               | 40            | 66%                                    | 33            |
| 5                              | 69.2%                               | 39            | 69.7%                                  | 32            |
| 6                              | 56.8%                               | 37            | 53.3%                                  | 30            |
| 7                              | 75.7%                               | 37            | 75%                                    | 36            |
| 8                              | 75.9%                               | 31            | 73.3%                                  | 30            |
| All                            | 70.0%                               | 216           | 68.6%                                  | 194           |

\*These numbers are based on students who scored mid-grade level or above.\*

| English Language Arts<br>End Of Year Diagnostic |                                     |               |  |               |
|---|-------------------------------------|---------------|--|---------------|
| 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   | 79.4%                               | 34            | 79.4%                                  | 34            |
| 4   | 65%                                 | 40            | 60.6%                                  | 33            |
| 5   | 55%                                 | 40            | 56.3%                                  | 32            |
| 6   | 65%                                 | 37            | 63.3%                                  | 30            |
| 7   | 73.0%                               | 37            | 72.2%                                  | 36            |
| 8   | 53.3%                               | 30            | 50%                                    | 30            |
| All   | 65.1%                               | 218           | 64.1%                                  | 195           |

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**Table 1- Icahn 2 2024 I-Ready Reading – Final Diagnostic**  
**Overall Placement is shown for three tiers with tier three designated as at-risk.**

| Grade | Tier 1<br>On or above Grade level | Tier 2<br>One Grade Level below | Tier 3<br>Two or more grade levels below | Students Assessed |
|-------|-----------------------------------|---------------------------------|--|-------------------|
| K     | 91%                               | 9%                              | 0%                                       | 33/33             |
| 1     | 57%                               | 43%                             | 0%                                       | 42/43             |
| 2     | 97%                               | 3%                              | 0%                                       | 38/38             |
| 3     | 94%                               | 6%                              | 0%                                       | 34/34             |
| 4     | 88%                               | 13%                             | 0%                                       | 40/40             |
| 5     | 80%                               | 15%                             | 5%                                       | 40/40             |
| 6     | 81%                               | 14%                             | 5%                                       | 37/37             |
| 7     | 95%                               | 5%                              | 0%                                       | 37/37             |
| 8     | 90%                               | 3%                              | 7%                                       | 30/31             |

**Table 2- Icahn 2 –2024**  
**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 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------------------|----------------------|
| 91% | 95% | 97% | 94% | 88% | 80% | 81% | 95% | 90% | 90.11%              | 88.00%               |

**Table 3-Icahn 2 –Growth in Reading during the 2023-2024 Academic Year- comparison of Three Administrations of the I-Ready Reading Diagnostic Results, September, January, and June Diagnostics.**  
**Overall Placement is shown for the Three Tiers with Tier three designated as at-risk**

| Grade | Administration | Tier 1 | Tier 2 | Tier 3 | Student Assessed |
|-------|----------------|--------|--------|--------|------------------|
| k     | September      | 24%    | 76%    | 0%     | 33/33            |
|       | January        | 85%    | 15%    | 0%     | 33/33            |
|       | June           | 91%    | 9%     | 0%     | 33/33            |
| 1     | September      | 57%    | 43%    | 0%     | 42/43            |
|       | January        | 86%    | 14%    | 0%     | 43/43            |
|       | June           | 95%    | 5%     | 0%     | 43/43            |
| 2     | September      | 66%    | 32%    | 2%     | 38/38            |
|       | January        | 82%    | 18%    | 0%     | 38/38            |
|       | June           | 97%    | 3%     | 0%     | 38/38            |
| 3     | September      | 82%    | 15%    | 3%     | 34/34            |
|       | January        | 97%    | 3%     | 0%     | 34/34            |
|       | June           | 94%    | 6%     | 0%     | 34/34            |

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|   |           |     |     |     |       |
|---|-----------|-----|-----|-----|-------|
| 4 | September | 55% | 43% | 3%  | 40/40 |
|   | January   | 73% | 28% | 0%  | 40/40 |
|   | June      | 88% | 13% | 0%  | 40/40 |
| 5 | September | 65% | 28% | 8%  | 40/40 |
|   | January   | 80% | 15% | 5%  | 40/40 |
|   | June      | 80% | 15% | 5%  | 40/40 |
| 6 | September | 53% | 33% | 14% | 36/37 |
|   | January   | 68% | 30% | 3%  | 37/37 |
|   | June      | 81% | 14% | 5%  | 37/37 |
| 7 | September | 73% | 16% | 11% | 37/37 |
|   | January   | 89% | 5%  | 5%  | 37/37 |
|   | June      | 95% | 5%  | 0%  | 37/37 |
| 8 | September | 77% | 16% | 6%  | 31/31 |
|   | January   | 94% | 3%  | 3%  | 31/31 |
|   | June      | 90% | 3%  | 7%  | 30/31 |

**Table 1 – Icahn 2024 I-Ready Math – Final Diagnostic**

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

| Grade | Tier 1<br>On or above Grade level | Tier 2<br>One Grade Level<br>below | Tier 3<br>Two or more grade<br>levels below | Students Assessed |
|-------|-----------------------------------|------------------------------------|---|-------------------|
| k     | 94%                               | 6%                                 | 0%  | 33/33             |
| 1     | 88%                               | 12%                                | 0%  | 43/43             |
| 2     | 89%                               | 11%                                | 0%  | 38/38             |
| 3     | 91%                               | 9%                                 | 0%  | 33/34             |
| 4     | 100%                              | 0%                                 | 0%  | 40/40             |
| 5     | 85%                               | 13%                                | 3%  | 40/40             |
| 6     | 95%                               | 5%                                 | 0%  | 37/37             |
| 7     | 92%                               | 5%                                 | 3%  | 37/37             |
| 8     | 93%                               | 3%                                 | 3%  | 29/31             |

**Table 2- Icahn 2 –2024**

**I-Ready Math Diagnostic EOY Percent Proficiency (On or Above Grade-Level)**

| k   | 1   | 2   | 3   | 4    | 5   | 6   | 7   | 8   | K-8 AVG<br>Proficiency | 3-8 Avg.<br>Proficiency |
|-----|-----|-----|-----|------|-----|-----|-----|-----|------------------------|-------------------------|
| 94% | 88% | 89% | 91% | 100% | 85% | 95% | 92% | 93% | 91.89%                 | 92.67%                  |

**Table 3-Icahn 2 –Growth in Math during the 2023-2024 Academic Year- comparison of Three Administrations of the I-Ready Math Diagnostic Results, September, January, and June Diagnostics. Overall Placement is shown for the Three Tiers with Tier three designated as at-risk**

| Grade | Administration | Tier 1 | Tier 2 | Tier 3 | Student Assessed |
|-------|----------------|--------|--------|--------|------------------|
| k     | September      | 9%     | 91%    | 0%     | 33/33            |
|       | January        | 64%    | 36%    | 0%     | 33/33            |

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|   |           |      |     |    |       |
|---|-----------|------|-----|----|-------|
|   | June      | 94%  | 6%  | 0% | 33/33 |
| 1 | September | 17%  | 81% | 2% | 42/43 |
|   | January   | 63%  | 37% | 0% | 43/43 |
|   | June      | 88%  | 12% | 0% | 43/43 |
| 2 | September | 26%  | 71% | 3% | 38/38 |
|   | January   | 61%  | 37% | 3% | 38/38 |
|   | June      | 89%  | 11% | 0% | 38/38 |
| 3 | September | 38%  | 56% | 6% | 34/34 |
|   | January   | 68%  | 32% | 0% | 34/34 |
|   | June      | 91%  | 9%  | 0% | 33/34 |
| 4 | September | 50%  | 45% | 5% | 40/40 |
|   | January   | 78%  | 23% | 0% | 40/40 |
|   | June      | 100% | 0   | 0  | 40/40 |
| 5 | September | 60%  | 35% | 5% | 40/40 |
|   | January   | 80%  | 18% | 3% | 40/40 |
|   | June      | 85%  | 13% | 3% | 40/40 |
| 6 | September | 58%  | 42% | 0% | 36/37 |
|   | January   | 69%  | 31% | 0% | 36/37 |
|   | June      | 95%  | 5%  | 0% | 37/37 |
| 7 | September | 57%  | 41% | 3% | 37/37 |
|   | January   | 81%  | 16% | 3% | 37/37 |
|   | June      | 92%  | 5%  | 3% | 37/37 |
| 8 | September | 81%  | 16% | 3% | 31/31 |
|   | January   | 81%  | 19% | 0% | 31/31 |
|   | June      | 93%  | 3%  | 3% | 29/31 |

### End of Year Growth on 2023-2024 i-Ready [ELA] Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3      | 108%                                    | 34            |
| 4      | 159%                                    | 40            |
| 5      | 160%                                    | 40            |
| 6      | 225%                                    | 37            |
| 7      | 280%                                    | 37            |
| 8      | 150%                                    | 31            |
| All    | 172.1%                                  | 219           |

### End of Year Growth on 2023-2024 i-Ready [MATHEMATICS ] Assessment

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3      | 94%                                     | 34            |
| 4      | 124%                                    | 40            |
| 5      | 131%                                    | 40            |
| 6      | 177%                                    | 37            |
| 7      | 309%                                    | 37            |
| 8      | 156%                                    | 31            |
| All    | 149.6%                                  | 219           |