



ICAHN CHARTER SCHOOL 3

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Kaitlyn O'Connor and Dr. Arthur H Pritchard prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position
Gail Golden	President
Diane Fellows	Secretary
Seymour Fliegel	Member
Robert Osborne	Finance/Grievance
Edward J. Shanahan	Member
Karen Mandelbaum	Finance/Grievance
Claudia Gomez	Parent Trustee

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

SCHOOL OVERVIEW

The mission of the Icahn Charter School 3 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate with the skills and knowledge to participate successfully in the most rigorous academic environments and will have a sense of personal and community responsibility. Icahn Charter School 3 opened in September 2008 and served grades Kindergarten-2nd. Each year thereafter a grade was added and in September 2014 the final addition, Grade 8, was made. ***Based on the School Report Card 58% African American, 31% Latino, 6% Asian/Pacific, 1% White, and 1% American Indian/Alaskan, with a free and reduced lunch rate of 70%.***

Our instructional program is data-driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as 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 ***181 to 188 days*** of instruction. In 2018, Icahn 3 was designated a Recognition School by the NYS Department of Education

The 2019-21 Pandemic Experience - We vacated our school March 14, 2020, expecting to be back in two weeks, but didn't return for the remainder of the 2019-20 school year. All students all received work packets, either in person or by mail. On March 15 the Governor's Office issued 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 stimulated a learning curve for all school personnel and students. Teachers became increasingly creative in their delivery of lessons and mastered the use of different interactive instructional programs and practices that supported a hybrid learning environment. In turn, these flipped instructional and hybrid practices were used to enhance teaching and student engagement. Teachers now have increasingly effective methods of remote and hybrid teaching practices to support student learning that continue to be implemented in various capacities.

ENROLLMENT SUMMARY

The table below provides Icahn 3’s BEDS Day enrollment for each school year from 2021-22 through 2023-24.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2021-22	39	37	37	38	33	33	29	28	24	298
2022-23	38	42	43	40	42	38	25	26	36	330
2023-24	40	37	32	40	43	39	40	33	24	328

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 3 students will become proficient readers in the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of McGraw-Hill anthologies and workbooks, Houghton Mifflin Harcourt Collections, a strong emphasis on writing, extensive classroom libraries and bi-monthly assessments. In addition, our ELA curriculum incorporates the Close Reading Lavinia Group methodology and empowers students to deepen their comprehension skills, fostering critical thinking and analytical abilities essential for mastering ELA reading standards. 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 Network Curriculum Team, 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 tests. The ELA program is personally supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the ELA materials with the NYS ELA Curriculum as well as Core Knowledge. Teachers are provided with professional development at the beginning of the school year followed by monthly on-going professional development sessions.

METHOD

Wit & Wisdom, McGraw-Hill, Houghton Mifflin Harcourt Collections, 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, small group instruction and 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.

Changes to the English Language Arts Program- Due to the COVID-19 school closures in March 2020, digital components of curriculum 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.

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.

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	39	0	1	0	0	0	0	40
4	42	0	1	0	0	0	0	43
5	39	0	0	0	0	0	0	39
6	40	0	0	0	0	0	0	40
7	33	0	0	0	0	0	0	33
8	24	0	0	0	0	0	0	24
All	217	0	2	0	0	0	0	219

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Performance on 2023-24 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	39	26	67%	39	26	67%
4	42	38	90%	40	37	93%
5	39	29	74%	39	28	74%
6	40	33	83%	39	32	82%
7	33	31	94%	33	31	94%
8	24	20	83%	24	20	83%
All	217	177	82%	214	174	82%

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. ²

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.

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

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English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level				PI
	Level 1	Level 2	Level 3	Level 4	
ALL	11 [5%]	29 [13%]	91 [42%]	86 [40%]	197
3	6	7	15	11	
4	0	4	21	17	
5	3	7	18	11	
6	2	5	15	18	
7	0	2	14	17	
8	0	4	8	12	

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 1 & + & 42 & + & 40 & = & 95 \\
 & & 3 & & & & & & \\
 & & & & 42 & + & 40 & = & 82 \\
 & & & & & + & 20 & = & 20 \\
 & & & & & & \text{PI} & = & 197
 \end{array}$$

RESULTS AND EVALUATION

Icahn 3 students scored a PI of 197 on the 2023-24 ELA assessment. Their achievement was 84 points above the 2023-24 MIP of 113. The measure was made.

ELA Measure 3 - Comparative

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

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

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

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 In At Least 2 nd Year		All District 11 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67%	39	35%	2,547
4	93%	40	43%	2,539
5	74%	39	33%	2,796
6	82%	39	38%	2,712
7	94%	33	50%	2,718
8	83%	24	46%	2,969
All	82%	21	41%	16,281

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

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted Cohort	
3	74.4	463.0	441.8	2.12
4	75.0	469.0	444.8	2.47
5	57.1	465.0	446.9	1.96
6	60.5	464.0	445.4	2.03
7	76.0	464.0	445.3	2.07
8	76.9	475.0	448.6	2.74
All	69.1	466.3	445.3	2.21

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.⁵

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.

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

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

Grade	Mean Growth Percentile	
	School	Target
4	54.1	50.0
5	39.5	50.0
6	56.4	50.0
7	54/5	50.0
8	74.3	50.0
All	54.2	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, Icahn 3 primarily used the i-Ready assessment to measure student growth and achievement in ELA. The results are provided in Appendix A.

SUMMARY OF THE ELA GOAL

All 2023-24 APPR measures were met by 3 to 8 Icahn 3 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 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

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Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The overall Icahn 3 3rd through 8th-grade ELA proficiency among students enrolled in at least their second year was 82%, seven points about the target. Four grades, including Grades 3, and 5 were below the target with scores of 67% and 74% respectively. Grades 4, 6, 7 and 8 were above the target with scores of 93%, 83%, 94% and 83%. Icahn 3’s aggregate Performance Index (“PI”) was 197, 84 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 82% proficiency, as compared with their CSD #11, who score 41.%. The difference in scores was 41%. The measure was made. Icahn 3 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.21. The range among grades was 1.96 to 2.74. Under the state’s Growth Model, Icahn 3’s adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 54.2, the range was from 39.5 to 74.3.

ADDITIONAL CONTEXT AND EVIDENCE

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

ELA ACTION PLAN

In the coming year, we plan to analyze the impact of our instruction on at-risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the COVID-19 pandemic, we shall continue to review and adjust as needed student reading, writing, and listening skills.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 3 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Illustrative Mathematics workbooks, technology, and a strong emphasis on hands-on learning and by-monthly assessments supported by the Lavinia Group drive the math program at Icahn Charter School 3. Our Mathematics specialist provides small group instruction (Targeted Assistance/TA) for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of all practice tests go through an intensive error analysis by the principal and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and Mathematics specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments

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ensures that the program will closely monitor the child’s progress and promote the child out of TA where appropriate, as well as accept new students as required by their practice test results. The mathematics program is personally supervised by the Principal and Staff Developer. We review all existing curricula and math materials to create alignment with the ever-changing NYS curriculum. We retain the services of additional Mathematics specialists from Lavinia Group, who are responsible for demonstration lessons and participate in developing teaching strategies for K-8.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

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	39	0	1	0	0	0	0	0	40
4	42	0	1	0	0	0	0	0	43
5	39	0	0	0	0	0	0	0	39
6	40	0	0	0	0	0	0	0	40
7	32	0	1	0	0	0	0	0	33
8	24	0	0	0	0	0	0	0	24
All	216	0	3	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	39	31	79%	39	31	79%
4	42	37	88%	40	36	90%
5	39	28	72%	39	28	72%
6	40	37	93%	39	36	92%
7	32	31	97%	32	31	97%

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8	24	22	92%	24	22	92%
All	216	186	86%	213	184	87%

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 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				PI
	Level 1	Level 2	Level 3	Level 4	
Total	6 [3%]	24 [11%]	78 [36%]	108 [50%]	208
3	0	8	21	10	
4	1	4	15	22	
5	3	8	13	15	
6	1	2	21	16	
7	0	1	5	26	
8	1	1	3	19	

P	=	1	+	36	+	50	=	97
I		1		36	+	50	=	86
					+	25	=	25
						PI	=	208

RESULTS AND EVALUATION

Icahn 3 students scored a PI of 197 on the 2023-24 Math assessment. Their achievement was 92.7 points above 2023-24 MIP of 115.3. The measure was made.

Math Measure 3 - Comparative

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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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 11 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79%	39	47%	2,547
4	90%	40	48%	2,539
5	72%	39	41%	2,796
6	92%	39	40%	2,712
7	97%	32	49%	2,718
8	92%	24	2,969	35%
All	87%	213	16,281	45%

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

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data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁶

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	74.4	479.0	448.3	2.29
4	75.0	471.0	447.7	1.76
5	57.1	475.0	451.1	2.04
6	60.5	475.0	450.0	1.99
7	76.0	482.0	448.0	2.66
8	76.9	486.0	440.9	3.00
All	69.2	477.2	448.1	2.22

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.

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.⁷

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.

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

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	39.5	50.0
5	43.4	50.0
6	62.5	50.0
7	68.8	50.0
8	75.0	50.0
All	55.2	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the i-Ready assessment to measure student growth and achievement in mathematics. The results are presented in Appendix A.

SUMMARY OF THE MATHEMATICS GOAL

All 2023-24 APPR mathematics goals were met by Icahn 3’s 3rd-8th-grade 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 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.	YES

EVALUATION OF THE MATHEMATICS GOAL

The overall Icahn 3 3rd through 8th-grade Mathematics proficiency among students enrolled in at least their second year was 87%, twelve points about the target. Four grades, including Grade 3 was below the target with scores of 72%. Grades 3, 4, 6, 7, and 7 were above the target with scores of 79%, 90%, 92%, 97%, and 92%. Icahn 3’s aggregate Performance Index (“PI”) was 208, 92.7points 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 87% proficiency, as compared with their CSD #11, who scored 45%. The difference in scores was 42%. The measure was made. Icahn 3 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.22. The range among grades was 1.76 to 3.00. Under the state’s Growth Model, Icahn 3’s adjusted growth percentile in Mathematics of all 4-8 was above 50. With a total of all grades at 55.2, the range was from 39.5 to 75.0. Grades 4 and 5 below the target.

Additional Context and Evidence

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

MATHEMATICS ACTION PLAN

In the coming year, we plan to analyze the impact of our instruction on at-risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Icahn 3 will utilize the services of the Lavinia Math Group as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally, we will use Curriculum Associates i-Ready and Illustrative Mathematics resources to meet every child’s individual needs in mathematics.

Performance on Algebra 1 Regents Math Exam
of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Algebra 1	14	14	100%
8	2022-23	Algebra 1	14	14	100%
8	2023-24	Algebra 1	16	16	100%

Icahn 3 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 3 students score well above the national average. All 16 eighth grade students passed the Regents Algebra exam as their predecessors had in previous years.

GOAL 3: SCIENCE

Goal 3: Science

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

The Icahn 3 science curriculum is aligned with the NYS standards and utilizes Amplify Science. All students have their own microscope and a complete supply of slides for individual and independent study, curriculum-aligned DVDs and software, as well as a completely stocked library for independent reading in the area of science. All classes in the middle school and the lower school have smart boards. We are therefore planning to provide distance learning to our students in this area. It is our intention to continue to provide advanced instruction in science to enable our students to take the high school Living Environment Regents.

ELEMENTARY AND MIDDLE SCIENCE

The school administered the New York State Testing Program science assessment to students in 5th and 8th 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 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	39	22	56%
8	24	13	57%
All	63	35	56%

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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Charter School Students in at Least 2 nd Year			All District 11 Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	39	22	56%	2,796	569	25%
8	24	13	57%	2,969	302	26%
All	63	35	56%	5,765	1,436	31%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The absolute measure on the Science assessment was not achieved by either 5th or 8th grade students in at least their second year at Icahn 3 Charter School. 5th grade students achieved a score of 56%, 31% higher than their District peers. 8th grade students achieved a score of 57%, 31% higher than their peers.

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.	No
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.	Yes

EVALUATION OF THE SCIENCE GOAL

The absolute measure on the Science assessment was not achieved by either 5th or 8th grade students in at least their second year at Icahn 3 Charter School. 5th grade students achieved a score of 56%, while their 8th grade peers scored 57%. 100% of 8th grade students completing the Living Environment Regents Examination demonstrated proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

In 2023-24, all 10 8^t grade students who completed the Living Environment Regents Exam passed. Their efforts mirrored the efforts of their 2021-22 peers, all of which passed the exam. In 2022-23 15 of 16 students achieved proficiency.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	13	13	100%
8	2022-23	Living Environment	16	15	94%
8	2023-24	Living Environment	10	10	100%

ACTION PLAN

Efforts at Icahn 3 will continue to ensure that our students are provided with available resources and support during the Target Assistance program, small group instruction, after school tutoring, and the Saturday Academy Program. Teacher instruction will also be aligned with the Next Generation Learning Standards for science.

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
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 3 Charter School has been in good standing every year since it began 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 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](#).

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area.

IREADY READING

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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	219	[137%]	[Yes]
Measure 1 General Education: Median Percent Progress to Annual Typical Growth of General Education 3rd through 8th Grade Students	All General Education Students	100%	203	[145%]	[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%	45	[139%]	[Yes]

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ⁸	[145%]	[16] Students	[80%]	[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%	[216]	[48%] 103 Students	[No]

End of Year Performance on 2023-24 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	75%	40	75%	40
4	81%	43	81%	41
5	62%	39	62%	39
6	55%	40	53%	39
7	79%	33	79%	33
8	71%	24	71%	24
All		Total 219		Total 216

⁸ 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

End of Year Growth on 2023-24 i-Ready **ELA** Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	96%	40
4	117%	43
5	186%	39
6	135%	40
7	190%	33
8	174%	24
Median All	137%	219

IREADY MATH

2023-24 i-Ready **Math** 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%	219	[147%]	[Yes]
Measure 1 General Education: Median Percent Progress to Annual Typical Growth of General Education 3rd through 8th Grade Students	All General Education Students	100%	203	[150%]	[Yes]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	33	[133%]	[Yes]

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ⁹	[150%]	[16] Students	[115%]	[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%	[216]	[60%] 129 Students	[No]

End of Year Performance on 2023-24 i-Ready **Math** 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	75%	40	75%	40
4	88%	43	88%	41
5	69%	39	69%	39
6	80%	40	79%	39
7	85%	33	85%	33
8	79%	24	79%	24
All		Total 219		Total 216

⁹ 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

End of Year Growth on 2023-24 i-Ready **Math** Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	115%	40
4	113%	43
5	133%	39
6	171%	40
7	200%	33
8	287%	24
Median All	147%	Total 219

RESULTS AND EVALUATION

Icahn 3 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. From the final reading and math assessment achievement, shown in the End of the Year Performance Table as well as the Median Percent of Annual Typical Growth Table, overall placement of Icahn 3 students reflects an increased proficiency among students in each grade and demonstrate the positive impact Icahn 3 staff members are having on student achievement.

The results suggest Icahn 3 students are demonstrating steady progress in the understanding and appreciation of reading and mathematical skills and strategies. The i-Ready analysis indicated Icahn 3 students demonstrate both high performance and growth.