



Icahn 5 Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Eleni Petropoulos, Principal, and Dr. Arthur H. Pritchard, Consultant 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	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Sabrina Fullerton	Parent

Eleni Petropoulos, is serving as the Principal since the Summer of 2023.

SCHOOL OVERVIEW

The mission of Icahn Charter School 5 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments and will have a sense of personal and community responsibility. Icahn Charter School 5 opened in September 2011 and served grades kindergarten through second grade. Our school is composed of 53% African American, 32% Latin, 3% Caucasian, 9% Asian, and 2% other with a free and reduced lunch rate of 72%.

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 182 to 185 days of instruction.

The pandemic experience has stimulated a learning curve for all school personnel and students. Teachers have become increasingly creative in their delivery of lessons and have mastered the use of different interactive websites. In turn, these sites were used to enhance their teaching and student engagement. Teachers now have an increasingly effective expertise in remote teaching. There is no doubt that when we return to our brick-and-mortar building, remote learning will become an integral part of school life as it has revolutionized our approach to education.

Icahn 5 Charter School is a National Blue Ribbon School.

ENROLLMENT SUMMARY

The table below provides Icahn 5's BEDS Day enrollment for each school year, 2021-22 through 2023-24.

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	37	35	37	37	34	40	30	33	31	-	-	-	-	314
2022-23	39	38	42	39	40	39	41	30	34	-	-	-	-	342
2023-24	39	37	38	40	40	39	35	38	26	-	-	-	-	332

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 5 students will become proficient readers in the English language.

BACKGROUND

Our ELA curriculum is anchored in the Core Knowledge sequence and features Grades K-2 Wit & Wisdom, Grades 3-5 McGraw-Hill Wonders, and Grades 6-8 Houghton Mifflin Harcourt Collections. Students engage with a rich variety of complex, grade-level texts, ranging from classic literature to contemporary works. The curriculum emphasizes writing, includes extensive classroom libraries, and features bi-monthly assessments. For grades K-2, Wit & Wisdom is paired with systematic foundational skills programs, including “Foundations” and “Geodes”. Geodes provides information-rich books tailored for emerging and developing readers, enabling students to apply their growing decoding skills while deepening their understanding of topics aligned with the Wit & Wisdom modules. At Icahn Charter School 5, we teach students the Close Reading for Meaning method, empowering them to independently access and comprehend any text with joy, confidence, and precision. Our ELA specialist offers small group instruction (Targeted Assistance/TA) for one period each day, five days a week, for students demonstrating reading deficiencies. All practice test results undergo comprehensive error analysis by the administration, followed by in-depth discussions with the Assistant Principal and Staff Developer. They collaborate with teachers and the ELA specialist to design targeted remediation lessons for those in need. Our ongoing assessment process closely monitors each child’s progress, facilitating timely transitions out of targeted assistance and accommodating new students based on their practice test outcomes. The ELA program is overseen by the Principal, Assistant Principal, and Staff Developer, who ensure continuous alignment with the New York State Next Generation English Language Arts Learning Standards.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

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	38	0	1	0	0	0	0	38
4	39	0	0	0	0	0	0	39
5	38	0	0	0	0	0	0	38
6	34	0	0	0	0	0	0	34
7	36	0	0	0	0	0	0	36
8	26	0	0	0	0	0	0	26
All	211	0	1	0	0	0	0	211

Performance on 2023-24 State English Language Arts Exam

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	38	27	71%	35	25	71%
4	39	34	87%	36	32	89%
5	38	27	71%	38	27	71%
6	34	25	74%	34	25	74%
7	36	26	72%	36	26	72%
8	26	23	88%	26	23	88%
All	211	162	77%	205	158	78%

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

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
211	5%	18%	43%	34%

$$\text{PI} = 189$$

RESULTS AND EVALUATION

Icahn 5 Charter School 3rd through 8th-grade students with two years or more are the school made a score 189 on the ELA "PI". 189 is 76 points above the required 113. The measure was made.

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](#)

ELA Measure 3 - Comparative

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

Icahn 5 compares tested students enrolled in at least their second year to all tested students in the NYC Geographic District 11, the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in school district 11.³

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	71%	35	34.5%	1,986
4	89%	36	42.2%	2,055
5	71%	38	32.9%	2,315
6	74%	34	37.4%	2,382
7	72%	36	49.7%	2,332
8	88%	26	46.0%	2,490
All	78%	205	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.

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

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. The NYSED announces the releases of these data [here](#).

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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

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	66.7	465.0	443.5	2.24
4	78.6	464.0	444.0	2.04
5	69.2	458.0	444.4	1.46
6	65.9	458.0	444.3	1.50
7	80.0	466.0	444.6	2.36
8	70.6	467.0	449.6	1.78
All	71.5	462.8	445.0	1.88

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.

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

⁵ 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 Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	59.2	50.0
5	50.1	50.0
6	58.0	50.0
7	60.1	50.0
8	61.7	50.0
All	57.7	50.0

ELA 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 ELA. Data tables are presented in Appendix A.

SUMMARY OF THE ELA GOAL

At Icahn 5 all 2023-24 ELA measures were either met or surpassed.

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 5 3rd through 8th-grade ELA proficiency among students enrolled in at least their second year was 78%, three points about the target. Four grades, including Grades 3, 5, 6, and 7 were below the target with scores of 71%, 71%, 74%, and 72% respectively. Grades 4 and 8 were above the target with scores of 89% and 88%. Icahn 5's aggregate Performance Index ("PI") was 189, 76 points above the Icahn 5 Charter School 2022-23 Accountability Plan Progress Report

required 113. In 2023-24, the percent of all tested students who were enrolled in at least their second year achieved a score of 78% proficiency, as compared with their CSD #11, who score 40.6%. The difference in scores was 37.4%. The measure was made. Icahn 5 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 1.88. The range among grades was 1.46 to 2.36. Under the state's Growth Model, Icahn 5's adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 57.7, the range was from 50.1 to 61.7.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 5 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 5 students score well above the national average.

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 5 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and incorporates the Illustrative Mathematics program, emphasizing hands-on learning and real-world problem-solving. Students engage in discussions that encourage them to justify their thinking and critique the reasoning of others, enhancing their mathematical understanding. The program includes both formative and summative assessments. Our Mathematics specialist provides small group instruction for 45 minutes each day, five days a week, to support students who demonstrate deficiencies in any area of mathematics. Practice test results are collaboratively reviewed by the principal, assistant principal, staff developer, teachers, and mathematics consultant to create targeted remediation lessons. Our ongoing assessments ensure close monitoring of each child's progress, enabling timely transitions out of targeted assistance and accommodating new students based on test results and teacher recommendations. The mathematics program is supervised by the principal, with additional support from a Mathematics Consultant from the Lavinia Math Group. This consultant is responsible for demonstration lessons and collaborates on developing effective teaching strategies. They also provide professional development during the grade-level common planning periods

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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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/IE P	Admin error	Medically excused	Other reason	Took Regents	
3	39	0	0	0	0	0	0	0	39
4	38	0	0	0	0	0	0	0	38
5	38	0	0	0	0	0	0	0	38
6	33	0	1	0	0	0	0	0	33
7	35	0	0	0	0	0	0	0	35
8	26	0	0	0	0	0	0	9	26
All	209	0	0	0	0	0	0	9	209

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	33	85%	36	31	89%
4	38	32	84%	35	30	86%
5	38	29	76%	38	29	76%
6	33	25	76%	33	25	76%
7	35	34	97%	35	34	97%
8	26	25	96%	26	25	96%
All	209	178	86%	203	174	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

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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			
	Level 1	Level 2	Level 3	Level 4
	3%	12%	46%	39

$$PI = 202$$

RESULTS AND EVALUATION

Icahn 5 Charter School 3rd through 8th-grade students with two years or more at the school made a Math “PI” score 202. 202 is 86.7 points above the required 115.3. The measure was made.

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

Icahn 5 compares tested students enrolled in at least their second year to all tested students in the NYC Geographic School District 11, the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in 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 In At Least 2 nd Year		All District 11 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	89%	36	46.9%	2,057
4	86%	35	47.1%	2,119
5	76%	38	41.0%	2,288
6	76%	33	39.6%	2,412
7	97%	35	49.5%	2,372
8	96%	26	35.2%	1,139
All	87%	203	43.8%	12,387

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.⁶

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	66.7	478.0	450.4	2.21
4	78.6	475.0	446.6	2.15
5	69.2	460.0	447.3	1.06
6	65.9	475.0	448.4	2.12
7	80.0	479.0	442.0	2.51
8	70.6	488.0	442.0	3.24
All	71.5	475.5	447.0	2.19

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.

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

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.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.7	50.0
5	43.3	50.0
6	70.6	50.0
7	62.7	50.0
8	70.7	50.0
All	59.7	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th-grade exams, Icahn 5 primarily used the i-Ready assessment to measure student growth and achievement in mathematics. Data are shared in Appendix A.

SUMMARY OF THE MATHEMATICS GOAL

Icahn 5 Charter School students passed or exceeded each of the Mathematics Measures.

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

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

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 5 3rd through 8th-grade Math proficiency among students enrolled in at least their second year was 87%, twelve points about the target. Grade scores are as follows: 3 - 89%; 4 – 86%, 5 – 76%; 6 – 76%; 7 – 97%, and 8 – 87%. Icahn 5’s aggregate Performance Index (“PI”) was 202, 86.7 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 87% proficiency, as compared with their CSD #11, who score 43.2%. The difference in scores was 37.4%. The measure was made. Icahn 5 all students in all grades exceeded their predicted level of performance as compared with the target of 0.3. The overall total in grades 3 through 8 was 2.19. The range among grades was 1.06 to 3.24. Under the state’s Growth Model, Icahn 5’s adjusted growth percentile in Math of all 4-8 grades, except grade 5 was above 50. With a total of all grades at 57.7, the range was from 43.3 to 70.7.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 5 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 5 students score well above the national average.

MATHEMATICS ACTION PLAN

Icahn 5 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 Engage NY resources to meet every child’s individual needs in mathematics.

GOAL 3: SCIENCE

Goal 3: Science

All Icahn 5 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The Icahn 5 Charter School science curriculum integrates Core Knowledge, Mystery Science, and Teaching Matters, aligning with P-12 NYS Learning Standards, Next Generation Science Standards, and 3-Dimensional Learning.

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 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	37	14	38%
8	26	12	46%
All	63	26	41%

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 nd Year			All District 11 Students Grades are not available.		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	37	14	38%			
8	26	12	46%			
All	63	26	41%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Neither the Icahn 5 5th nor 8th grade students in at least their second year demonstrated proficiency on the 2023-24 Science Exam.

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

EVALUATION OF THE SCIENCE GOAL

Neither the Icahn 5 5th nor 8th grade students in at least their second year reached proficiency. 5th grade students scored 38%, while 8 grade Students scored 46%. The average of both grades was 41%

ADDITIONAL CONTEXT AND EVIDENCE

In 2022-23 8th grade students scored 57%. Science scores at Icahn 5 have consistently by below the target proficiency. Icahn 5 Regents Science exam to 8th grade student results are reported the results in the table below. In 2023-24 all 10 8th students passed. Their effort matched their 2022-23 peers. In 2023-24, all 10 8th-grade students who completed the Living Environment Regents Exam passed. Their efforts mirrored the efforts of their 2022-23 peers, all of which passed the exam.

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	31	22	71%
8	2022-23	Living Environment	5	5	100%
8	2023-24	Living Environment	10	10	100%

ACTION PLAN

Efforts at Icahn 5 will continue to ensure that our students are provided with available resources and support during the Target Assistance program, small group instruction, afterschool tutoring, and the Saturday Academy Program. Teacher instruction will also be aligned with the Next Generation Learning Standards

GOAL 4: ESSA

ESSA Measure 1

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 5 Carter School has been in Good Standing each 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 i-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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	211	127%	Yes

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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%	37	171%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	127%	19	61%	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%	204	73%	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	87%	38	89%	35
4	77%	39	81%	36
5	53%	38	53%	38
6	69%	35	69%	35
7	63%	35	62%	34

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

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8	88%	26	88%	26
All	72%	211	73%	204

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

Grades	Median Growth Percentile	Number Tested
3	98%	38
4	133%	39
5	70%	38
6	247%	35
7	102%	35
8	184%	26
All	127%	211

I-READY

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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	211	131%	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%	22	132%	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	131%	19	94%	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%	204	80%	Yes

End of Year Performance on 2023-24 i-Ready [ELA/Mathematics] Assessment By All Students and St

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	76%	38	77%	35
4	87%	39	92%	36
5	79%	38	79%	38
6	71%	35	71%	35
7	83%	35	85%	34
8	73%	26	73%	26
All	79%	211	80%	204

End of Year Growth on 2023-24 i-Ready [Mathematics] Assessment By All Students

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

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Grades	Median Growth Percentile	Number Tested
3	135%	38
4	104%	39
5	79%	38
6	179%	35
7	213%	35
8	195%	26
All	131%	211