



## **ICAHN 7 CHARTER SCHOOL**

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

Submitted to the SUNY Charter Schools Institute on:

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Chandradat Motie, Principal, and Dr. Arthur Pritchard 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	<b>Chair</b>	
Diane Fellows	<b>Trustee</b>	
Seymour Fliegel	<b>Trustee</b>	
Robert Osborne	<b>Trustee</b>	<b>Finance/Grievance</b>
Edward J. Shanahan	<b>Trustee</b>	
Karen Mandelbaum	<b>Trustee</b>	<b>Finance/Grievance</b>
Mercedes Iglesias	<b>Parent Trustee</b>	

Chandradat Motie **began service as the Principal in 2024.**

## SCHOOL OVERVIEW

The mission of Icahn Charter School 7 is to combine the Core Knowledge Curriculum developed by E.D. Hirsch with our Four Pillars of Transformative Education to provide students with a rigorous academic program in an extended-day setting. Students will graduate with the skills and knowledge needed to excel in the most rigorous academic environments and develop a strong sense of personal and community responsibility. Students who demonstrate a deficiency in ELA or Mathematics, as identified through assessment results, are placed in our Target Assistance (TA) Program. This program includes school-day remediation, after-school tutoring, and Saturday Academy. Icahn Charter School 7 operates with an extended school day of 7.5 hours and 180-182 instructional days annually. Icahn Charter School 7 opened in September 2013, initially serving Kindergarten through Grade 2. One grade level was added each subsequent year.

Student Population: For the 2023-2024 school year, Icahn Charter School 7’s student population is comprised of 41% African American, 53% Hispanic, 4% Asian or Native Hawaiian/Other Pacific Islander, 2% Multiracial, and 1% White. Additionally, 88% of our students qualify for free or reduced lunch, and 6% are classified as students in temporary housing (homeless).

## ENROLLMENT SUMMARY

The table below provides the Icahn 7’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	12	21	20	19	19	31	27	25	27	-	-	-	-	201
2022-23	25	9	22	23	23	24	30	31	27	-	-	-	-	214
2023-24	28	36	21	36	38	37	34	29	39	-	-	-	-	298

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of Kindergarten – Grade 8. Grade K-8 utilized Wit and Wisdom, “Foundations”, Geodes, close reading and Heggerty Phonics Program. 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-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 7 primarily used the ELA I-Ready Program's diagnostic assessment to assess student growth and achievement.

### Results and Evaluation:

Icahn Charter School 7 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 7 staff members are having on student achievement. The results suggest Icahn 7 students are demonstrating progress in becoming proficient readers of the English Language.

## 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.

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## 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	36	0	0	0	0	0	0	36
4	37	0	2	0	0	0	0	39
5	34	0	2	0	0	0	0	36
6	34	0	0	0	0	0	0	34
7	28	0	1	0	0	0	0	29
8	36	0	2	0	0	0	0	38
All	205	0	7	0	0	0	0	211

## 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	36	17	47.22%	23	10	43.49%
4	37	21	56.76%	25	16	64.00%
5	34	20	58.82%	29	16	55.17%
6	34	19	55.88%	18	11	62.11%
7	28	24	85.71%	19	17	89.47%
8	36	34	94.44%	32	31	96.88%
All	205	135	66.47%	146	101	68.52%

### 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

<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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12%	23.1%	41.2%	23.6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 23.1 & + & 41.2 & + & 23.6 & = & 87.9 \\
 & & & & 41.2 & + & 23.6 & = & 64.8 \\
 & & & & & + & 11.8 & = & 11.8 \\
 & & & & & & \text{PI} & = & 164.5
 \end{array}$$

## RESULTS AND EVALUATION

Icahn 7 students scored a PI of 164.5, 51.5 points above the 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.<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 In At Least 2 <sup>nd</sup> Year		All District 8 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43.49%	23	30.4	1,534
4	64.00%	25	34.5	1,543
5	55.17%	29	34.7	1,636
6	62.11%	18	32.4	1,586
7	89.47%	19	41.6	1,636
8	96.88%	32	42.8	1,741

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

<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.

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All	68.52%	146	36.2	9,676
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## ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>4</sup>

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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	84.8	449.0	439.6	0.93
4	89.7	456.0	441.6	1.42
5	87.2	451.0	440.7	1.09
6	81.1	457.0	441.2	1.73
7	81.4	470.0	444.3	2.83
8	82.4	468.0	447.8	2.10
All	84.4	458.2	442.4	1.67

## 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>

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

<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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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	61.3	50.0
5	59.2	50.0
6	65.2	50.0
7	71.8	50.0
8	59.7	50.0
All	63.7	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

While 3<sup>rd</sup> through 8<sup>th</sup> Icahn 7 students in at least their second year did not demonstrate proficiency, all other measures were made.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
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### EVALUATION OF ELA GOAL

The average of 3<sup>rd</sup> through 8<sup>th</sup>-grade students in at least their second year at the school was 68.% on the ELA assessment. Students in grades 7 and 8 scored 85% and 96.88% proficiency respectively while students in grades 3 through 6 scored below proficiency with scores of 56%, 67%, 52%, and 65% respectively. Icahn 7 3<sup>rd</sup> through 8<sup>th</sup>-grade students in at least their second year outscored their District 8 peers by 30.3 Points (68 compared to 37.7). Icahn 7 exceeded its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above. Its average was 1.47.

### ADDITIONAL CONTEXT AND EVIDENCE

Icahn 7 students have outscored their District 8 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 6 students score well above the national average.

### ELA ACTION PLAN

Efforts will continue at Icahn Charter School 7 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.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

During 2023-2024 Icahn Charter School 2 primarily used Kendall Hunt’s Illustrative Math (K-8) 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. Daily and weekly formative 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. As an assessment primarily used the I-Ready Mathematics exam to assess overall student growth and achievement.

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### 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	36	0	0	0	0	0	0	0	36
4	37	0	2	0	0	0	0	0	39
5	34	0	2	0	0	0	0	0	36
6	33	0	1	0	0	0	0	0	34
7	29	0	0	1	0	0	0	0	29
8	37	0	1	0	0	0	0	0	38
All	206	0	6	1	0	0	0	0	212

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	36	23	63.89%	23	17	73.91%
4	37	30	81.08%	25	20	80.00%
5	34	26	76.47%	28	20	71.43%
6	33	25	75.76%	18	13	72.22%
7	29	21	72.42%	19	16	84.11%
8	37	34	91.89%	33	31	93.94%
All	206	159	76.92%	146	117	79.29%

#### 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.

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## 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			
	Level 1	Level 2	Level 3	Level 4
	7.2%	15.9%	41.5%	35.2%

$$\begin{aligned}
 \text{PI} &= 15.9 + 41.5 + 35.2 = 92.6 \\
 &41.5 + 35.2 = 76.7 \\
 &+ 17.6 = 17.6 \\
 &\text{PI} = 186.6
 \end{aligned}$$

## RESULTS AND EVALUATION

Icahn 7 3<sup>rd</sup> through 8<sup>th</sup>-grade students scored a PI of 186.6, which was 71.6 points above the MIP of 115.3.

### 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 the school district.

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 <sup>nd</sup> Year		All District 8 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	73.91%	17	42.7	1,589
4	80.00%	20	44.3	1,616

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5	71.43%	20	42.0	1,633
6	72.22%	13	38.3	1,655
7	84.11%	16	47.0	1,657
8	93.94%	31	36.9	1,508
All	79.29%	117	41.9	9,997

### 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.<sup>6</sup>

### 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	84.8	466.0	445.7	1.47
4	89.7	462.0	443.2	1.34
5	87.2	461.0	441.6	1.52
6	81.1	479.0	443.8	2.71
7	81.4	482.0	446.5	2.78
8	82.4	483.0	439.9	2.77
All	84.4	472.1	443.6	2.09

### Math Measure 5 - Growth

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

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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.<sup>7</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	44.8	50.0
5	52.1	50.0
6	76.8	50.0
7	73.5	50.0
8	83.4	50.0
All	66.0	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

All measures were passed

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

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

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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 average of 3<sup>rd</sup> through 8<sup>th</sup>-grade students in at least their second year at the school was 79% on the ELA assessment, which was 4 points above proficiency. Students in grades 4, 7, and 8 scored above proficiency, while students in grades 3, 5, and 6 scored below. Icahn 7 students scored a PI of 186.6, compared with the required MIP of 115.3 or 71,3 points above the target. Icahn 7 3<sup>rd</sup> through 8<sup>th</sup>-grade students in at least their second year outscored their District 8 peers by 37.3 Points (79.3 compared to 41.9). Icahn 7 exceeded its predicted level of performance on the state Mathematics exam by an effect size of 0.3 or above. Its average was 2.09. NYS’s Growth Model data for Icahn 7 shows an average of 66, 16 points above the target.

### ADDITIONAL CONTEXT AND EVIDENCE

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

### MATHEMATICS ACTION PLAN

Icahn 7 had a testing year with steady gains as shown in I-Ready data. Icahn 7 students continued to significantly outscore their peers in mathematics across the nation. In the coming year, especially with the impact of COVID-19, we shall continue to analyze the impact of our instruction on our students to identify possible changes we can introduce to support their increased academic achievement

## GOAL 3: SCIENCE

### Goal 3: Science

All Icahn 7 Charter School students will demonstrate competency in understanding and the application of scientific principles

### BACKGROUND

Icahn Charter School 7 administered the New York State Testing Program Science assessment to all Grade 5 and Grade 8 students in Spring 2024. Multiple programs and curricula, including Amplify Science,

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Mystery Science, Generation Genius, and Core Knowledge Science resources, were utilized to deliver purposeful and engaging science instruction aligned with the NYS P-12 Learning Standards and Next Generation Science Standards.

The required labs, as mandated by NYS, were conducted in a physical lab setting. Additionally, students completed supplemental and digital lab simulations to enhance their understanding of scientific concepts. Summative assessments were administered to monitor student mastery of content, ensuring that instructional support systems were effectively adjusted to meet the needs of all learners.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 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	24	8	33.33%
8	12	11	91.77%
All			

#### 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

	Charter School Students in at Least 2 <sup>nd</sup> Year	All District Students Data Not Available
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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	24	8	33.33%			
8	12	11	91.77%			
All	24	8	33.33%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Neither measure was met in 2023-24.

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.	N/A = Data Not Available

### EVALUATION OF THE SCIENCE GOAL

The first measure was partially met as 8<sup>th</sup> graders in at least their second year achieved a science score of 91.77%. Students in grade 5 achieved a score of 33.33%. The second measure could not be determined as District Data was not available.

### ADDITIONAL CONTEXT AND EVIDENCE

Icahn 7 did not administer a Regents science exam to 8<sup>th</sup> grade students in lieu of the state exam should report the results 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				
8	2022-23				
8	2023-24				

### ACTION PLAN

Given the impact of the COVID-19 pandemic and the 2023-24 8<sup>th</sup> grade Science assessment results, efforts at Icahn 7 will continue to ensure that our students are provided with available resources and their instruction is aligned with the NYS standards.

## GOAL 4: ESSA

### ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

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

### ADDITIONAL CONTEXT AND EVIDENCE

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

## APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align 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/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%	210	152%	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%	66	148%	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>	152% <sup>9</sup>	21	92%	No

<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

<sup>9</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should

## 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%	183	35%	
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### End of Year Performance on 2023-24 i-Read 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	33%	33	33%	30
4	16%	37	18%	34
5	41%	37	39%	31
6	25%	32	26%	23
7	38%	29	42%	26
8	49%	39	49%	39
All	34%	210	35%	180

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	107%	36
4	100%	37
5	131%	37
6	178%	42
7	200%	29
8	250%	38

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

All	161%	210
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### 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%	205	133%	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%	44	127%	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>10</sup>	133%	21	92%	No
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%	180	46%	No

### End of Year Performance on 2023-24 i-Read Math Assessment By All Students and Students Enrolled in At Least Their Second Year

<sup>10</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

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	14%	36	17%	30
4	31%	36	33%	33
5	49%	37	48%	31
6	52%	33	63%	24
7	44%	27	50%	24
8	66%	38	66%	38
All	47%	207	46.1%	180

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	69%	25
4	122%	25
5	139%	27
6	221%	33
7	117%	27
8	223%	38
All	149%	175