



ICAHN 1 CHARTER SCHOOL

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Shawanda Wright, Principal and Dr. Arthur Pritchard, Consultant prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Gail Golden	President	
Diane Fellows	Secretary	
Seymour Fliegel	Member	
Robert Osborne	Member	
Edward J. Shanahan	Member	
Karen Mandelbaum	Member	
Lisa Pagan	Parent	

Shawanda Wright has served as the school leader since – 2022-23

SCHOOL OVERVIEW

Introduction - The mission of the Icahn 1 Charter School 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 1 opened in September 2001 and initially served Kindergarten through Grade two. A grade was added each year culminating in grade eight. Presently Icahn Charter School 1 has its full complement of students in grades K–8. Available data show our school is composed of 56% African American, 41% Latino, 2% Asian, and 1% American Indian/Alaskan children, with a free and reduced lunch rate of 93%. 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 TA program consists of in-school remediation, after-school tutoring, and Saturday Academy. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction. A full complement of afterschool programs is offered, including chess team, journalism, Girl Scouts, Boy Scouts, basketball, football, track and field, step team, and cheerleading. We are particularly proud that dozens of our children are provided with summer camp experience with the Fresh Air Fund and a private camp. A chapter of the National Junior Honor Society was initiated this school year and will continue in 2010. In the 2009 – 2010 school year, a chapter of the National Elementary Honor Society was developed.

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 183 days of instruction. Icahn Charter School 1 was recently designated as a Recognition School by the New York State Department of Education.

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

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year, 2022-23 through 2024-25.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	35	39	36	38	38	41	37	33	34	/	/	/	/	331
2023-24	36	41	37	40	35	37	40	35	33	/	/	/	/	334
2024-25	33	41	40	41	39	36	34	36	36	/	/	/	/	336

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 1 students will become proficient readers in the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is comprised of Wit and Wisdom texts, workbooks, a strong emphasis on writing, extensive classroom libraries, and monthly assessments. Our ELA specialist provides small group instruction for 45 minutes a day 5-days a week to those children who have demonstrated a deficiency in any area of reading. Teachers and ELA target assistant teachers meet to provide remediation lessons for the targeted students. The process of ongoing assessments ensures that the program will closely monitor the student's progress and promote the student out of the Targeted Assistance where appropriate, as well as accept new students as required by their practice tests and teacher recommendation. Teachers are provided with professional development at the beginning of the school year followed by monthly ongoing professional development sessions.

Since the COVID-19 school closure in 2020, digital components of curricular programs were prioritized and implemented for remote learning. Key components of our English Language Arts curriculum were leveraged to provide purposeful and productive synchronous and asynchronous English Language Arts instruction in alignment with the NYS ELA curriculum as well as Core Knowledge. To meet the academic learning goals and needs of students, instructional videos were created to support the continuity and progression of our Icahn curriculum. Daily and weekly formative assessments were provided to monitor student mastery of content to ensure that instructional support systems were adjusted to meet the needs of our learners.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2024-25 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	41	0	0	13	0	0	0	41
4	38	0	1	7	0	0	0	39
5	35	0	1	2	0	0	0	36
6	34	0	0	5	0	0	0	34
7	35	0	1	2	0	0	0	36
8	36	0	0	3	0	0	0	36
All	219	0	3	32	0	0	0	222

Performance on 2024-25 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	41	41	100%	38	38	100%
4	38	38	100%	33	33	100%
5	35	35	100%	33	33	100%
6	34	33	97%	32	32	100%
7	35	35	100%	33	33	100%
8	36	36	100%	34	34	100%
All	219	218	99.54%	203	203	100%

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

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25 English language arts MIP for all students of **117.3**. 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 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	0	25%	75%

$$PI = 0 * [0]_{Level\ 1} + 1 * [0]_{Level\ 2} + 2 * [25]_{Level\ 3} + 2.5 * [75]_{Level\ 4} = 225$$

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

2024-25 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 9 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	100%	38	TBA	
4	100%	33		
5	100%	33		
6	100%	32		
7	100%	33		

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

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

8	100%	34		
All	100%	203		

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.1	458.0	438.4	2.03
4	89.2	455.0	439.2	1.50
5	94.7	465.0	436.4	2.86
6	92.5	461.0	437.4	2.59
7	94.6	463.0	442.8	2.10
8	97.0	471.0	442.9	2.69
All	92.6	462.0	439.4	2.30

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.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 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 2023-24 and have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 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. For a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.4	50.0
5	53.1	50.0
6	42.0	50.0
7	55.8	50.0
8	60.8	50.0
All	52.4	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, 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: See Appendix A

SUMMARY OF THE ELA GOAL

Measures 1 and 3 were made by 3rd through 8th-grade students in at least their second year at Icahn 1. All other measures were also 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.	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

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	TBA
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 1 3rd through 8th grade ELA proficiency among students enrolled in at least their second year was 100 %, 15 points about the target. Icahn 1's aggregate Performance Index ("PI") was 225, 107.7 points above the required 117.3. In 2024-25, the percent of all tested students who were enrolled in at least their second year achieved a score of 100% proficiency. A comparison with their CSD #11 could not be made as 2024-25 ELA scores have not been released. In 2023-4 CSD #11 students scored 40.6% compared to Icahn 1 performance of 82.75%. The measure was made. All Icahn 1 students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.30. The range among grades was 1.50 to 2.86. Under the state's Growth Model, Icahn 1's adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades was 52.4, the range was from 42 to 60.8.

ADDITIONAL CONTEXT AND EVIDENCE

In comparisons available at i-Ready, Icahn 1 students score are above the national average.

ELA ACTION PLAN

Given the changes resulting from the COVID-19 pandemic 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 2: MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 1 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics for grades K–5 and Glencoe Math for grades 6-8, workbooks, technology, and a strong emphasis on hands-on learning and by-monthly assessments. 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 Director of Assessment 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 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, Staff Developer, and the Director of Assessment. We review all existing readers and math materials to create alignment with the ever-changing NYS curriculum. We retain the services of additional Mathematics specialists from the New York City Math Project at Lehman College, 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.

2024-25 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	41	0	0	13	0	0	0	N/A	41
4	38	0	1	7	0	0	0	N/A	39
5	35	0	1	2	0	0	0	N/A	36
6	34	0	0	5	0	0	0	N/A	34
7	35	0	1	2	0	0	0	N/A	36
8	36	0	0	3	0	0	0	19	36
All	219	0	3	32	0	0	0	19	222

Performance on 2024-25 State Mathematics Exam

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	41	41	100%	38	38	100%
4	38	38	100%	33	33	100%
5	35	35	100%	33	33	100%
6	34	33	97%	32	31	96.87%
7	35	35	100%	33	33	100%
8	36	36	100%	34	34	100%
All	219	218	99.50%	203	202	99.47%

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 2024-25 mathematics MIP for all students of **119.4**. 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 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	.0045%	27%	71%

$$PI = 0 * [?]_{Level\ 1} + 1 * .45 + 2 * 27_{Level\ 3} + 2.5 * 71_{Level\ 4} = 231.95$$

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2024-25 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 9 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	100%	38	TBA	
4	100%	33		
5	100%	33		
6	96.87%	31		
7	100%	33		
8	100%	34		
All	99.47%	202		

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁶

2023-24 Mathematics Comparative Performance by Grade Level

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.1	476.0	445.4	2.17
4	89.2	484.0	447.5	2.31
5	94.7	479.0	441.0	2.75
6	92.5	479.0	442.2	2.99
7	94.6	478.0	446.8	2.26
8	97.0	493.0	440.4	3.02
All	92.6	481.2	443.9	2.58

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 2024-25 analysis is not yet available. This report contains 2023-24 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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 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.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	68.8	50.0
5	42.3	50.0
6	58.3	50.0
7	43.0	50.0
8	71.4	50.0
All	56.5	50.0

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, 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. Data are presented in tables located in Appendix A

SUMMARY OF THE MATHEMATICS GOAL

Icahn 1 students in at least their second year at the school exceed the 1 and 2 measure requirements. All Icahn 1 students exceeded the remaining 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 percentage 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.	TBA
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 1 3rd through 8th-grade ELA proficiency among students enrolled in at least their second year was 99.47%, 24.47 points above the target. All grades scored above 95%. Icahn 1's aggregate Performance Index ("PI") was 231.95, 112.55 points above the required 119.4. In 2024-25, the percentage of all tested students who were enrolled in at least their second year achieved a score of 99.47% proficiency. A comparison with their CSD #11 could not be made as 2024-25 Math scores have not been released. In 2023-24 Icahn 1 students scored 95.4% as compared with their CSD #9, who score 35.3%. The difference in scores was 60.1%. The measure was made. Icahn 1 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.58. The range among grades was 2.17 to 3.02. Under the state's Growth Model, Icahn 1's adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 56.5, the range was from 42.5 to 71.4.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 1 8th grade students did not participate in the Regents 2023-24 Living Environment Regents Exam.
Icahn 1 Charter School 2024-25 Accountability Plan Progress Report

MATHEMATICS ACTION PLAN

We shall continue our efforts to ensure that our students are provided with all available resources, and their instruction is aligned with the NYS standards in science. Given the 2023-24 results, we plan to include periodic tests to gauge the quality of our instruction to ensure academic success on the 2024-25 Science Exam.

GOAL 3: SCIENCE

Goal 3: Science

All Icahn 1 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The Icahn 1 science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text. An important change in our science program is the addition of our science lab in the new middle school. All students have their 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 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 Biology Regents, as we have done in foreign languages and mathematics

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 2025. The table below summarizes the performance of students enrolled for at least two years.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2024-25 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	33	21	63.6%
8	33	29	87%
All	66	50	75.3%

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.

2024-25 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District 9 Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	33	21	63.6%		TBA	
8	33	29	87%			
All	66	50	75.3%			

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Yes
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	TBA

EVALUATION OF THE SCIENCE GOAL

21 of 33 Icahn 1 5th grade students in at least their second year demonstrated proficiency. Their score was 63.6%. 29 of 33 8th grade students in at least their second year demonstrated proficiency. Their score was 87%. The total score for both grades was 75.3%. A comparison of Icahn 1 student performance with CSD #11 students could not be made as Science grades are have been released.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23				
8	2023-24				
8	2024-25				

ACTION PLAN

We shall continue our efforts to ensure that our students are provided with all available resources, and their instruction is aligned with the NYS standards in science. Given the 2023-24 results, we plan to include periodic tests to gauge the quality of our instruction to ensure academic success on the 2025-26 Science Exam.

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
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 1 has been in Good Standing every year since it began reporting.

APPENDIX A: DATA REPORTING TABLES 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.

I-READY

2024-25 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	221	149%	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 have 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%	221	157%	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	173%	25	149%	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	173.5%	Yes

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2024-25 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students ELA		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	80%	41	87%	36
4	66%	38	94%	34
5	41%	36	91.6%	33
6	50%	34	97%	33
7	72%	36	94%	34
8	64%	36	94%	34
All	62%	221	92.93%	204

Grades	All Students Math		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	66%	41	54%	36
4	84%	38	58%	34
5	61%	36	52%	33
6	53%	34	45%	33
7	81%	36	75%	34
8	80%	36	62%	34
All	71%	221	58%	204

End of Year Growth on 2024-25 i-Ready [ELA/Mathematics] Assessment By All Students

ELA		
Grades	Median Percent of Annual Typical Growth-ELA	Number Tested
3	66%	41
4	84%	38
5	61%	36
6	53%	34
7	81%	36

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

8	80%	36
All	70.83%	221
Math		
Grades	Median Percent of Annual Typical Growth-Math	Number Tested
3	131%	41
4	137%	38
5	122%	36
6	167%	34
7	200%	36
8	250%	36
All	168%	221