



Icahn Charter School 2

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCCOUNTABILITY PLAN PROGRESS REPORT

Brenda Carrasquillo-Silen, 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 (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Gail Golden	Chairperson	Committees
Robert Osborne	Board Member	Committees
Seymor Fliegel	Board Member	Committees
Diane Fellows	Board Member	Committees
Edward Shanahan	Board Member	Committees
Karen Mandelbaum	Board Member	Committees
Gladys Lopez	Parent/Guardian	Committees

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

SCHOOL OVERVIEW

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

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

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

Student population: For 2023-2024 school year, Icahn Charter School 2 student population is comprised of 31.38% African American, 49.23% Hispanic, 15.08% Asian, .31 % Native American/Alaskan, .31 % Multiracial, and 3.38% White. We have a free and reduced lunch rate of 62% overall and a 69% rate for students in testing grades.

ENROLLMENT SUMMARY

The table below, provides Icahn2's BEDS Day enrollment for each school year: 2022-23 through 2024-25.

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	41	36	39	37	38	38	38	33	32	-	-	-	--	332
2023-24	41	42	39	36	41	40	36	38	32	-	-	-	-	345
2024-25	38	40	41	38	36	39	41	35	34	-	-	-	-	342

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 2 students will become proficient readers in the English language

BACKGROUND

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

Method

Wit and Wisdom(K-2), Wonders (3-5), Collections (6-8), and I-Ready ELA were leveraged to provide purposeful and productive English Language Instruction in alignment with NYS Next Generation ELA Standards as well as Core Knowledge. Daily and Weekly Formative assessments were provided to monitor student mastery of content to ensure that instructional support systems were adjusted to meet the needs of our learners.

During 2024-2025 Icahn Charter School 2 primarily used the ELA I-Ready Program’s diagnostic assessment to assess student growth and achievement.

Results and Evaluation:

Icahn Charter School 2 administered the online End of Year I-Ready ELA Diagnostic Assessment in June 2025. This was the third and final diagnostic assessment administered to students for the 2024-2025 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, the percentages of all students from each grade that are reaching proficiency (determined by on or above grade level) is located on table 2, and table 3 shows the results and growth of the three I-Ready Diagnostic exams given throughout the year. The changes reflect the increased proficiency among students in each grade and demonstrate the positive impact Icahn 2 staff members are having on student achievement.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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.

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	39	0	0	0	0	0	0	39
4	35	0	0	0	0	0	0	35
5	38	0	1	0	0	0	0	39
6	38	0	0	0	0	0	0	38
7	35	0	0	0	0	0	0	35
8	33	0	0	0	0	0	0	33
All	218	0	1	0	0	0	0	219

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	39	34	87.17%	34	31	91.17%
4	35	32	91.42%	30	27	90.00%
5	38	34	89.47%	35	32	88.88%
6	38	34	89.47%	35	32	91.43%
7	35	34	97.14%	34	33	97.05%

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.

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8	33	32	96.96%	33	32	96.97%
All	218	200	91.74%	201	187	93.03%

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 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 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	1.4%	6.4%	33.9%	58.2%

$$PI = 0 * 1.4\%_{\text{Level 1}} + 1 * 6.4\%_{\text{Level 2}} + 2 * 33.9\% + 2.5 * 58.2\%_{\text{Level 4}} = 219.7\%$$

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

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

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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 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	91.17%	31	TBA	
4	90.00%	27		
5	88.88%	32		
6	91.43%	32		
7	97.05%	33		
8	96.97%	32		
All	93.03%	187		

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

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.

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

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	72.2	468.0	441.4	2.80
4	58.5	463.0	445.1	1.87
5	57.5	458.0	444.5	1.53
6	72.2	568.0	441.2	2.77
7	73.7	470.0	445.8	2.45
8	78.1	478.0	446.0	3.18
All	68.1	467.0	444.0	2.38

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 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	61.3%	50.0
5	40.8%	50.0
6	75.1%	50.0
7	59.7%	50.0
8	59.5%	50.0
All	59.3%	50.0

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

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ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

Table 1 – Icahn 2 – 2025										
i-Ready Reading Diagnostic (End-of-Year): Percent of Students Proficient (On or Above Grade Level)										
K	1	2	3	4	5	6	7	8	K-8 Avg Proficiency	3-8 Avg Proficiency
97%	89%	97%	97%	77%	74%	76%	91%	97%	88%	85%

Table 2 – Icahn 2 – 2024–2025 Academic Year					
Growth in i-Ready Reading Diagnostic Results: Comparison of Beginning-of-Year (September) and End-of-Year (June) Performance					
<i>Table displays overall student placement across three tiers: Tier 1 represents students on or above grade level, while Tier 3 represents at-risk students.</i>					
Grade	Administration	Tier 1	Tier 2	Tier 3	Students Assessed
k	September	27%	73%	0%	33
	June	97%	3%	0%	33
1	September	35%	62%	3%	37
	June	89%	11%	0%	38
2	September	79%	18%	3%	38
	June	97%	3%	0%	38
3	September	76%	18%	6%	34
	June	97%	0%	3%	37
4	September	57%	34%	9%	35
	June	77%	23%	0%	35
5	September	56%	26%	15%	38
	June	76%	16%	8%	38
6	September	71%	11%	18%	38
	June	76%	16%	8%	38
7	September	77%	17%	6%	35
	June	91%	6%	3%	35
8	September	73%	21%	6%	33
	June	97%	3%	0%	32

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Table 3 – Comparison of On-Grade-Level Performance: All Students vs. Students Enrolled for Two or More Years

This table compares the percentage of students performing on grade level with the percentage of long-term enrolled students (enrolled for at least two years) performing on grade level.

ELA

End of Year Diagnostic

Grades	All Students		Enrolled in at least their Second Year	
	On Grade Level	Number Tested	On Grade Level	Number Tested
3	97%	37	100%	33
4	77%	35	77%	29
5	74%	39	73%	37
6	76%	38	80%	35
7	91%	35	91%	34
8	94%	32	94%	32
ALL(3-8)	81%	216	85%	201

Table 4 – Overall Annual Typical Median Growth in Reading

Based on June End-of-Year i-Ready Diagnostic Results

ELA

Grades	Median Percent of Annual Typical Growth	Number Tested
3	182%	37
4	176%	35
5	185%	39
6	150%	38
7	400%	35
8	275%	32
All (3-8)	207%	216

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2024-25 i-Ready [ELA/Mathematics] Assessment End of Year Results

ELA

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	216	207%	[Yes]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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	190%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities [1]	203%	20	215%	[Yes]
Measure 4: Each year, 80% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the <i>on-grade level</i> or above scale score for the year-end assessment.	2+ students	80%	201	85%	Yes

SUMMARY OF THE ELA GOAL

IN 2024-25 all Icahn 2 students in at least their second year achieved or surpassed the targets for each measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	YES
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	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 2 3rd through 8th-grade ELA proficiency among students enrolled in at least their second year was 93.03%, 18.03 points about the target. Icahn 2's aggregate Performance Index ("PI") was 219.7, 102.4 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 93.03% proficiency, could not be compared with their CSD #11 as ELA scores have not been released. Previously the difference in scores was 52.0%. All Icahn 2 students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.38. The range among grades was 1.53 to 3.18. Under the state's Growth Model, Icahn 2's adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 59.3, the range was from 40.8% to 75.7%.

ADDITIONAL CONTEXT AND EVIDENCE

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

ELA ACTION PLAN

Efforts will continue at Icahn Charter School 2 to ensure that our students are provided with available resources to supplement the success of all students, such as the Target Assistance Program, afterschool tutorial services, and the Saturday Academy program. The instruction will continue to be aligned with New York State Next Generation standards. In the upcoming year 2025-2026, the Wit and Wisdom program from Great Minds will also be implemented through all grades K-8.

GOAL 2: MATHEMATICS

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

BACKGROUND

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

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.

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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	39	0	0	0	0	0	0	0	0
4	35	0	0	0	0	0	0	0	0
5	38	0	1	0	0	0	0	0	0
6	38	0	0	0	0	0	0	0	0
7	35	0	0	0	0	0	0	0	0
8	33	0	0	0	0	0	0	0	0
All	218	0	1	0	0	0	0	0	0

Performance on 2024-25 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	37	94.87%	35	33	94.20%
4	35	29	82.85%	30	26	86.67%
5	38	30	78.95%	36	28	77.78%
6	38	29	76.31%	35	28	80.00%
7	35	34	97.14%	34	33	97.05%
8	33	33	100%	33	33	100%
All	218	192	88.07%	203	181	89.16%

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

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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
	1.3	11.0	31.6	55.9

$$PI = 0 * 1.3_{Level\ 1} + 1 * 11.0_{Level\ 2} + 2 * 31.6_{Level\ 3} + 2.5 * 55.9_{Level\ 4} = 212.95$$

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.

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 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	94.20%	33	TBA	
4	86.67%	26		
5	77.78%	28		
6	80.00%	28		
7	97.05%	33		
8	100%	33		
All	89.16%	181		

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Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁶

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	72.2	479.0	448.7	2.24
4	58.5	483.0	456.2	2.01
5	57.5	476.0	451.0	2.07
6	72.2	471.0	447.8	1.69
7	73.7	502.0	452.5	3.41
8	78.1	504.0	442.8	3.89
All	68.0	485.1	450.1	2.50

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 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.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 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. 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	52.3	50.0
5	50.7	50.0
6	46.5	50.0
7	79.6	50.0
8	66.1	50.0
All	58.4	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

Table 1 – Icahn 2 – 2025

i-Ready Math Diagnostic (End-of-Year): Percent of Students Proficient (On or Above Grade Level)

K	1	2	3	4	5	6	7	8	K-8 Avg Proficiency	3-8 Avg Proficiency
85%	74%	92%	92%	80%	74%	82%	94%	97%	85%	86%

Table 2 – Icahn 2 – 2024–2025 Academic Year

Growth in i-Ready Math Diagnostic Results: Comparison of Beginning-of-Year (September) and End-of-Year (June) Performance

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

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Table displays overall student placement across three tiers: Tier 1 represents students on or above grade level, while Tier 3 represents at-risk students.

Grade	Administration	Tier 1	Tier 2	Tier 3	Students Assessed
k	September	18%	82%	0%	33
	June	85%	15%	0%	33
1	September	16%	76%	8%	37
	June	74%	26%	0%	38
2	September	18%	82%	0%	38
	June	92%	8%	0%	36
3	September	27%	62%	5%	35
	June	92%	8%	0%	37
4	September	46%	46%	9%	35
	June	80%	17%	3%	35
5	September	61%	34%	5%	38
	June	74%	23%	3%	39
6	September	61%	32%	8%	38
	June	82%	18%	0%	38
6	September	71%	23%	6%	38
	June	94%	6%	0%	38
7	September	71%	23%	6%	35
	June	94%	6%	0%	35
8	September	70%	30%	0%	33
	June	97%	3%	0%	32

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Table 3 – Comparison of On-Grade-Level Performance in Math: All Students vs. Students Enrolled for Two or More Years

This table compares the percentage of students performing on grade level with the percentage of long-term enrolled students (enrolled for at least two years) performing on grade level

Math End of Year Diagnostic				
Grades	All Students		Enrolled in at least their Second Year	
	On Grade Level	Number Tested	On Grade Level	Number Tested
3	92%	37	97%	33
4	80%	35	87%	30
5	74%	39	73%	37
6	82%	38	83%	35
7	94%	35	94%	34
8	94%	32	94%	32
ALL (3-8)	86%	216	92%	201

Table 4 – Overall Annual Typical Median Growth in Math

Based on June End-of-Year i-Ready Diagnostic Results

Math		
Grades	Median Percent of Annual Typical Growth	Number Tested
3	127%	37
4	126%	35
5	117%	39
6	150%	38
7	262%	35
8	256%	32
All (k-8)	138%	323
All (3-8)	144%	216

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2024-25 i-Ready [Mathematics] Assessment End of Year Results

Math

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	216	[144]	[Yes]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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%	[12]	[174]	[Yes]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities [1]	[144]	[20]	[147]	[Yes]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score <i>on-grade level</i> or above scale score for the year-end assessment.	2+ students	80%	[201]	[92%]	Yes

SUMMARY OF THE MATHEMATICS GOAL

Each of four measures were met by Icahn Charter School 2 students. The comparison with CSD 11 students could not be made as 2024-25 Math scores have not been released.

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.	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 2 3rd through 8th-grade Math proficiency among students enrolled in at least their second year was 93.3%, 18.3 points about the target. Icahn 2's aggregate Performance Index ("PI") was 212.95, 93.55 points above the required 119.4. In 2024-25, the percent of all tested students who were enrolled in at least their second year achieved a score of 93.3% proficiency, Can not be compared with their CSD #11 as scores have not been released. In 2023-24 the difference in 2scores was 52.0%. All Icahn 2 students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.50. The range among grades was 1.69 to 3.41. Under the state's Growth Model, Icahn 2's adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 58.4, the range was from 46.5 to 79.6.

ADDITIONAL CONTEXT AND EVIDENCE

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

MATHEMATICS ACTION PLAN

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

GOAL 3: SCIENCE

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

BACKGROUND

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

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.

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	35	17	48.57%
8	32	31	96.87%
All	67	48	72.46%

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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 Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	35	17	48.57%	TBA		
8	32	31	96.87%			
All	67	48	72.46%			

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

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

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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	Living Environment	8	8	100%
8	2023-24	Living Environment	9	9	100%
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

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

GOAL 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](#).

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Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

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

APPENDIX A: DATA REPORTING TABLES

2024-25 i-Ready ELA and Math results are shown in the ELA (pp 7-11) and Math (PP 17020) sections of the Report.