



ICAHN CHARTER SCHOOL 3

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Kaitlyn O'Connor and Dr. Arthur H Pritchard prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

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

Kaitlyn O'Connor **has served as the school leader since July 2022.**

SCHOOL OVERVIEW

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

Our instructional program is data-driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evidenced by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after-school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction. In 2018, Icahn 3 was designated a Recognition School by the NYS Department of Education. In 2021, Icahn 3 was designated with a National Blue Ribbon by the 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, blended learning models, and hybrid instructional practices. In turn, these practices and models were used to enhance the impact of effective lessons and student engagement. Teachers now have an increasingly effective expertise with integrating technology based learning and remote/hybrid teaching models. There is no doubt that this experience helped revolutionize our instructional approaches and became an integral part of school life and our approach to education.

ENROLLMENT SUMMARY

The table below provides Icahn 3's BEDS Day enrollment for each school year from 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	38	42	43	40	42	38	25	26	36	-	-	-	-	330
2023-24	40	37	32	40	43	39	40	33	24	-	-	-	-	328
2024-25	41	38	40	34	37	41	39	41	33	-	-	-	-	344

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and consists of Great Minds' Wit and Wisdom workbooks, that hold a strong emphasis on knowledge building, writing, and student discourse. The ELA curriculum includes extensive classroom libraries to connect thematically across Wit and Wisdom and to build upon Core Knowledge topics in the humanities and sciences. Monthly assessments help support our data-driven instruction and student work studies help teachers adjust instruction to differentiate to the needs of our students. 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 students' progress and promote the student out of the Targeted Assistance where appropriate, as well as accepting 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

English Language Arts Technology Integration – Due to the COVID-19 school closure in March 2020, digital components of curricular programs were prioritized and implemented for remote learning and for future emergency remote-learning experiences. With and Wisdom as well as iReady ELA and Lightsail are 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 are created to support the continuity and progression of our Icahn curriculum. Daily and weekly formative assessments are provided to monitor student mastery of content to ensure that instructional support systems are 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.

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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	Administrative error	Medically excused	Other reason	
3	34	0	0	5	0	0	0	34
4	36	0	1	1	0	0	0	37
5	41	0	0	2	0	0	0	41
6	39	0	0	5	0	0	0	39
7	41	0	0	3	0	0	0	41
8	31	0	1	3	0	0	0	33
All	223	0	2	19	0	0	0	225

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	34	23	67.64%	33	23	68%
4	37	32	86.48%	35	31	89%
5	41	38	92.68%	41	38	93%
6	39	31	79.48%	38	31	79%
7	41	38	92.68%	40	37	93%
8	32	31	96.87%	33	31	97%
All	223	193	86.54%	220	191	87%

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

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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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
	1.8%	11.6%	37.6%	48.8%

$$PI = 0 * 1.8_{Level\ 1} + 1 * 11.6 + 2 * 37.6_{Level\ 3} + 2.5 * 48.8_{Level\ 4} = 208.8$$

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 11 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	33	TBA	
4	89%	35		
5	93%	41		
6	79%	38		
7	93%	40		
8	97%	33		
All	87%	220		

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.

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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 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	70.0	458.0	441.9	1.70
4	79.1	464.0	441.2	2.18
5	56.4	459.0	444.7	1.62
6	67.5	464.0	442.1	2.35
7	65.5	470.0	447.0	2.34
8	87.5	466.0	444.5	2.18
All	70.1	463.2	443.4	2.05

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

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

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

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previous year. The analysis only includes students who took the state exam in 2023-24 and also 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. In order 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	55.9	50.0
5	42.3	50.0
6	52.4	50.0
7	55.7	50.0
8	51.3	50.0
All	51.4	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, Icahn 3 primarily used the i-Ready assessment to measure student growth and achievement in ELA. The results are provided in Appendix A.

SUMMARY OF THE ELA GOAL

All measures were met with the exception of the Comparative Measure, which could not be made as NYSED has not yet released 2024-25 ELA, Math, and Science Scores.

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

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

The overall Icahn 3 3rd through 8th-grade ELA proficiency among students enrolled in at least their second year was 87%, seven points about the target. Grade 3 was below the target with a score of 68%. Icahn 3's aggregate Performance Index ("PI") was 208.8, 94.8 points above the required 113. The comparison of Icahn 3 and CSD #11 students could not be made in 2024-25 as scores haven't been released by NYSED. In 2023-24, the percent of all tested students who were enrolled in at least their second year achieved a score of 82% proficiency, as compared with their CSD #11, who score 41.%. The difference in scores was 41%. The measure was made. Icahn 3 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.05. The grades range was 1.62 to 2.35. Under the state's Growth Model, Icahn 3's adjusted growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 51.4, the range was from 42.3 to 55.9.

ADDITIONAL CONTEXT AND EVIDENCE

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

ELA ACTION PLAN

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

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Kendall Hunt's Illustrative Mathematics workbooks, iReady Math, IM technology, and a strong emphasis on hands-on learning drive our mathematics curriculum. By-monthly assessments created and supported by the Lavinia Group, provide on-going data to support analyzing students' proficiency of grade-level skills. Our Mathematics specialist provides small group instruction (Targeted Assistance/TA) for 45 minutes a day, 5 days a week, to those children who have demonstrated a deficiency in any area of Mathematics. The results of all practice tests go through an intensive error analysis by the principal, math specialist, and are discussed in 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

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of TA where appropriate, as well as accept new students as required by their practice test results. The mathematics program is personally supervised by the Principal and Staff Developer. We review all existing readers and math materials to create alignment with the ever-changing NYS curriculum. We retain the services of additional Mathematics specialists from Lavinia Group, who are responsible for demonstration of strong mathematical discourse, assessment building, and data action planning in response to student achievement.

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	34	0	0	5	0	0	0	0	34
4	37	0	0	1	0	0	0	0	37
5	41	0	0	2	0	0	0	0	41
6	39	0	0	5	0	0	0	0	39
7	41	0	0	3	0	0	0	0	41
8	31	0	2	3	0	0	0	17	33
All	223	0	2	19	0	0	0	17	225

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	34	27	79.41%	33	26	79%
4	37	34	91.89%	35	34	92%
5	41	36	87.80%	41	36	88%
6	39	30	76.92%	38	29	76%

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7	41	37	90.24%	40	36	90%
8	31	31	100.00%	33	31	100%
All	223	195	87.44%	220	192	87%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 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
	2.2%	10.3%	43.4%	43.9%

$$PI = 0 * 2.2\%_{\text{Level 1}} + 1 * 10.3\%_{\text{Level 2}} + 2 * 43.4\%_{\text{Level 3}} + 2.5 * 43.9\%_{\text{Level 4}} = 206.85$$

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
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	Charter School Students In At Least 2 nd Year		All District 11 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79%	26	TBA	
4	92%	34		
5	88%	36		
6	76%	29		
7	90%	36		
8	100%	31		
All	87%	192		

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	70.0	470.0	449.2	1.54
4	79.1	480.0	450.4	1.91
5	56.4	467.0	451.3	1.30
6	67.5	474.0	449.1	2.00
7	65.7	494.0	454.7	2.85
8	87.5	494.0	441.7	3.10
All	70.2	478.4	449.8	2.02

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

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	49.0	50.0
5	49.6	50.0
6	47.5	50.0
7	67.3	50.0
8	68.3	50.0
All	54.7	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 i-Ready assessment to measure student growth and achievement in mathematics. The results are presented in Appendix A.

SUMMARY OF THE MATHEMATICS GOAL

All Measures were met except the Comparison Measure, which could not be met as NYSED has not released 2024-25 Math scores

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

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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 3 3rd through 8th-grade Mathematics proficiency among students enrolled in at least their second year was 87%, All grades demonstrated proficiency. Icahn 3's aggregate Performance Index ("PI") was 206.85, 87.45 points above the required 119.4. The comparison of 2024-25 Math scores between Icahn 3 student in at least at their second year with CSD #11 students could not be made as scores have not been released. In 2023-24, the percent of all tested students who were enrolled in at least their second year achieved a score of 87% proficiency, as compared with their CSD #11, who scored 45%. The difference in scores was 42%. Icahn 3 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.02. The range among grades was 1.30 to 3.10. Under the state's Growth Model, Icahn 3's adjusted growth percentile in Mathematics for all grades was 54.7. The range was from 39.5 to 75.0.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 3 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 5 students score well above the national average.

MATHEMATICS ACTION PLAN

Icahn 3 will utilize the services of the Lavinia Math Group as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally, we will use Curriculum Associates i-Ready and Engage NY resources to meet every child's individual needs in mathematics.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

The Icahn 3 science curriculum is aligned with the NYS Next Generation Learning Standards and utilizes Amplify Science for phenomena-based learning. All students have their own Chromebook, microscope, and a complete supply of slides for individual and independent study. Curriculum-aligned digital lab simulations, as well as a completely stocked library for independent reading in the area of science help to extend the application of science content and knowledge. All classes in the middle school and the lower school have smart boards. It is our intention to continue to provide advanced instruction in science to enable our students to take the high school Living Environment Regents

ELEMENTARY AND MIDDLE SCIENCE

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	41	29	71%
8	31	21	70%
All	72	50	70.5%

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

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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 11 Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	41	29	71%		TBA	
8	31	21	70%			
All	72	50	70.5%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Neither Measure was met. Both 5th and 8th grade students in at least their second -year scores below proficiency. Grade 5 students scores 71%, while Grade 8 students scores 70%.The comparative measure could not be determined as NYSED has not released 2024-25 grades.

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.	TBA

EVALUATION OF THE SCIENCE GOAL

The absolute measure on the Science assessment was not achieved by either 5th or 8th grade students in at least their second year at Icahn 3 Charter School. 5th grades students achieved a score of 71%, while their 8th grade peers scored 70%. The comparison of Icahn 3 students in at least their second year with CSD #11 students could not be made as NYSED has not yet released scores.

ADDITIONAL CONTEXT AND EVIDENCE

The Regents Living Environment Exam was not administered in 2024-25. In 2023-24, all 10 8th-grade students who completed the Living Environment Regents Exam passed. Their efforts mirrored the efforts of their 2021-22 peers, all of which passed the exam. In 2022-23 15 of 16 students achieved proficiency, Two other Regents Examinations were completed by Icahn 3 students in 2024-25. 17 students All passed the Algebra exam, and all 19 students passed the Spanish exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on a Regents Exams
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	-	-	-	-
8	2023-24	-	-	--	
8	2024-25	Algebra	17	17	100%

Performance on a Regents Exams
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	-	-	-	-
8	2023-24	-	-	-	-
8	2024-25	Spanish	19	19	100%

ACTION PLAN

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

GOAL 4: ESSA

ESSA Measure 1

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](#).

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 3 Charter School has been in good standing every year since it began operations.

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the i-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessments should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

I-READY

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

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[225]	[143%]	[Yes]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[37]	[165%]	[Yes]

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	[143%]	[16]	[138%]	[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%	[220]	[75%]	[Yes]

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	82%	34	82%	33
4	76%	37	75%	35
5	86%	41	86%	41
6	54%	39	54%	38
7	73%	41	73%	40
8	82%	33	82%	33
All	76%	225	75%	220

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

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	134%	34
4	135%	37
5	170%	42
6	150%	39
7	260%	40
8	133%	33
All	143%	# Tested 225

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[226]	[165%]	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[30]	[132%]	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	165%	[16]	[147%]	[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%	[220]	[82%]	[Yes]

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

End of the Year Performance on 2024-25 i-Ready (Math) Assessment By All Students and Students Enrolled in At Least their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	71%	34	71%	33
4	92%	37	92%	35
5	79%	41	79%	41
6	79%	39	79%	38
7	85%	41	85%	40
8	88%	33	88%	33
Mean All	82%	225	82%	220

End of Year Growth on 2024-25 Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	112%	34
4	117%	37
5	159%	42
6	171%	39
7	231%	41
8	267%	33
Median % All	165%	226