



ICAHN 4 CHARTER SCHOOL

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Michelle Allen

1500 Pelham Parkway South
South Bronx, New York 10461

Phone: (718) 828-0034

Fax: (718) 828-0664

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Michelle Allen, 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	President	
Diane Fellows	Secretary	
Seymour Fliegel	Member	
Robert Osborne	Member	Finance
Edward J. Shanahan	Member	
Karen Mandelbaum	Member	Finance
Yris Rojas	Parent	

Michelle Allen has been serving as the School Leader since Summer 2010.

SCHOOL OVERVIEW

The mission of Icahn Charter School 4 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 4 opened in September 2010 and served grades kindergarten through second grade. Our school is composed of 56% African American, 34% Latin, 0.9% Caucasian, 7.5% Asian, and 1% multiracial with a free and reduced lunch rate of 66% (Based upon 2020-21 data available at NYSED).

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

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

Icahn 4 Charter School is a 2016 National Blue Ribbon Award recipient and a 2015-2017 New York State Reward School.

ENROLLMENT SUMMARY

The table below provides the school'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	36	38	41	34	38	44	36	39	38	-	-	-	-	344
2023-24	40	40	42	37	39	44	38	39	37	-	-	-	-	356
2024-25	39	40	40	42	40	41	48	37	38					

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GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 4 students will become proficient readers in the English language.

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence, composed of McGraw-Hill anthologies and workbooks, Houghton Mifflin Harcourt Collections, a strong emphasis on writing, extensive classroom libraries, and by-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 reading area. The results of all practice tests go through an intensive error analysis by the administration and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and ELA 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 when appropriate, and accept new students as required by their practice test results. The ELA program is supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the ELA materials with the NYS ELA Curriculum as well as Core Knowledge. There were no important changes to the English language arts program or staff before or during the 2024-2025 school year.

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	43	0	1	0	0	0	0	44
4	39	0	1	0	0	0	0	40
5	26	0	0	0	0	0	0	26

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6	45	0	3	0	0	0	0	48
7	37	0	0	0	0	0	0	37
8	38	0	0	0	0	0	0	38
All	228	0	5	0	0	0	0	233

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	43	36	83.72%	38	31	81.57%
4	39	39	100.00%	30	30	100.00%
5	41	38	92.68%	36	34	94.44%
6	45	45	100.00%	34	34	100.00%
7	37	37	100.00%	33	33	100.00%
8	38	37	97.36%	36	35	97.22%
All	243	232	95.47%	207	197	95.16%

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

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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

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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
	.4	4.1%	26.3%	69.1%

$$PI = 0 * .4_{Level\ 1} + 1 * 4.1 + 2 * 26.3_{Level\ 3} + 2.5 * 69.1_{Level\ 4} = 229.45\%$$

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	81.57%	38	TBA	
4	100.00%	30		
5	94.44%	36		
6	100.00%	34		
7	100.00%	33		
8	97.22%	36		
All	95.16%	207		

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)

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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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	57.1	477.0	444.3	3.66
4	69.2	472.0	443.1	2.86
5	79.1	474.0	439.8	3.62
6	70.3	468.0	441.6	2.73
7	61.5	479.0	447.6	3.19
8	71.1	486.0	447.2	3.86
All	68.3	476.0	443.9	3.32

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 also have a

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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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	54.3	50.0
5	62.3	50.0
6	57.3	50.0
7	60.6	50.0
8	66.1	50.0
All	60.3	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

Icahn 4 3rd through 8th grade students achieved or exceeded all ELA measures on the 2024-25 APPR.

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 4 3rd through 8th-grade ELA proficiency among students enrolled in at least their second year was 95.16%, 20.16 points about the target. Icahn 4's aggregate Performance Index ("PI") was 229.45%, 112.15 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 95.16% proficiency, which cannot be compared with their CSD #11, as NYSED has not released their grades to the public. Last year, the difference in scores was 56.4%. The measure was made. Icahn 4 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 3.32. The range among grades was 2.73 to 3.86. Under the state's Growth Model, Icahn 4's adjusted growth percentile in English Language Arts of all 4-8 was above 60.3. With a total of all grades at 69.5, the range was from 54.3 to 66.1.

ADDITIONAL CONTEXT AND EVIDENCE

Prior to 2024-25, Icahn 4 students have outscored their District 11 peers each year since comparisons began. IN 2024-25 the comparison could not be made as ELA scores have not been posted. Icahn 4 exceeded its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above. Its average was 3.32. In comparisons available at i-Ready, Icahn 4 students score well above the national average

ELA ACTION PLAN

Icahn 4 students outscored their peers in District 11. 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. Since the COVID-19 pandemic, we continue to review and adjust as needed to student reading, writing, and listening skills.

GOAL 2: MATHEMATICS

All Icahn Charter School 4 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics Connect, workbooks, and a strong emphasis on hands-on learning and monthly assessments. Our Mathematics 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 mathematics. The results of practice tests are reviewed with the principal, teachers, mathematics specialist, and 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 and promote the students out of

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targeted assistance where appropriate, as well as accept new students as required by practice tests and teacher recommendations. The mathematics program is supervised by the principal and with additional support from a Mathematics Consultant from the Lavinia Math Group. The Mathematics Consultant is responsible for demonstration lessons and participates in developing teaching strategies. The mathematics consultant also provides 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.

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	44	0	0	0	0	0	0	0	44
4	39	0	1	0	0	0	0	0	40
5	41	0	0	0	0	0	0	0	41
6	45	3	0	0	0	0	0	0	48
7	37	0	0	0	0	0	0	0	37
8	38	0	0	0	0	0	0	0	38
All	244	3	1	0	0	0	0	0	248

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	44	37	84.09%	39	32	82..5%
4	39	39	100.00%	30	30	100.00%
5	41	38	92.68%	37	34	91.89%
6	45	45	100.00%	31	31	100.00%

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7	37	37	100.00%	33	33	100.00%
8	38	37	97.36%	36	35	97.22%
All	244	233	95.49%	206	196	95.14%

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
	.04	.4	26.2	69.26

$$PI = 0 * .04_{Level\ 1} + 1 * .4_{Level\ 2} + 2 * 26.2_{Level\ 3} + 2.5 * 69.26_{Level\ 4} = 225.95$$

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.

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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 11 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	82..5%	32	TBA	
4	100.00%	30		
5	91.89%	34		
6	100.00%	31		
7	100.00%	33		
8	97.22%	35		
All	95.14%	196		

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

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

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2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	57.1	491.0	451.9	3.25
4	69.2	492.0	453.2	2.67
5	79.1	504.0	445.2	4.34
6	70.3	491.0	448.3	3.11
7	61.5	511.0	455.8	4.00
8	71.1	510.0	443.6	4.72
All	68.3	499.8	449.7	3.86

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	59.6	50.0
5	71.1	50.0
6	66.6	50.0
7	68.4	50.0

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

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8	71.1	50.0
All	67.4	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th-grade exams, Icahn 4 primarily used the i-Ready assessment to measure student growth and achievement in mathematics. Data are shared in Appendix A.

SUMMARY OF THE MATHEMATICS GOAL

Except for the comparison goal, Icahn 4 3rd through 8th grade students achieved or exceeded all ELA measures on the 2024-25 APPR. The 2024-25 NYSED Math scores were not available to make the comparison.

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.	TBA
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	YES
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	YES

EVALUATION OF THE MATHEMATICS GOAL

The overall Icahn 4 3rd through 8th-grade ELA proficiency among students enrolled in at least their second year was 95.14%, 20.14 points about the target. Icahn 4's aggregate Performance Index ("PI") was 222.95, 103.55 points above the required 119.4. In 2023-24, the percentage of all tested students who were enrolled in at least their second year achieved a score of 95.14% proficiency. A comparison with CSD #11 students could not be made as CSD #11 grades were not available. Last year CSD #11 scored 43.8%. Icahn 4 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 3.86. The range among grades was 2.67 to 4.72. Under the state's Growth Model, Icahn 4's adjusted

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growth percentile in English Language Arts of all 4-8 was above 50. With a total of all grades at 67.4, the range was from 59.6 to 71.1.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 4 students have outscored their District 11 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 4 students score well above the national average.

MATHEMATICS ACTION PLAN

Icahn 4 will utilize the services of the Lavinia Math Group and 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 4 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The Icahn 4 Charter School science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

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
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	Number Tested	Number Proficient	Percent Proficient
5	40	36	90%
8	38	36	94.73%
All	78	72	92.30%

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	40	36	90.00%	TBA		
8	38	36	94.73%			
All	78	72	92.30%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The absolute measure was met. The comparative measure could not be made as NYSED has not yet 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.	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

The absolute measure was met. The comparative measure could not be made as NYSED has not yet released 2024-25 grades.

ADDITIONAL CONTEXT AND EVIDENCE

In previous years both 4th and 8th-grade students exceeded proficiency. In those years they also outscored their District 11 peers.

ACTION PLAN

Efforts at Icahn 4 will continue to ensure that our students are provided with available resources and support during the Target Assistance program, small group instruction, after-school 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](#).

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 4 has been in Good Standing since beginning its operations and was declared a Blue Ribbon School in 2016.

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 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] 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%	248	74%	No
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%	21	151%	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	100%	19	179%	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

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%	225	49%	No
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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	55%	44	50%	40
4	33%	40	32%	34
5	39%	41	34%	38
6	56%	48	61%	38
7	51%	37	51%	37
8	66%	38	66%	38
All	50%	248	49%	225

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	155%	44
4	141%	40
5	170%	41
6	213%	48
7	170%	37
8	371%	38
All	203%	248

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	248	67%	No
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%	3	198%	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 ⁹	100%	19	172%	Yes
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%	225	50%	No

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

End of 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	50%	44	50%	40
4	35%	40	29%	34
5	51%	41	50%	38
6	60%	48	66%	38
7	43%	37	43%	37
8	63%	38	63%	38
All	50%	248	50%	225

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	123%	44
4	96%	40
5	152%	41
6	222%	48
7	117%	37
8	237%	38
All	158%	248

