



Icahn 5 Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Eleni Petropoulos, Principal, and Dr. Arthur H. Pritchard, Consultant 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 Osborne	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Merym Imoula	Parent

Eleni Petropoulos has served as the Principal since the Summer of 2023.

SCHOOL OVERVIEW

The mission of Icahn Charter School 5 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 5 opened in September 2011 and served grades kindergarten through second grade. Our school is composed of 55% African American, 30% Latin, 2% Caucasian, 10% Asian, and 3% other with a free and reduced lunch rate of 65%.

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 182 to 185 days of instruction.

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

Icahn 5 Charter School is a National Blue Ribbon School.

ENROLLMENT SUMMARY

Icahn 5's BEDS Day enrollment for each school year, 2022-23, 2023-24, and 2024-25 is shown below.

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	39	38	42	39	40	39	41	30	34	-	-	-	-	342
2023-24	39	37	38	40	40	39	35	38	26	-	-	-	-	332
2024-25	39	40	42	40	39	39	37	35	31	-	-	-	-	342

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 5 students will become proficient readers in the English language.

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BACKGROUND

Our ELA curriculum is anchored in the Core Knowledge sequence and features Grades K-8 Wit & Wisdom. Students engage with a rich variety of complex, grade-level texts, ranging from classic literature to contemporary works. The curriculum emphasizes writing, includes extensive classroom libraries, and features bi-monthly assessments. For grades K-2, Wit & Wisdom is paired with systematic foundational skills programs, including “Foundations” and “Geodes”. Geodes provides information-rich books tailored for emerging and developing readers, enabling students to apply their growing decoding skills while deepening their understanding of topics aligned with the Wit & Wisdom modules. At Icahn Charter School 5, we teach students the Close Reading for Meaning method, empowering them to independently access and comprehend any text with joy, confidence, and precision. Our ELA specialist offers small group instruction (Targeted Assistance/TA) for one period each day, five days a week, for students demonstrating reading deficiencies. All practice test results undergo comprehensive error analysis by the administration, followed by in-depth discussions with the Assistant Principal and Staff Developer. They collaborate with teachers and the ELA specialist to design targeted remediation lessons for those in need. Our ongoing assessment process closely monitors each child's progress, facilitating timely transitions out of targeted assistance and accommodating new students based on their practice test outcomes. The ELA program is overseen by the Principal, Assistant Principal, and Staff Developer, who ensure continuous alignment with the New York State Next Generation English Language Arts Learning Standards.

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	36	0	1	0	0	0	0	37
5	37	0	0	0	0	0	0	37
6	38	0	0	0	0	0	0	38
7	35	0	0	0	0	0	0	35
8	31	0	0	0	0	0	0	31

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All	216	0	0	0	0	0	0	217
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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%	32	27	84%
4	36	30	83%	34	28	82%
5	37	33	89%	34	30	88%
6	38	30	79%	34	27	79%
7	35	28	80%	31	26	84%
8	31	21	68%	31	21	68%
All	216	176	81%	196	159	81%

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 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	3.2%	15.2%	36.5%	44.9%

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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$$PI = 0 * 3.2\%_{Level\ 1} + 1 * 15.2\% + 2 * 36.5\%_{Level\ 3} + 2.5 * 44.9\%_{Level\ 4} = 200.45$$

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	84%	32	TBA	
4	82%	34		
5	88%	34		
6	79%	34		
7	84%	31		
8	68%	31		
All	81%	196		

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

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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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	62.5	458.0	443.3	1.65
4	67.5	464.0	443.4	2.04
5	69.2	460.0	441.9	2.01
6	51.4	458.0	445.2	1.48
7	52.6	463.0	448.8	1.53
8	76.9	467.0	446.2	2.07
All	62.9	461.4	444.7	1.79

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 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.

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

Grade	Mean Growth Percentile	
	School	Target
4	57.5	50.0
5	57.4	50.0
6	54.7	50.0
7	54.7	50.0
8	48.3	50.0
All	55.0	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 following assessment to measure student growth and achievement in ELA: **i-Ready**. The data are available in Appendix A.

SUMMARY OF THE ELA GOAL

All Icahn 3rd through 7th grade students in at least their second year demonstrated proficiency, Grade 8 students did not. The average for all six schools was 81%, and the measure was made.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	YES
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	YES
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 5 3rd through 8th-grade 2024-25 ELA proficiency among students enrolled in at least their second year was 81%, six points about the target. Icahn 5's aggregate Performance Index ("PI") was 189, 76 points above the required 113. A comparison of math scores between Icahn 5 and CSD #11 could not be made as ELA and Math scores have not 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 78% proficiency, as compared with their CSD #11, who score 40.6%. The difference in scores was 37.4%. Icahn 5 all students in all grades exceeded their predicted level 0.3. The overall total in grades 3 through 8 was 2.00.45. The range among grades was 1.46 to 2.36. Under the state's Growth Model, Icahn 5's adjusted growth percentile in English Language Arts of 55, 5 points above 50. The range was from 43.3 to 57.5.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 5 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.

ELA ACTION PLAN

In the coming year, we will continue to analyze data to evaluate the impact of our instruction on at-risk students, as well as those scoring in the high Level 2 to low Level 3 range. Our goal is to identify and implement changes that will support their increased academic achievement. We will also continue to review and adjust students' reading, writing, and listening skills, while providing small-group instruction and targeted assistance as needed.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 5 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 incorporates the Illustrative Mathematics program, emphasizing hands-on learning and real-world problem-solving. Students engage in discussions that encourage them to justify their thinking and critique the reasoning of others, enhancing their mathematical understanding. The program includes both formative and summative assessments. Our Mathematics specialist provides small group instruction for 45 minutes each day, five days a week, to support students who demonstrate deficiencies in any area of mathematics. Practice test results are collaboratively reviewed by the principal, assistant principal, staff developer, teachers, and mathematics

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consultant to create targeted remediation lessons. Our ongoing assessments ensure close monitoring of each child's progress, enabling timely transitions out of targeted assistance and accommodating new students based on test results and teacher recommendations. The mathematics program is supervised by the principal, with additional support from a Mathematics Consultant from the Lavinia Math Group. This consultant is responsible for demonstration lessons and collaborates on developing effective teaching strategies. They also provide professional development during the grade-level 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	39	0	0	0	0	0	0	0	39
4	36	0	1	0	0	0	0	0	37
5	37	0	0	0	0	0	0	0	37
6	38	0	0	0	0	0	0	0	38
7	35	0	0	0	0	0	0	0	35
8	31	0	0	0	0	0	0	0	31
All	216	0	0	0	0	0	0	0	217

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	95%	32	30	94%
4	36	32	89%	34	30	88%
5	37	27	73%	34	24	71%
6	38	29	76%	34	27	79%

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7	35	32	91%	31	28	90%
8	31	28	90%	31	28	90%
All	216	185	86%	196	167	85%

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
	3.2%	11.1%	44.9%	40.7%

$$PI = 0 * 3.2_{\text{Level 1}} + 1 * 11.1_{\text{Level 2}} + 2 * 44.9_{\text{Level 3}} + 2.5 * 40.7_{\text{Level 4}} = 202.65$$

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

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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%	30	TBA	
4	88%	30		
5	71%	24		
6	79%	27		
7	90%	28		
8	90%	28		
All	85%	167		

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	62.5	470.0	450.8	1.60
4	67.5	478.0	453.6	1.67

⁶ 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	
5	69.2	466.0	447.8	1.44
6	51.4	463.0	453.5	0.82
7	52.6	484.0	458.2	2.10
8	76.9	487.0	442.9	2.80
All	63.0	474.1	451.5	1.69

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	48.2	50.0
5	41.4	50.0
6	53.4	50.0
7	56.6	50.0
8	66.9	50.0
All	52.3	50.0

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

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 . Data are available in Appendix A.

SUMMARY OF THE MATHEMATICS GOAL

The average score of Icahn 5 3-8th grade students demonstrated proficiency. All grades except grade 5 scored above proficiency.

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 5 3rd through 8th-grade Math proficiency among students enrolled in at least their second year was 90%, fifteen points about the target. Grade scores are as follows: 3 - 94%; 4 – 88%, 5 – 71%; 6 – 79%; 7 – 90%, and 8 – 90%. Icahn 5's aggregate Performance Index ("PI") was 202.65, 83.2 points above the required 119.4. A comparison of Icahn 5 and CSD #11 students Math scores could not be made as Math scores have not 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 87% proficiency, as compared with their CSD #11, who score 43.2%. The difference in scores was 37.4%. Icahn 5 all students in all grades exceeded their predicted level of performance as compared with the target of 0.3. The overall total in grades 3 through 8 was 1.69. The range among grades was .82 to 2.80. Under the state's Growth Model, Icahn 5's adjusted growth percentile in Math of all 4-8 grades was above 50. With a total of all grades at 52.3, the range was from 41.4 to 66.9.

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Icahn 5 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.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 5 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 Charter School 5 will continue to utilize the services of the Lavinia Math Group, along with ongoing progress monitoring, assessment, and remediation as needed. Data analysis will remain a priority to evaluate the impact of our instruction on at-risk students. In addition, we will ensure our curriculum remains aligned and up to date as the NYS Education Department modifies its mathematics strands. To further support individualized learning, we will incorporate Curriculum Associates' i-Ready and EngageNY resources to address each child's unique needs in mathematics. Small-group instruction and targeted assistance will also continue to be a central focus in strengthening student achievement.

GOAL 3: SCIENCE

Goal 3: Science

All Icahn 5 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The Icahn 5 Charter School science curriculum integrates Core Knowledge, Mystery Science, and Teaching Matters, aligning with P-12 NYS Learning Standards, Next Generation Science Standards, and 3-Dimensional Learning.

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.

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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	34	22	65%
8	31	22	71%
All	65	44	68%

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	34	22	65%		TBA	
8	31	22	71%			
All	65	44	68%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Neither the 5th grade nor the 8th grade students demonstrated proficiency

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

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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
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EVALUATION OF THE SCIENCE GOAL

Neither the Icahn 5 5th nor 8th grade students in at least their second year reached proficiency. 5th grade students scored 65%, while 8 grade Students scored 71%. Icahn 5 students showed gain as compared to 2023-24, where neither the Icahn 5 5th nor 8th grade students in at least their second year reached proficiency. 5th grade students scored 38%, while 8 grade Students scored 46%. The average of both grades was 41%

ADDITIONAL CONTEXT AND EVIDENCE

In 2022-23 8th grade students scored 57%. Science scores at Icahn 5 have consistently by below the target proficiency. Icahn 5 Regents Science exam to 8th grade student results are reported the results in the table below. In 2023-24 all 10 8th students passed. Their effort matched their 2022-23 peers. In 2023-24, all 10 8th-grade students who completed the Living Environment Regents Exam passed. Their efforts mirrored the efforts of their 2022-23 peers, all of which passed the exam. The Living Environment exams were not administered in 2024-25

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	5	5	100%
8	2023-24	Living Environment	10	10	100%
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

Efforts at Icahn 5 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](#).

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 5 Carter School has been in Good Standing each 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 NWEA MAP and i-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessments should modify these tables as necessary.

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%	[215]	[140%]	[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]	[115%]	[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	[71%] ⁹	[23]	[79%]	[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%	[195]	[71%]	[No]

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

⁹ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	93%	39	91%	32
4	77%	35	76%	33
5	68%	37	68%	34
6	66%	38	68%	34
7	51%	35	51%	31
8	68%	31	68%	31
All	71%	215	71%	195

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	182%	39
4	220%	35
5	71%	37
6	150%	38
7	90%	35
8	0%	31
All	140%	215

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%	[216]	[144%]	[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%	[20]	[167%]	[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 ¹⁰	[83%]	[23]	[128%]	[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%	[216]	[82%]	[Yes]

End of Year Performance on 2024-25 i-Ready [Mathematics] 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	88%	39	85%	32
4	86%	36	86%	34
5	78%	37	77%	34
6	82%	38	86%	34
7	80%	35	81%	31
8	81%	31	81%	31
All	83%	216	82%	196

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	131%	39
4	122%	36
5	72%	37
6	213%	38
7	250%	35
8	233%	31
All	144%	216

¹⁰ 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

