



ICAHN 7 CHARTER SCHOOL

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Chandradat Motie, 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	Chair	
Diane Fellows	Trustee	
Seymour Fliegel	Trustee	
Robert Osborne	Trustee	Finance
Edward J. Shanahan	Trustee	
Karen Mandelbaum	Trustee	Finance
Anthony Arthur	Parent Trustee	

Chandradat Motie has service as the principal since 2024

SCHOOL OVERVIEW

The mission of Icahn Charter School 7 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 7 opened in September 2013 and served kindergarten through second grade.

Our school comprises 45% African American, 49% Hispanic, 4% Asian, 1% White, 0.33% Native American, and 0.43% Hawaiian/Polynesian with a free and reduced lunch rate of 77%. 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 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.

ENROLLMENT SUMMARY

The table below provides the Icahn 7's BEDS Day enrollment from 2022-23 to 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	35	22	35	46	40	38	37	43	35	-	-	-	-	331
2023-24	28	36	23	37	40	38	39	27	39	-	-	-	-	307
2024-25	23	37	34	27	38	32	42	34	33	-	-	-	-	300

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 7 students will become proficient readers in the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of Wit and Wisdom novels and workbooks, 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 area of reading. The results of all practice tests go through an intensive error analysis by the administration and are discussed in 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, as well as accept new students as required by their practice test results. The ELA program is personally 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.

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

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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	25	0	4	7	0	0	0	29
4	32	0	4	4	0	0	0	36
5	34	0	0	7	0	0	0	34
6	38	0	5	9	0	0	0	43
7	32	0	2	6	0	0	0	34
8	32	0	0	5	0	0	0	32
All	193	0	15	38	0	0	0	208

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	25	20	80%	20	16	80%
4	32	24	75%	30	22	73%
5	34	25	74%	28	19	69%
6	38	26	68%	26	18	69%
7	32	22	69%	28	18	64%
8	32	26	81%	30	24	80%
All	193	143	Avg- 73.06%	162	117	72.5%

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
	6.2%	20.72%	38.34%	34.71%

$$PI = 0 * 6.2 + 1 * 20.72\% + 2 * 38.34\%_{Level\ 3} + 2.5 * 34.71\%_{Level\ 4} = 184.17$$

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

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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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 8 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80%	20	TBA	
4	73%	30		
5	69%	28		
6	69%	26		
7	64%	28		
8	80%	30		
All	72.5%	162		

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

⁴ 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 Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.5	447.0	438.7	.86
4	85.0	452.0	440.0	1.14
5	86.8	451.0	438.1	1.33
6	89.7	448.0	437.9	1.05
7	77.8	460.0	445.2	1.53
8	84.6	472.0	444.9	2.69
All	85.3	454.9	440.7	1.43

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. 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	59.7	50.0
5	48.1	50.0
6	59.2	50.0
7	56.4	50.0

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

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8	52.8	50.0
All	55.2	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

While Icahn 7 students did not demonstrate proficiency in ELA, they showed gains over 2023-24. A comparison with CSD 8 students was not possible as NYSED has not released 2024-25 grades. All other measures were met.

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.	No
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 average of 3rd through 8th-grade students in at least their second year at the school was 72.5% on the ELA assessment. Students in grades 3 and 8 scored 80% proficiency respectively while students in grades 4 through 7 scored below proficiency with scores of 73%, 69%, 69%, and 64% respectively. A comparison between Icahn 7 and students in District 8 could not be made in 2024-25 as grades have not been released. Icahn 7 3rd through 8th-grade students in at least their second year outscored their District 8 peers by 30.3 Points (68 compared to 37.7). The Icahn 7 Performance Score was 184.17, 71.17 points above the minimum requirement of 113. Icahn 7 exceeded its predicted level of performance on the state English

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language arts exam by an effect size of 0.3 or above. Its average was 1.67. Icahn 7's growth. Under the State's Growth Model, Icahn 7's mean unadjusted growth percentile in ELA for all tested students in Grades 4 – 8 was above the target of 50. Icahn 7 scored 55.2.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 7 students have outscored their District 8 peers each year since comparisons began. In comparisons available at i-Ready, Icahn 6 students score well above the national average.

ELA ACTION PLAN

In previous years, Icahn 7 students outscored their peers in District 8. In the coming year, we plan to analyze the impact of our instruction on at-risk students to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the COVID-19 pandemic, we continue to review and adjust as needed student reading, writing, and listening skills.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 7 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 Illustrative Math insutrciton, 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 in order 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 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.

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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	25	0	4	7	0	0	0	0	29
4	33	0	3	4	0	0	0	0	36
5	34	0	0	7	0	0	0	0	24
6	40	0	3	9	0	0	0	0	43
7	33	0	1	6	0	0	0	0	34
8	31	0	1	5	0	0	0	0	32
All	196	0	12	38	0	0	0	0	196

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	25	21	84%	20	17	85%
4	33	28	84%	31	26	84%
5	34	23	62%	28	19	69%
6	40	34	85%	28	18	64%
7	33	25	75%	27	18	67%
8	31	19	61%	29	24	83%
All	196	150	Avg- 76.53%	163	119	75%

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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
	4.5%	18.8	43.3%	33.1%

$$PI = 0 * 4.5\%_{Level\ 1} + 1 * 18.8\%_{Level\ 2} + 2 * 43.3\% + 2.5 * 33.3\%_{Level\ 4} = 183.15$$

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

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

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 nd Year	All District 8 Students

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	85%	20	TBA	
4	84%	31		
5	69%	28		
6	64%	28		
7	67%	27		
8	83%	29		
All	75%	163		

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	86.5	456.0	445.7	.73
4	85.0	467.0	448.7	1.16
5	86.8	467.0	443.1	1.74
6	89.7	471.0	443.0	2.07
7	77.8	471.0	451.4	1.33
8	84.6	486.0	441.9	2.64

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	
All	85.3	469.7	445.5	1.62

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	53.5	50.0
5	53.6	50.0
6	70.3	50.0
7	39.2	50.0
8	60.8	50.0
All	56.1	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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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

Icahn 7 students in at least their second year demonstrated proficiency on the 2024-25 Math exam. The comparison measure could not be determined as NYSED has not yet released 2024-25 grades. All other measures were met.

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 average of 3rd through 8th-grade students in at least their second year at the school was 75% on the ELA assessment. Students in grades 3, 4, and 8 scored above proficiency, while students in grades 3, 5, and scored below. Icahn 7 students scored a PI of 183.15 compared with the required MIP of 119.4 or 63.75 points above the target. A performance comparison between Icahn 7 in at least their second year could not be made with CSD #8 students as grades have not been released. In 2023-24, Icahn 7 3rd through 8th-grade students in at least their second year outscored their District 8 peers by 37.3 Points (79.3 compared to 41.9).

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Icahn 7 exceeded its predicted level of performance on the state Mathematics exam by an effect size of 0.3 or above. Its average was 1.62. NYS's Growth Model data for Icahn 7 shows an average of 56.1, 6.1 points above the target.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 7 students have outscored their District 8 peers since comparisons began. In comparisons available at i-Ready, Icahn 7 students score well above the national average.

MATHEMATICS ACTION PLAN

Icahn 7 had a testing year with steady gains as shown in I-Ready data. Icahn 7 students continued to significantly outscore their peers in mathematics across the nation. In the coming year, especially with the impact of COVID-19, we shall continue to analyze the impact of our instruction on our students to identify possible changes we can introduce to support their increased academic achievement

GOAL 3: SCIENCE

Goal 3: Science

All Icahn 7 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

Our school implements knowledge building with abundant hands-on learning opportunities aligned to the Next Generation Science Standards (NGSS) as part of its science program. The Icahn Network provides a scope and sequence to ensure alignment with the standards and NYS benchmark assessments in 5th and 8th grade. The curriculum integrates technology, collaborative projects, and real-world applications to enhance students' comprehension and foster a curiosity-driven approach to science. To support classroom learning, students make connections through experiential learning experiences. For instance, students attend an environmental study program at Camp Herrlich in Patterson, New York where they study alternative energy, pond ecology, and biodiversity. Additionally, planned trips to science museums, lectures, and presentations by consultants, both for students and professional development for teachers, are integral parts of the curriculum.

As part of our progress monitoring, students participate in both formative and summative assessments. End-of-unit assessments require students to apply the knowledge presented throughout the units to real-world challenges. In addition to these assessments, Icahn 7 Charter School 2024-25 Accountability Plan Progress Report

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NYS-mandated labs for 5th and 8th grades are purposefully woven throughout the units. All curricular components support students in preparing for the 5th and 8th grade NYS Elementary-Level and Intermediate-Level Science tests, as well as the Living Environment Regents exam.

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	24	13	43%
8	30	20	63%
All	54	33	53%

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.

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2024-25 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District 8 Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	24	13	43%		TBA	
8	30	20	63%			
All	54	33	53%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Neither 5th nor 8th grade students in at least their second year demonstrated proficiency on the 2024-25 Science exam.

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

Neither 5th nor 8th grade students in at least their second year demonstrated proficiency on the Science exam. The second measure could not be determined as District Data was not available.

ADDITIONAL CONTEXT AND EVIDENCE

Icahn 7 administered the Regents living environment exam to 8th grade students in 2022-23 and 2023-24 but not in 2024-25. The results are presented below.

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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 Env.	10	7	70%
8	2023-24	Living Env.	12	11	91.67
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

Given the impact of the COVID-19 pandemic and the 2024-25 8th grade Science assessment results, efforts at Icahn 7 will continue to ensure that our students are provided with available resources and their instruction is aligned with the NYS 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 7 has been in Good Standing every year since its opening.

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 assessment 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%	209	126%	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%	78	143%	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		38	[]	Yes/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%	[146]	[65%]	[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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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%	[209]	[126%]	[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%	[78]	[143%]	[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		[#]	[%]	[Yes/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%	[101]	[69]	[No]

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	48%	29	75%	12
4	48%	36	53%	17
5	24%	34	58%	28
6	47%	45	58%	31
7	53%	32	56%	28

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

8	85%	32	76%	30
All	51%	208	63%	146

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	48%	29	75%	12
4	48%	36	53%	17
5	68%	34	64%	28
6	69%	45	72%	31
7	59%	32	63%	28
8	66%	32	71%	30
All	60%	208	66%	146

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	136%	36
4	141%	34
5	118%	34
6	175%	45
7	105%	34
8	316%	32
All	207%	215

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	135%	29
4	94%	36
5	194%	34
6	207%	45
7	133%	33
8	184%	32
All	160%	209