

Accountability Plan Progress Reports for the 2008-09 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

Icahn Charter School 2

2008-09

ACCOUNTABILITY PLAN

PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August, 2009

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Brenda Carrasquillo-Silen and Jose Obregon prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's name	Board Position
Carl C. Iahn	Chairperson
Gail Golden	Vice Chairperson
Julie Goodyear	Secretary
Tamara Delgado	Parent Guardian Representative
Robert Sancho	Trustee
Seymour Fliegel	Trustee
Karen Mandelbaum	Trustee
Edward J. Shanahan	Trustee

Carl C. Iahn Charter School Bronx North is chartered by the New York State Board of Regents and the State University of New York Charter Schools Institute and is a result of the collaborative efforts of the Foundation for A Greater Opportunity and the Center for Educational Innovation-Public Education Association. The Carl C. Iahn Charter School Bronx North is a public school open to all children on a space available basis, by lottery.

INTRODUCTION

Carl C. Icahn Charter School Bronx North is a second year educational replica of the original and successful Carl C. Icahn Charter School 1. Until our new facility at 900 Van Nest Avenue in the Bronx District 11 is constructed (projected date of completion is August of 2010.), we are sharing the second floor of P.S. 93, located on Story Avenue, School District 8.

We opened our doors as a K-2, in September, 2007. For the academic year 2008-2009 we grew by one grade to become a K-3. The staff attended Workshops in August, 2008, which included: The Core Knowledge Curriculum, Writing Process, Creating and Maintaining Leveled Libraries, and Inquiry Research.

Faculty that has been with us for a year were provided professional development commensurate to their educational and professional needs. New faculty also benefited from this intensive collaborative effort wherein topics generic to their first year of teaching were addressed. Teacher training sessions afford the opportunity for new faculty to begin to work as a team with the colleagues that have been with us for one year. Everyone worked together to create an inviting educational and learning environment for our students.

Open house sessions were held for the parents of our new students, whose names were randomly selected from our lottery the previous spring. These sessions were conducted in July and our parents were presented with informative workshops about our instructional practices and expectations. The staff was present to greet and converse with the parents of our students. Additionally, each parent was given a new book for their child, along with information about their child's first reading homework assignment. Reading logs and book lists were distributed.

During the 2008-2009 school year, preference was given to the geographical location the school is housed in. As a result yellow bus, Office of Pupil Transportation, ridership decreased by 10.43%. The reconfiguration of bus service for students unfortunately became inaccessible to some of our families.

For the upcoming, 2009-2010 academic year, we do not expect any bus route changes since our geographical location continues to be the same. **However, in academic year 2010-2011 we expect a possible 30 to 40 percent change in bus ridership** because new routes will need to be created to accommodate our new geographical location and different Community School District. Review of student biographical data indicates the possibility of a higher than usual student mobility rate when we move into our new building that will be caused by a lack of yellow bus transportation. Due to this factor, our school will be acquiring new students into our program and we will not have the same viability of students who had started with us in K-3 at the old school. This means that we will be starting anew with students in grades 3, 4 and 5 in our new school. We will work diligently with the Office of Pupil Transportation in creating routes that meet the mandates and provide the needed transportation service for our families.

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Nevertheless we will continue to provide a safe and secure environment for our students so the learning process is not be impaired. It will always be our intention to stabilize a child's ability to attend our school.

As a replication school the collaboration with the first Carl C. Icahn Charter School continues on-going. The Carl C. Icahn Charter School Bronx North data expert provided support services.

The level of support will continue in 2009-2010 by:

- providing sessions on the effective use of data with an emphasis on New York State Standardized Examinations in ELA/MATH and SCIENCE for our Grade 4 novice faculty.
- train and work closely with the Carl C. Icahn Charter School Bronx North assessment designee
- continue to assist in the replication of testing strategies, policies and procedures.

MISSION:

The mission of Carl C. Icahn Charter Schools 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 challenging of professional academic environments, and will also have a sense of personal and community responsibility.

STAFFING and PROFESSIONAL DEVELOPMENT:

Two classroom teachers were new to teaching this year since we grew by one grade. We had mentors work with them as part of their continuing education program. Consultants in Mathematics, and Literacy have worked with all of the teachers this year providing on-going support. The administration has regularly met with the staff providing various sources of professional development. Workshops have been provided in the Core Knowledge Curriculum, Integrating Literacy and Mathematics. Additionally, hands-on strategies for teaching mathematics, science and social studies, leveled classroom libraries, integrating technology with instruction, assessment, interpretation of data, and many more units of professional academics.

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CURRICULUM

The school uses the Core Knowledge Syllabus which is the nationally recognized curriculum developed by E.D. Hirsch. It is based on the concept that every child should be equipped with a core foundation of knowledge so that they become armed with the common knowledge base which is necessary to compete in any setting. The program is taught sequentially and thematically. Jeffrey Litt, Superintendent of Icahn Charter Schools, adapted the Core Knowledge Sequence to expand its effectiveness for implementation and use in a Charter School. Since we, at the Carl C. Icahn Charter School Bronx North are a “replica charter school”, we are continuing to implement this same model for curriculum and instruction.

ACADEMICS

Our English Language Arts program uses direct, explicit, systematic/sequential phonics instruction and decodable literature to promote early reading success. Students read award-winning fiction and non-fiction literature. Each classroom has numerous library books for the children to borrow and read leisurely at home. Teachers maintain a log of each child's reading and, in addition, all grades have class sets of well known children's literature for in class use, guided reading lessons, and the well adaptable Waterford Reading Program.

All children participate in the Iowa Test of Basic Skills by taking a baseline test each year. The baseline results determine each child's reading and mathematics deficiencies and areas which are in need of re-teaching or enhancement. Our Targeted Assistance Program and after-school tutoring provide individualized remediation using the ITBS as a guide. Baseline assessments are used to drive the instructional program, and lesson plans reflect individualized instruction at needs.

The mathematics program at Carl C. Icahn Charter School Bronx North provides a curriculum that covers units beyond the conventional curriculum. An integral part of the instructional program is the support from a subject specialist. Demonstration lessons and peer coaching ensure that the teachers benefit from the latest research on the teaching of mathematics. Those students, who need to strengthen their skills, as determined by baseline testing and teacher judgment, are afforded small group instruction forty minutes each day, five days a week. As with all major subject areas, the on-going assessment documents reveal the child's progress for teachers and parents.

Science is an integral part of our curriculum and an exciting subject for all of our students. The study of geology, physics, biology and chemistry are among the topics included in our curriculum. The content spirals throughout the grades with each following grade going into more depth. Our students learn the importance of science in their daily lives and in their futures.

Social Studies is a truly exciting course at Carl C. Icahn Charter School Bronx North. Our children, starting with early childhood classes, begin to learn about the continents, Ancient Greece, Ancient Rome, Exploration, Colonialism, slavery, and other historic events. Research, field trips and hands-on learning enrich instruction and support student learning.

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ASSESSMENT

The Iowa Test of Basic Skills (ITBS) is a collection of tests that we use to assess student performance in various areas of Reading, Language and Mathematics in Kindergarten, First, Second and Third Grades, along with Social Studies, Science and Sources of Information in the Second Grade and Third Grade. The ITBS is administered each year. Student answer documents were sent to the Riverside Publishing Company where they were scored and the results were sent back to Carl C. Icahn Charter School Bronx North. Individual student performance scores were also reported as were individual class scores and grade level scores.

The scores from this norm-referenced test were used to identify our students' strengths and weaknesses in the assessed skills area. These scores also highlighted class and grade level strengths and weaknesses. Individual and class scores were used in planning classroom instruction, and small grouping patterns. Grade level scores were evaluated to determine program needs.

We are proud to report that on the whole, our students' scores demonstrate significant improvement in most areas tested. Those areas tested that did not reflect significant improvement are the areas that we have targeted as focal points to strengthen our instructional strategies and practices.

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DEMOGRAPHIC CHARACTERISTICS:

Bussing

Seventy percent (70%) of our diverse ethnic student population is bussed to our school from different areas of the Bronx; this represents a 10.33% decrease in bus ridership. Thirty percent (30%) of our students are brought to our school by their parents. Eligible students are issued a Metro Cards from the Office of Pupil Transportation.

Number of students Bussed by Grade

Kindergarten=20
First Grade=30
Second Grade=24
Third Grade=22

Total: 96 Students out of 138 enrolled students (70%)

Lunch

Eligible for Free Lunch = 54%
Reduced-Price Lunch = 20.2%
Total: 74.2%

Limited English Proficient 4%

Special Education: 2%

Racial/Ethnic Origin

American Indian or Alaska native	0%
Black or African American	47.2%
Hispanic or Latino	47.2%
Asian or native Hawaiian/Other Pacific Islander	1.35%
White	1.35%
Other	2.9%
Total	100%

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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2005-06	na	na	na	na	na	na	na	na	na	na	na	na	na	na
2006-07	na	na	na	na	na	na	na	na	na	na	na	na	na	na
2007-08	36	36	36	na	na	na	na	na	na	na	na	na	na	108
2008-09	39	40	35	24	na	na	na	na	na	na	na	na	na	138

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ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts: Students will become proficient readers of the English Language

Background

The English Language Arts Core Knowledge Curriculum is supported through the McMillan-McGraw Hill Reading Program supplemented by Classroom Leveled Libraries and the Waterford Early learning Program, which integrates the use of technology and fundamental reading instruction. Our Grade 3 students were administered the New York State English Language Arts Examination for the first time in January 2009.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in January 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	26	0	0	0	26
All	26	na	na	na	26

Results and Evaluation

All of our students are meeting their goals. The children have developed and demonstrated steady progress throughout their grades as evidenced the New York State English Language Arts Examination for Grade 3. Grade 3 students met the minimum standard of level 3.

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**Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students						
	Students in At Least 2 nd Year	0	0	54	46	100	26
All	All Students						
	Students in At Least 2 nd Year	0	0	54	46	<u>100</u>	26

Evaluation

These scores strongly support the continued implementation of our Core Knowledge Curriculum integrated with the use of the MacMillan Treasures Reading Program coupled with the Waterford Program.

Additional Evidence

This is our first year in administrating the New York State Language Arts Grade 3 Assessment.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	na	na	na	na	na	0	100	26
All	na	na	na	na	na	0	100	26

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Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Method

Administration of the New York State Testing English Language Arts assessment to students in grade 3

Results

Students demonstrated the meeting of the minimum measure required. Student exceeded in level 4 performance for Grade 3 students citywide approximately by 35%. 100% of the students scored at a minimum of Level 3.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

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Results

Our tested students exceeded the minimum standard. Students tested reached the highest possible PI of 200.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	0	0	54	46	26

$$\begin{array}{rcl}
 \text{PI} & = & 0 + 54 + 46 = 100 \\
 & & + 54 + 46 = 100 \\
 \text{PI} & = & \mathbf{200}
 \end{array}$$

Evaluation

Students met the minimum performance index and the performance index is equal to or exceeds AMO.

Additional Evidence

2008-2009 is our first year of NYS testing.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ⁱⁱ	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	na	na	na	na	na	na	122	
2006-07	na	na	na	na	na	na	122	
2007-08	na	na	na	na	na	na	133	
2008-09	3	26	0	0	54	46	200	

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Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

Tested students outperformed the local district.

2008-09 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	26	68.3%	890
All	100	26	68.3%	890

Evaluation

Our charter students scored 31.7% higher than the local district. These scores strongly support the continued implementation of our Core Knowledge Curriculum integrated with the use of our MacMillan Treasures Reading Program supported by the Waterford Program.

Additional Evidence

Our charter school students have significantly exceeded the local district results for Grade 3

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**English Language Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	na	na	na	na	na	na	100	68.3%
All	na	na	na	na	na	na	100	68.3%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public school state-wide. Regression analysis is used to control the percentage of students eligible for free lunch amount all public schools in New York State. The school’s actual performance is then compared to be predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces the Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

As 2008-2009 is our first year of testing, we do not have the regression report.

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2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	NA	na	na	na	na	na
All						

School's Overall Comparative Performance:
NECESSARY DATAT NOT AVAILABLE AT THE TIME OF THIS REPORT

Evaluation

As 2008-2009 is our first year of testing, we do not have the regression report.

Additional Evidence

As 2008-2009 is our first year of testing, we do not have the regression report.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	na	na	na	na	na	na
2006-07	na	na	na	na	na	na
2007-08	na	na	na	na	na	na
2008-09	na	na	na	na	na	na

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Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

As 2008-2009 is our first year of testing, we do not have the regression report.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	na	na	na	na	YES/NO
5	na	na	na	na	YES/NO
6	na	na	na	na	YES/NO
7	na	na	na	na	YES/NO
8	na	na	na	na	YES/NO
All	na	na	na	na	YES/NO

Evaluation

As 2008-2009 is our first year of testing, we do not have the regression report.

Additional Evidence

As 2008-2009 is our first year of testing, we do not have the regression report.

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**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	na	na	na
2007-08	na	na	na
2008-09	na	na	na

Goal 1: Optional Measure	
Include additional measures that are part of the Accountability Plan.	
Method	
Results	N/A
Evaluation	
Additional Evidence	

Summary of the English Language Arts Goal

As 2008-2009 is our first year of testing, we do not have the regression report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	NA
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	NA

Action Plan

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MATHEMATICS

Goal 2: Mathematics

Student will demonstrate steady progress in the understanding and application of mathematical skills and concept.

Background

Mathematics skills and concepts are integrated into all areas of instruction within our Core Knowledge Curriculum. Professional development for our staff has been provided by a Mathematics Consultant that supports the integration of literature with mathematics. The McMillan-McGraw Hill Mathematics Program is used within classroom instruction and provides the basis for differentiated instructional practices during target assistance sessions.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁱⁱⁱ			Total Enrolled
		IEP	ELL	Absent	
3	25	0	0	0	25
All	25	0	0	0	25

Results

100% of the students scored at a minimum of a Level 3.

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By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students						
	Students in At Least 2 nd Year	0	0	48	52	<u>100</u>	25
	Students in At Least 2 nd Year						
All	All Students						
	Students in At Least 2 nd Year	0	0	48	52	<u>100</u>	25

Evaluation

All of our students are meeting their goals. The children have developed and demonstrated a minimum of Level 3 in the New York State Mathematics examination for Grade 3

Additional Evidence

This is our first year of testing.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	na	na	na	na	na	0	100	25
All	0	0	0	0	0	0	100	25

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Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Our students exceeded the minimum standards.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	0	0	48	52	25

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 0 & + & 48 & + & 52 & = & 100 \\
 & & & + & 48 & + & 52 & = & 100 \\
 & & & & & & \mathbf{PI} & = & \mathbf{200}
 \end{array}$$

Evaluation

Students met the minimum performance index and the performance index is at least equal to the AMO.

Additional Evidence

2008-2009 was our first year of NYS testing.

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**Mathematics Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	na	na	na	na	na	na	86	
2006-07	na	na	na	na	na	na	86	
2007-08	na	na	na	na	na	na	102	
2008-09	3	25	0	0	48	52	200	

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

Tested students outperformed the local district.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
	100	25	77.3%	1032
All	100	25	77.3%	1032

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Evaluation

Our charter school students scored 22.7% higher than the local district.

Additional Evidence

2008-2009 is our first year of NYS testing.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	na	na	na	na	na	na	100	77.3%
All	na	na	na	na	na	na	100	77.3%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public school state-wide. Regression analysis is used to control the percentage of students eligible for free lunch amount all public schools in New York State. The school's actual performance is then compared to be predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces the Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

As 2008-2009 is our first year of testing, we do not have the regression report.

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2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	NA	na	na	na	na	na
All		na	na	na	na	na

School's Overall Comparative Performance:
DATA WAS NOT AVAILABLE AT THE TIME OF REPORT.

Evaluation

As 2008-2009 is our first year of testing, we do not have the regression report.

Additional Evidence

As 2008-2009 is our first year of testing, we do not have the regression report.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	na	na	na	na	na	na
2006-07	na	na	na	na	na	na
2007-08	na	na	na	na	na	na
2008-09	na	na	na	na	na	na

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Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

As 2008-2009 is our first year of testing, we do not have the regression report.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	na	na	na	na	YES/NO
All	na	na	na	na	YES/NO

Evaluation

As 2008-2009 is our first year of testing, we do not have the regression report.

Additional Evidence

As 2008-2009 is our first year of testing, we do not have the regression report.

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Cohort Performance on Mathematics Exam

Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	na	na	na
2007-08	na	na	na
2008-09	na	na	na

Goal 1: Optional Measure	
<u>Method</u>	
<u>Results</u>	NA
<u>Evaluation</u>	
<u>Additional Evidence</u>	

Summary of the Mathematics Goal

As 2008-2009 is our first year of testing, we do not have the regression report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	NA
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	NA

Action Plan

As 2008-2009 is our first year of testing, we do not have the regression report.

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SCIENCE

Goal 3: Science

Student demonstrate competency in the understanding and application of scientific reasoning.

Background

Our science curriculum is part of our Core Knowledge curriculum and each classroom has a designated science center. The McMillan McGraw Hill Science Program materials also supplement instruction

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

Carl C. Icahn Charter School Bronx North students (our present third graders) will be administered the NYS Science exam as fourth graders (their third year of attendance), in the Spring of 2010. The school will administer the New York State Testing Program Science assessment to students in grade 4 (our present third graders) in the Spring of 2010.

Results

There are no NYS Science Exam results at the present time

Charter School Performance on 2008-09 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level ¾	
4	All Students						
	Students in At Least 2 nd Year	na	na	na	na	na	na
8	All Students						
	Students in At Least 2 nd Year	na	na	na	na	na	na

Evaluation

There are no NYS Science Exam results at the present time

Additional Evidence

There are no NYS Science Exam results at the present time

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**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	na	na	na	na	na	na	na	na
8	na	na	na	na	na	na	na	na
All	na	na	na	na	na	na	na	na

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

There are no NYS Science Exam results at the present time

**2008-09 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	na	na	na	na
8	na	na	na	na

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Evaluation

There are no NYS Science Exam results at the present time

Additional Evidence

There are no NYS Science Exam results at the present time

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	na	na	na	na	na	na	na	na
8	na	na	na	na	na	na	na	na
All	na	na	na	na	na	na	na	na

Summary

There are no NYS Science Exam results at the present time

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	na
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	na

Action Plan

There are no NYS Science Exam results at the present time

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SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate a thorough understanding of Social Studies and the impact of history on modern day events.

Background

The Core Knowledge Curriculum used is rich in providing our students with Social Studies content. Instruction includes field trips, hands-on research and reproduction of artifacts which enrich students' learning and retention. Classroom libraries are rich in non-fiction resources as well as literature.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

Our students will be administered the NYS Social Studies exam as fifth graders (their fourth year of attendance), in the Spring of 2011.

Results

There are no NYS Social Studies Exam results at the present time

Charter School Performance on 2008-09 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students						
	Students in At Least 2 nd Year	na	na	na	na	na	na
8	All Students	na	na	na	na	na	na
	Students in At Least 2 nd Year	na	na	na	na	na	na

Evaluation

There are no NYS Social Studies Exam results at the present time

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Additional Evidence

There are no NYS Social Studies Exam results at the present time

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	na	na	na	na	na	na	na	na
8	na	na	na	na	na	na	na	na
All	na	na	na	na	na	na	na	na

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

There are no NYS Social Studies Exam results at the present time. Our first year for NYS Social Studies testing will be in 2011.

**2008-09 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	na	na	na	na
8	na	na	na	na

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Evaluation

There are no NYS Social Studies Exam results at the present time

Additional Evidence

There are no NYS Social Studies Exam results at the present time

Social Studies Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	na	na	na	na	na	na	na	na
8	na	na	na	na	na	na	na	na
All	na	na	na	na	na	na	na	na

Summary

There are no NYS Social Studies Exam results at the present time

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	NA
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	NA

Action Plan

There are no NYS Social Studies Exam results at the present time

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ADDITIONAL EVIDENCE

The Iowa Test of Basic Skills (ITBS) is a collection of tests that we use to assess student performance in various areas of Reading, Language and Mathematics in Kindergarten, First, Second and Third Grades, along with Social Studies, Science and Sources of Information in the Second Grade and Third Grade. The ITBS is administered each year. Student answer documents were sent to the Riverside Publishing Company where they were scored and the results were sent back to Carl C. Icahn Charter School Bronx North. Individual student performance scores were also reported as were individual class scores and grade level scores.

The scores from this norm-referenced test were used to identify our students' strengths and weaknesses in the assessed skills area. These scores also highlighted class and grade level strengths and weaknesses. Individual and class scores were used in planning classroom instruction, and small grouping patterns. Grade level scores were evaluated to determine program needs.

We are proud to report that on the whole, our students' scores demonstrate significant improvement in most areas tested. Those areas tested that did not reflect significant improvement are the areas that we have targeted as focal points to strengthen our instructional strategies and practices

Results: CORE TOTALS (ITBS) Iowa Test of Basic Skills						Improvement	% Improvement
NCE Score Report	Pre	Post	Pre NCE	Post NCE			
Grade	Number Tested	Number Tested	Core Total	Core Total			
Kindergarten	38	39	34	56	+22		64%
1 st Grade	37	38	50	51	+1		2%
2 nd Grade	35	35	40	46	+6		15%

Results: ELA TOTALS (ITBS) Iowa Test of Basic Skills						Improvement	% Improvement
NCE Score Report	Pre	Post	Pre NCE	Post NCE			
Grade	Number Tested	Number Tested	Core Total	Core Total			
Kindergarten	38	39	38	61	23		60.53%
1 st Grade	37	38	34	49	15		44.12%
2 nd Grade	35	35	41	46	+5		12.20%

Results: Math TOTALS (ITBS) Iowa Test of Basic Skills						Improvement	% Improvement
NCE Score Report	Pre	Post	Pre NCE	Post NCE			
Grade	Number Tested	Number Tested	Core Total	Core Total			
Kindergarten	38	39	38	62	+24		63.16%
1 st Grade	37	38	51	61	+10		19.61%
2 nd Grade	35	35	34	44	+10		29.41%

*Grade 3 Students were administered the New York State ELA & Mathematics assessments please refer page 12 & 18.

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Goal 5: NCLB

The school will make adequate yearly progress

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation 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. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Background

The Carl C. Icahn Charter School Bronx North has just completed its second year of operation.

Results

The Carl C. Icahn Charter School Bronx North has an NCLB report card for 2007-2008. 2008-2009 school report card is not available.

Evaluation

We met our NCLB accountability criteria and are in good standing for 2007-2008.

Additional Evidence**NCLB Status by Year**

Year	Status
2005-06	NA
2006-07	NA
2007-08	Good Standing
2008-09	Data not available

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APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Parent Satisfaction Parents will demonstrate a strong commitment to the school. Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Goal 6: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Background

Orientation and meet the staff/administration sessions were held before the start of the academic year. Our open door policy provides two-way communication between the school and home. To date, parents have been very supportive of our school and programs.

Method

The survey administered to our parents was developed by staff of the Icahn Charter School. As a replication school we used the same survey to poll the opinions of our parents. Each student was given an envelope containing the survey to take home to their parent(s). Parents completed their survey at home and then returned it to the school through their child, or in person. Teachers recorded the names of the students who returned their surveys. Surveys were resent if necessary. Results were tabulated by staff and are reported below. Taking into account siblings and our need to receive only one returned survey per family, 123 out of 126 families responded.

Results

Of the parent responses received, approximately 99.41% of our parents surveyed were satisfied that Carl C. Icahn Charter School Bronx North was not only providing a welcoming, and rigorous standards based learning environment for their children but also a safe and well maintained environment. Combining academic expectations and discipline parents overwhelmingly felt their children are receiving a quality education.

2008-09 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
123	126	97.62%

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2008-09 Parent Satisfaction on Key Survey Results

Item	Percent of Parents Satisfied
1. People feeling welcomed at the school.	100 %
2. Safe environment in school.	100 %
3. Students are using instructional tools effectively.	100 %
4. School holds high academic expectations.	100 %
5. School holds high discipline expectations.	100 %
6. Parent regularly reads progress reports and notices sent from school.	100 %
7. Parents approval of homework assignments.	100 %
8. Sufficient material provided by school to aid in learning and homework.	99.2 %
9. Child is receiving a quality education.	100 %
10. Daily/Weekly information from school staff about school education/mechanics are adequate.	99%
11. School's goals to parent(s) are clear.	100 %
12. Clean and well maintained classrooms to ensure a proper learning atmosphere.	100 %
13. Parent would send other siblings to our school	99%
14. Recommend our school to other parents	99%
15. School Staff keeps parents informed about school absences.	95%

Evaluation

There was a 55% decrease in the category of “poor” in 2008-2009. There was a 42% increase in the category of “satisfied” and a 49.2% increase in the category of good in 2008-2009 from 2007-2008. This is evidence that we are meeting our goal.

Goal 6: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Student attendance will be tracked daily, weekly, and monthly.

Results

We have attained a 92% retention rate.

2008-09 Student Retention Rate

2007-08 Enrollment	Number of Students Who Graduated in 2007-08	Number of Students Who Returned in 2008-09	Retention Rate 2008-09 Re-enrollment ÷ (2007-08 Enrollment – Graduates)
108	na	99	92%

Evaluation

We have met the measure and exceeded the measure by 2%.

Additional Evidence

Year	Retention Rate
2005-06	na
2006-07	na
2007-08	na
2008-09	92%

Goal 6: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Data supplied by the New York City Department of Education Automate the Schools System of Accountability indicates that the classes at each grade level maintained at least an average attendance rate of 90%.

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Results

Review of the data demonstrates that the overall average daily attendance rate was 94% above the 2007-2008 target of 90 percentile. The 2008-2009 95% target was not met.

2008-09 Attendance

Grade	Average Daily Attendance Rate
K	95.3
1	93.0
2	94.0
3	92.4
4	na
5	na
6	na
7	na
8	na
Overall	94.0%

Evaluation

Our attendance rate exceeded the rate of 90% by 4.0% We did not met the goal of 95%. We fell short by 1%. Understanding that during the spring of 2009, we experienced a national and global epidemic of the HINI virus our students nevertheless did maintain a rate of attendance over 90%.

Additional Evidence

Year	Average Daily Attendance Rate
2005-06	na
2006-07	na
2007-08	94.9%
2008-09	94.0%

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