

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

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 the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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.

Carl C. Icahn Charter School

ACCOUNTABILITY PLAN PROGRESS REPORT, 2005-06

Submitted on: November 10, 2006

Academic Goals

English Language Arts

Goal: Students will become proficient readers of the English language.

Absolute Proficiency: 2005-2006 NYS ELA

Absolute Proficiency: 2005-2006 NYS ELA (Measure 1)

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year by the time of NYS test administration will perform at or above Level 3 on the New York State ELA examination.

A. Method:

Third, fourth, fifth and sixth grade CCICS students took the ELA exam in January 2006. This administration was the first one to include third, fifth and sixth grade. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. CCICS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at CCICS for at least two years—long enough to expect to see the distinct effects of the CCICS instructional program on student achievement.

The table below summarizes participation information for the January 2006 test administration.¹ 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 fewer than two years.

Year	Grade(s)	Number of Students Tested in Grades 3-6		Total Enrolled
		Not Tested Absent	Total Tested	
2006	3	0	36	36
	4	0	35	35
	5	0	30	30
	6	0	36	36
	All	0	137	137

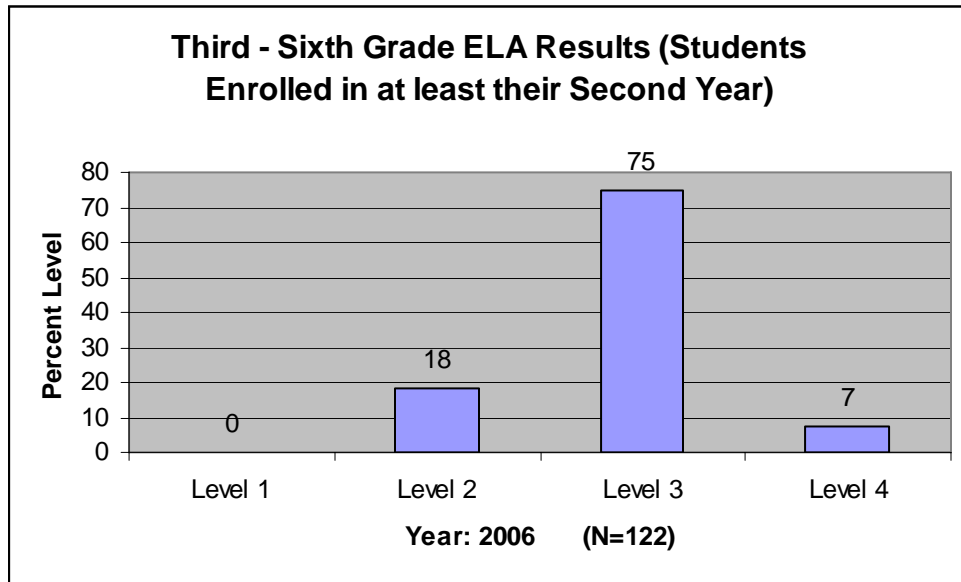
¹ Because of the new testing program, standards for Performance Levels on the 4th and 8th grade tests have changed. As year-to-year comparisons may not be valid, any discussion of trends over time must be approached with caution.

B. Results:

The following table presents the test results for all students and for those students who were enrolled in at least their second year during the NYS ELA Exam. Again, the outcome measure addresses only the performance of students in their second year at CCICS.

Year	Population	Percent of Third through sixth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2006	All Students	0	18	75	7	82	137
	Students in at least 2 nd Year	0	18	75	7	82	122

The following chart shows the performance of CCICS students in third through sixth grades who have been enrolled in at least their second year.²

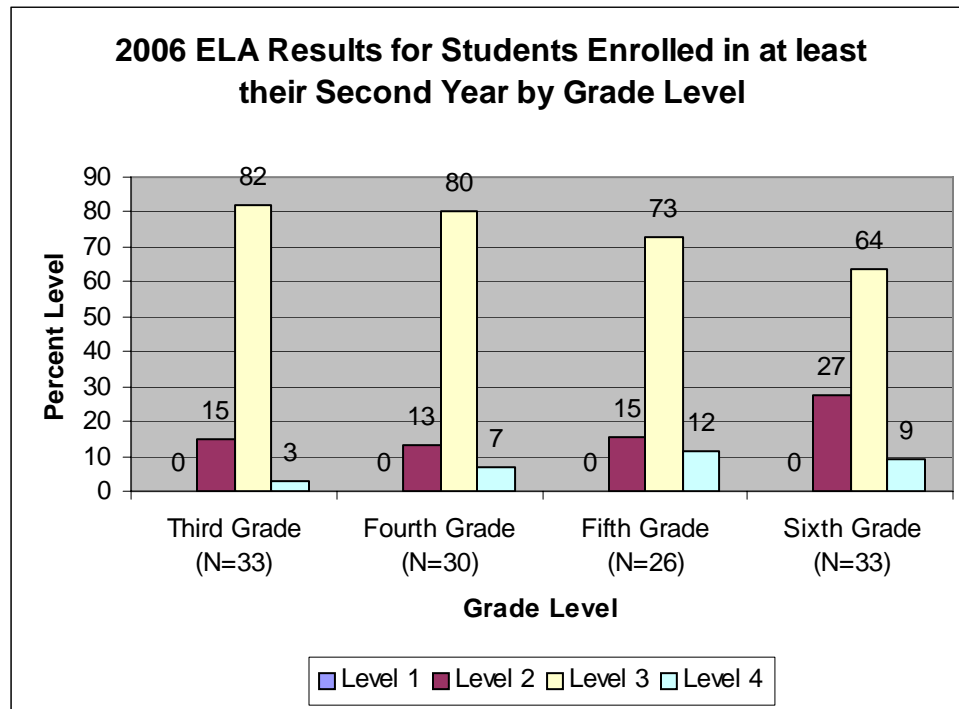


In 2006, 82 percent of this group of students performed at or above Level 3 (proficient) on the New York State English Language Arts Assessment (ELA).

² The chart indicates that 122 students who took the exam were enrolled in at least their second year. The table above shows that 122 students took the exam.

C. Evaluation

This result is above the measure's requirement that at least 75 percent of the students perform at or above Level 3 in all grades. The following chart presents the performance of each of the tested grades.



Absolute Proficiency: 2005-2006 NYS ELA (Measure 2)

Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

A. Method

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's ELA exam have scored at a partially proficient, proficient, or advanced performance level (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO)³ is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's ELA performance standard by 2013-14.

The Performance Index is based on the following calculation:

³ Under the state's NCLB accountability system, schools are evaluated to determine if they have made Annual Yearly Progress (AYP) based on additional factors besides if they have exceeded the AMO. To facilitate school reporting, the Institute considers the aggregate AMO alone as an absolute measure of performance in ELA and math, aside from the state's system which incorporates the other factors. The state's analysis is presented in its annual accountability report in which it indicates if the school is in *good-standing* by virtue of having made AYP. See the NCLB Accountability measure below.

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the January 2006 ELA examination, not only continuously enrolled students.

B. Results

The following table shows the calculation for CCICS's aggregate Performance Index on the 2006 state ELA exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	3-6	0	18	75	7	137

$PI = 18 + \frac{75}{75} + \frac{7}{7} = 182$

C. Evaluation

In 2006, CCICS's aggregate Performance Index (PI) of 182 exceeded the 2006 AMO for elementary-middle schools of 122 on the state's ELA exam. Thus, CCICS met the measure in 2005-06.

Comparative Proficiency on State Exams: 2005-2006 NYS ELA

Comparative Proficiency on State Exams: 2005-2006 NYS ELA (Measure 1)

Each year, the percent of students who are enrolled in at least their second year by the time of NYS test administration and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district.

A. Method

CCICS tested-students who were enrolled in at least their second year are compared to all tested students in the surrounding district. Comparisons are between the result of each grade in which CCICS had tested students and the result of the respective grades district-wide, as well as between the total result at CCICS and the total result for the corresponding grades in the district.⁴

B. Results

The following table shows the percent of applicable CCICS students scoring at or above Level 3 in comparison to the percent of comparable students district-wide.

⁴ The combined percents for the school total and for the district total are calculated as the weighted mean of the tested grades:

$$\frac{[(\% \text{ in Gr 3}) \times (\text{N tested in Gr 3})] + [(\% \text{ in Gr 4}) \times (\text{N tested in Gr 4})] + [(\% \text{ in Gr 5}) \times (\text{N tested in Gr 5})]}{[\text{N tested in all grades}]}$$

= weighted mean

Year	Grades	Percent of Students in CCICS and District # 9 at Levels 3 & 4, By Tested Grades	
		CCICS Students Enrolled in their Second Year	District # 9 All tested students
2006	3	85	45
	4	87	44
	5	84	37
	6	73	34
	Total	82	40
	(N)	122	17,374

The percent of CCICS applicable students scoring at or above Level 3 was greater than that of District 9 for all grades. The percent of CCICS applicable students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in District 9.

C. Evaluation

CCICS has met the measure in 2006 by having a higher percent overall and by grade in comparison to the local district.

Comparative Proficiency on State Exams: 2005-2006 NYS ELA (Measure 2)

Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.⁵

A. Method

The Charter Schools Institute has conducted a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. CCICS's actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between our attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in a table and on a scatter plot graph. The results of the analysis for all New York State public schools are shown as dots on the graph whose axes are percent of students at or above Level 3 on the ELA exam and percent of free-lunch-eligible students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of free-lunch-eligible students. Finally, the report locates the approximate position of the

⁵ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

school. The further above the line it is located, the better its results compared to what is predicted by the regression analysis.

Given the timing of the release of state exam results, the analysis for 2006 is not yet available. The following page contains the results for 2005, provided by the Institute. The 2005 Comparative Performance Analysis is incorporated into this year's Progress Report, as it is one of the school's Accountability Plan measures.

B. Results for 2005

In 2005, according to the analysis which appears on the following page, the actual percent of CCICS students at or above Level 3 (82.6), given the percent of free-lunch eligible students was higher than expected to a large degree than the predicted percent of CCICS students at or above Level 3 (55.4). Because the actual is greater than the predicted results, the scatter plot shows CCICS above the line of predicted scores. (See next page.)

C. Evaluation

As CCICS did extremely better than expected, it exceeded the measure, which requires that schools perform higher than expected at least to a small degree. The report indicates that the Effect Size was (1.73), higher than the measure's goal of (0.3).



March, 2006

SUNY CHARTER SCHOOLS COMPARATIVE PERFORMANCE ANALYSIS

NEW YORK STATE 2005 ENGLISH LANGUAGE ARTS (ELA) EXAMINATION GRADE 4

The chart below displays how students in your school performed compared to other public schools in New York State with a similar population of free-lunch-eligible students.

Charter School	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size**	Comparative Performance***
			Actual	Predicted*			
Carl Icahn	71.6	29	86.2	55.4	30.8	1.73	Higher than expected to a large degree

*Predicted Percent of Students at Levels 3&4 was calculated after performing a regression to measure the effect on outcomes of a school's free lunch population, based on all public schools, including charter schools, in New York State in which students were tested in 2005 and applying that effect to each school.

**Effect Size is a statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation difference. It reflects the difference between a school's attained and expected performance, relative to other schools with similar free-lunch statistics.

***Comparative Performance is based on Effect Size as follows:

Above 0.79	Higher than expected to a large degree
0.5 to 0.79	Higher than expected to a medium degree
0.3 to 0.49	Higher than expected to a small degree
-0.29 to 0.29	About the same as expected
-0.3 to -0.49	Lower than expected to a small degree
-0.5 to -0.79	Lower than expected to a medium degree.
Below -0.79	Lower than expected to a large degree

Scatter Plot Analysis

The scatter plot below shows the distribution of all public schools in New York State by ELA score and percent of free-lunch-eligible students.

The solid line shows schools' predicted performance with a given percent of free-lunch-eligible students. The location of school name on the scatter plot indicates the approximate performance of your school in comparison to other New York State public schools.



Comparative Proficiency on State Exams: 2005-2006 NYS ELA (Measure 3)

Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools: CS: 4,42,55 MS: 313, 339

A. Method: CCICS tested-students are compared matched to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which CCICS had tested students and the result of the respective grades in the surrounding schools.

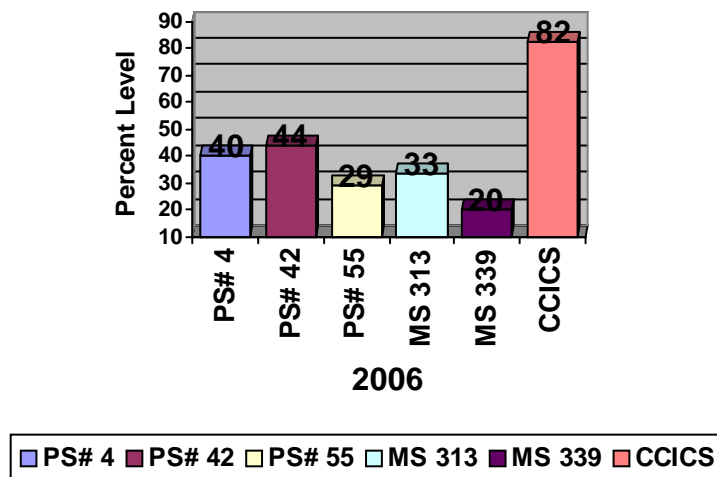
B. Results: As illustrated in the table below the percent of CCICS students scoring at or above Level 3 was greater than that of the surrounding schools for all grades. The percent of CCICS students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in each surrounding school.

2005-2006 NYS ELA Percent Level 3 or higher						
School	CS 4	CS 42	CS 55	MS 313	MS 339	CCICS
Grade 3	44	52	35			86
Grade 4	47	39	27			89
Grade 5	42	40	25			83
Grade 6	27			33	20	72
Total	40	44	29	33	20	82

C. Evaluation:

This result is above the measure's requirement that the percent of CCICS students perform at or above Level 3 will be greater than that of the local school in all grades. The following chart presents the performance of each of the local schools and CCICS.

NYS ELA Exam Comparison to Similiar Schools



Value Added to Student Learning: 2005-2006 NYS ELA

Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.⁶

A. Method:

Because of the new testing program, standards for performance levels on the NYS exams have changed. As year-to-year comparisons may not be valid, any discussion of trends over time must be approached with caution. During 2005-2006, the school administered for the first time NYS exam to grades three, five and six. For the purpose of measuring the value added goal above, the school will use the 4th grade NYS exam, the only grade with historical data, to compare year to year results on closing the gap on previous year's State ELA exam and 75 percent at or above level 3 on the current year's State ELA exam.

B. Results:

As illustrated in the table below, the percent of CCICS students scoring at or above Level 3 has improved since the 2004-2005 school year. During the last two years, the school has been able to exceed the 75 percent of cohort students at or above level 3. Although there was a decrease in percentage change from 2004-05 to 2005-06 school years for the cohort students, overall the school showed a 3% gain for the same years.

NYS ELA Test	Percentage of Level 3 & 4			
	2003-04	2004-05	2005-2006	% Change From 04-05 to 05-06
Entire 4th Grade	70%	86%	89%	3%
4th Grade Cohort	55%	90%	87%	-3%

C. Evaluation

CCICS was able to meet the goal when comparing 2003-04 to 2004-05 school years on the measure by which CCICS closes the gap more than one-half between the percent at or above Level 3 on the 2003-04 State ELA exam and 75 percent at or above Level 3 on the 2004-05 State ELA exam.

Closing the Gap	
NYS ELA Exam Administration	Percent Levels 3 or Higher Grade 4 (N=19)
Actual 2003-2004 score (X)	55
Target 2005 Score $([75-x] \div 2) + x$	65
Actual 2005 Score	90
Met Target for 2005?	YES

⁶ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Mathematics

Goal: Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

Absolute Proficiency: 2005-2006 NYS MATHEMATICS

Absolute Proficiency: 2005-2006 NYS MATHEMATICS (Measure 1)

Each year, 75 percent of 3 - 8 graders who are enrolled in at least their second year by the time of NYS test administration will perform at or above Level 3 on the New York State Mathematics examination.

A. Method:

Third, fourth, fifth and sixth grade CCICS students took the Mathematics exam in March 2006. This administration was the first year which included third, fifth and sixth grade students. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. CCICS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at CCICS for at least two years—long enough to expect to see the distinct effects of the CCICS instructional program on student achievement.

The table below summarizes participation information for the March 2006 test administration.⁷ 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 fewer than two years.

Year	Grade(s)	Number of Students Tested in Grades 3-6		Total Enrolled
		Not Tested Absent	Total Tested	
2006	3	0	36	36
	4	0	34	34
	5	0	31	31
	6	0	36	36
	All	0	137	137

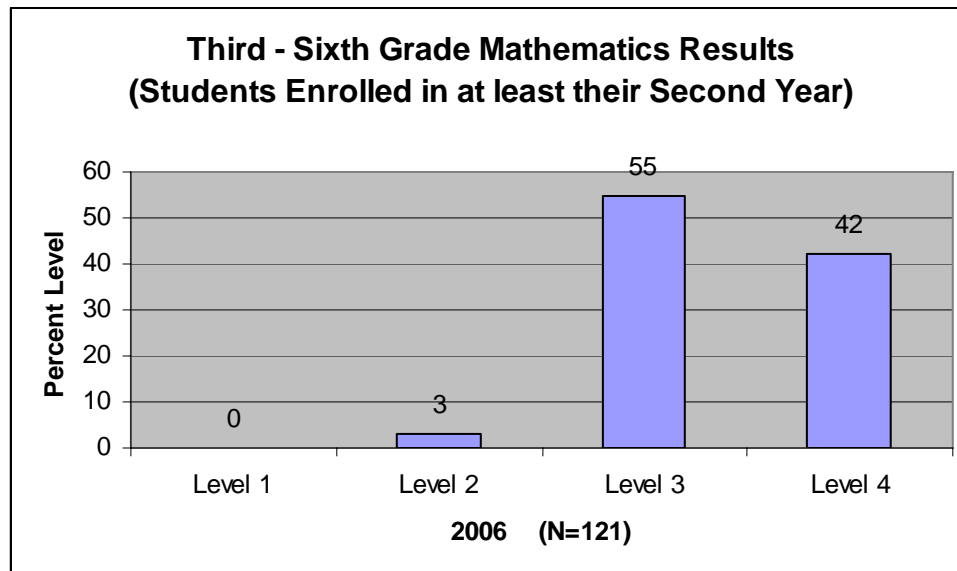
⁷ Because of the new testing program, standards for Performance Levels on the 4th grade tests have changed. As year-to-year comparisons may not be valid, any discussion of trends over time must be approached with caution.

B. Results:

The following table presents the test results for all students and for those students who were enrolled in at least their second year during the NYS Mathematics Exam. Again, the outcome measure addresses only the performance of students in their second year at CCICS.

Year	Population	Percent of Third through sixth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2006	All Students	0	3	56	41	97	137
	Students in at least 2 nd Year	0	3	55	42	97	121

The following chart shows the performance of CCICS students in third through sixth grades who have been enrolled in at least their second year.⁸

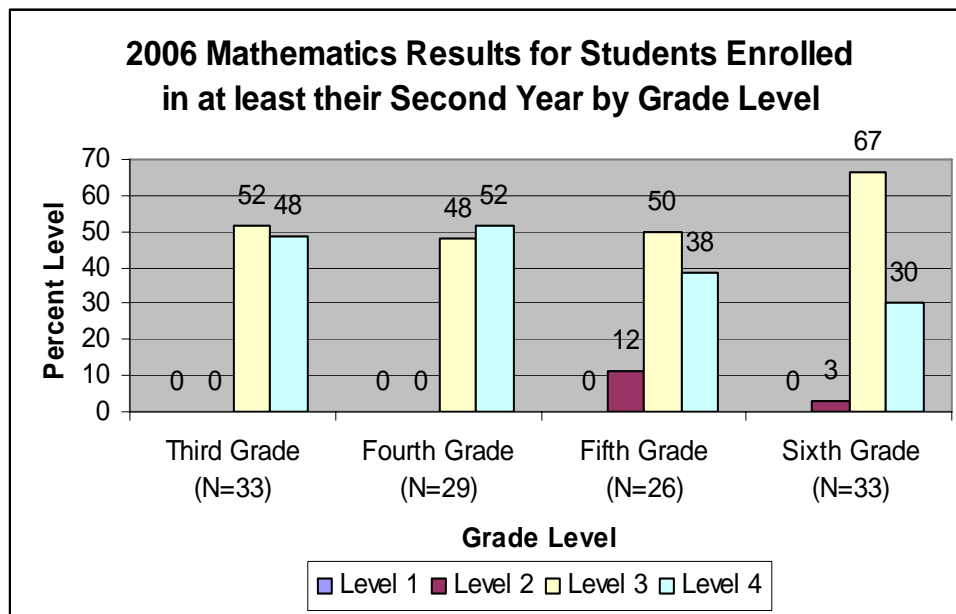


In 2006, 97 percent of this group of students performed at or above Level 3 (proficient) on the New York State Mathematics Assessment.

⁸ The chart indicates that 122 students who took the exam were enrolled in at least their second year. The table above shows that 122 students took the exam.

C. Evaluation

This result is above the measure's requirement that at least 75 percent of the students perform at or above Level 3 in all grades. The following chart presents the performance of each of the tested grades.



Absolute Proficiency: 2005-2006 NYS MATHEMATICS (Measure 2)

Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

A. Method

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's Mathematics exam have scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO)⁹ is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's Mathematics performance standard by 2013–14.

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

⁹ Under the state's NCLB accountability system, schools are evaluated to determine if they have made Annual Yearly Progress (AYP) based on additional factors besides if they have exceeded the AMO. To facilitate school reporting, the Institute considers the aggregate AMO alone as an absolute measure of performance in ELA and math, aside from the state's system which incorporates the other factors. The state's analysis is presented in its annual accountability report in which it indicates if the school is in *good-standing* by virtue of having made AYP. See the NCLB Accountability measure below.

It is based on all students taking the March 2006 Mathematics examination, not only continuously enrolled students.

B. Results

The following table shows the calculation for CCICS's aggregate Performance Index on the 2006 state Mathematics exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	3-6	0	3	56	41	137

$$PI = 3 + \frac{56}{56} + \frac{41}{41} = 197$$

C. Evaluation

In 2006, CCICS's aggregate Performance Index (PI) of 197 exceeded the 2006 AMO for elementary-middle schools of 86 on the state's ELA exam. Thus, CCICS met the measure in 2005-06.

Comparative Proficiency on State Exams: 2005-2006 NYS MATHEMATICS (Measure 1)

Each year, the percent of students who are enrolled in at least their second year by the time of NYS test administration and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the local school district.

A. Method

CCICS tested-students who were enrolled in at least their second year are compared matched to all tested students in the surrounding district. Comparisons are between the result of each grade in which CCICS had tested students and the result of the respective grades district-wide, as well as between the total result at CCICS and the total result for the corresponding grades in the district.¹⁰

B. Results

The following table shows the percent of applicable CCICS students scoring at or above Level 3 in comparison to the percent of comparable students district-wide.

Year	Grades	Percent of Students in CCICS and District # 9 at Levels 3 & 4, By Tested Grades
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¹⁰ The combined percents for the school total and for the district total are calculated as the weighted mean of the tested grades:

$$\frac{[(\% \text{ in Gr 3}) \times (\text{N tested in Gr 3})] + [(\% \text{ in Gr 4}) \times (\text{N tested in Gr 4})] + [(\% \text{ in Gr 5}) \times (\text{N tested in Gr 5})]}{[\text{N tested in all grades}]} = \text{weighted mean}$$

		CCICS Students Enrolled in their Second Year	District # 9 All tested students
		2006	3
	4	100	52
	5	88	38
	6	97	30
	Total	97	45
	(N)	121	19,708

The percent of CCICS applicable students scoring at or above Level 3 was greater than that of District 9 for all grades. The percent of applicable CCICS students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in District 9.

C. Evaluation

CCICS has met the measure in 2006 by having a higher percent overall and by grade in comparison to the local district.

Comparative Proficiency on State Exams: 2005-2006 NYS MATHEMATICS (Measure 2)

Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.¹¹

A. Method

The Charter Schools Institute has conducted a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. CCICS's actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between our attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in a table and on a scatter plot graph. The results of the analysis for all New York State public schools are shown as dots on the graph whose axes are percent of students at or above Level 3 on the Mathematics exam and percent of free-lunch-eligible students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of free-lunch-eligible students. Finally, the report locates the approximate position of the school. The further above the line it is located, the better its results compared to what is predicted by the regression analysis.

¹¹ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

Given the timing of the release of state exam results, the analysis for 2006 is not yet available. The following page contains the results for 2005, provided by the Institute. The 2005 Comparative Performance Analysis is incorporated into this year's Progress Report, as it is one of the school's Accountability Plan measures.

B. Results for 2005

In 2005, according to the analysis which appears on the following page, the actual percent of CCICS students at or above Level 3 (100), given the percent of free-lunch eligible students was higher than expected to a large degree than the predicted percent of CCICS students at or above Level 3 (76.4). Because the actual is greater than the predicted results, the scatter plot shows CCICS above the line of predicted scores. (See next page.)

C. Evaluation

As CCICS did extremely better than expected, it exceeded the measure, which requires that schools perform higher than expected at least to a small degree. The report indicates that the Effect Size was (1.75), higher than the measure's goal of (0.3).



March, 2006

SUNY CHARTER SCHOOLS COMPARATIVE PERFORMANCE ANALYSIS

NEW YORK STATE 2005 MATH EXAMINATION GRADE 4

The chart below displays how students in your school performed compared to other public schools in New York State with a similar population of free-lunch-eligible students.

Charter School	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size**	Comparative Performance***
			Actual	Predicted*			
Carl Icahn	71.6	29	100	76.4	23.6	1.75	Higher than expected to a large degree

*Predicted Percent of Students at Levels 3&4 was calculated after performing a regression to measure the effect on outcomes of a school's free lunch population, based on all public schools, including charter schools, in New York State in which students were tested in 2005 and applying that effect to each school.

**Effect Size is a statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation difference. It reflects the difference between a school's attained and expected performance, relative to other schools with similar free-lunch statistics.

***Comparative Performance is based on Effect Size as follows:

- Above 0.79 Higher than expected to a large degree
- 0.5 to 0.79 Higher than expected to a medium degree
- 0.3 to 0.49 Higher than expected to a small degree
- 0.29 to 0.29 About the same as expected
- 0.3 to -0.49 Lower than expected to a small degree
- 0.5 to -0.79 Lower than expected to a medium degree.
- Below -0.79 Lower than expected to a large degree

Scatter Plot Analysis

The scatter plot below shows the distribution of all public schools in New York State by ELA score and percent of free-lunch-eligible students. The solid line shows schools' predicted performance with a given percent of free-lunch-eligible students.

The location of school name on the scatter plot indicates the approximate performance of your school in comparison to other New York State public schools.



Comparative Proficiency on State Exams: 2005-2006 NYS MATHEMATICS (Measure 3)

Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the following similar schools:

CS: 4, 42, 55 MS: 313, 319

A. Method:

CCICS tested-students are compared matched to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which CCICS had tested students and the result of the respective grades in the surrounding schools.

B. Results:

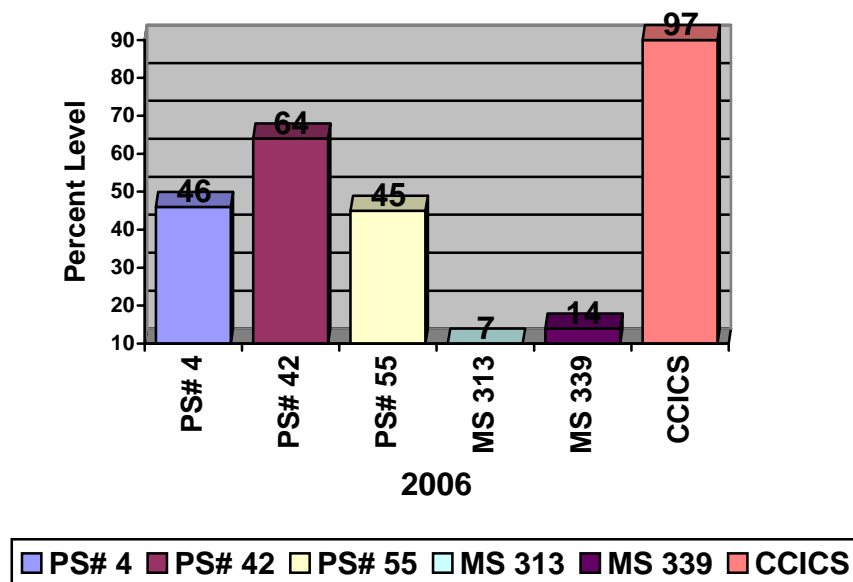
As illustrated in the table below the percent of CCICS students scoring at or above Level 3 was greater than that of the surrounding schools for all grades. The percent of CCICS students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in each surrounding school.

2005-2006 Mathematics Percent Level 3 or higher						
School	CS 4	CS 42	CS 55	MS 313	MS 339	CCICS
Grade 3	66	85	61			100
Grade 4	50	50	42			100
Grade 5	38	56	32			90
Grade 6	29			7	14	97
Total	46	64	45	7	14	97

C. Evaluation:

This result is above the measure's requirement that the percent of CCICS students perform at or above Level 3 will be greater than that of the local school in all grades. The following chart presents the performance of each of the local schools and CCICS.

NYS Mathematics Exam Comparison to Similiar Schools



Value Added to Student Learning: 2005-2006 NYS MATHEMATICS

Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.¹²

A. Method:

Because of the new testing program, standards for performance levels on the NYS exams have changed. As year-to-year comparisons may not be valid, any discussion of trends over time must be approached with caution. During 2005-2006, the school administered for the first time NYS Mathematics exam to grades three, five and six. For the purpose of measuring the value added goal above, the school will use the 4th grade NYS Mathematics exam, the only grade with historical data, to compare year to year results on closing the gap on previous year's State Mathematics exam and 75 percent at or above level 3 on the current year's State Mathematics exam.

B. Results:

As illustrated in the chart below, CCICS has demonstrated a consistency over the past three years in which all students reach level 3 or higher on the NYS Mathematics exam.

NYS Mathematics Exam	Percentage of Level 3 & 4			
	2003-04	2004-05	2005-2006	% Change From 04-05 to 05-06
Entire 4th Grade	94%	100%	100%	0%
4th Grade Cohort	90%	100%	100%	0%

C. Evaluation

CCICS will continue its hard efforts to have all students reach level 3 or higher in the NYS Mathematics exam.

¹² If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Science

Goal: Students will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Proficiency

Each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year by the time of NYS test administration will perform at or above Level 3 on the New York State Science examination.

A. Method:

Fourth grade CCICS students took the NYS Science exam in May 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. CCICS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at CCICS for at least two years—long enough to expect to see the distinct effects of the CCICS instructional program on student achievement. No students were excluded from the exam.

B. Results: As illustrated below, we exceeded our goal of 75%, with a cohort and total achievement Level 3-4 of 100%.

(2005-06 NYS Science test results)

NYS Science Test	# of students	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
		#	%	#	%	#	%	#	%	#	%
Entire 4th Grade	34	0	0%	0	0%	15	44%	19	56%	34	100
4th Grade Cohort	25	0	0%	0	0%	12	48%	13	52%	25	100

C. Evaluation: Our total percentage of students scoring in Levels 3-4 increased from 90% to 100%. Most importantly, our cohort demonstrated an increase of 5% from the previous year.

(Year to year comparison of NYS Science test results)

NYS Science Test	Percentage of Level 3 & 4			
	2003-04	2004-05	2005-06	% Change from 04-05 to 05-06
Entire 4th Grade	85%	90%	100%	+10%
4th Grade Cohort	75%	95%	100%	+ 5%

Comparative Proficiency on State Exams: 2005-2006

Comparative Proficiency on State Exams: 2005-2006 (Measure 1)

Each year, the percent of students who are enrolled in at least their second year by the time of NYS test administration and performing at or above Level 3 on the State Science exam will be greater than that of the local school district.

A. Method

CCICS Students in at least their second year by the time of NYS test administration are compared to all tested students in the local school district # 9. Comparisons are between the result of the 4th grade cohort students and the result of local school District #9.

B. Results

The following table shows the percent of applicable CCICS students scoring at or above level 3 in comparison to the percent of the local school district. CCICS cohort students have 100 percent in level 3 or higher compared to the district percentage of 46.

4th Grade NYS Science Exam		
2006	District # 9	CCICS Students Enrolled in their Second Year (N=25)
Percentage level 3 or higher	46	100

C. Evaluation

This result is above the measure's requirement that the percent of CCICS students perform at or above Level 3 will be greater than that of the local school district.

Comparative Proficiency on State Exams: 2005-2006 (Measure 2)

Each year, the percent of students performing at or above Level 3 on the State Science exam grade will be greater than that of the following schools:

CS: 4, 42, 55 MS: 313, 319

A. Method

CCICS tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of the 4th grade in which CCICS had tested students and the result of the respective grades in similar schools.

B. Results

The following table shows the percent of applicable CCICS students scoring at or above Level 3 in comparison to the percent of comparable students in local similar schools.

2005-2006 NYS Science Exam Percent Level 3 or higher						
School	CS 4	CS 42	CS 55	MS 313	MS 339	CCICS (N=34)
Grade 4	45	36	35	N/A	N/A	100

C. Evaluation

This result is above the measure's requirement that the percent of CCICS students perform at or above Level 3 will be greater than that of the similar local schools.

Social Studies

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

Absolute Proficiency

Each year, 75 percent of fifth and eighth graders who are enrolled in at least their second year by the time of NYS test administration will perform at or above Level 3 on the New York State Social Studies examination.

A. Method:

Fifth grade CCICS students took the NYS Social Studies exam in November 2005. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. CCICS has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at CCICS for at least two years—long enough to expect to see the distinct effects of the CCICS instructional program on student achievement. No students were excluded from the exam.

B. Results:

As illustrated below, we exceeded our goal of 75%, with a cohort achievement Level 3-4 of 100%.

(2005-2006 NYS Social Studies test results)

NYS Social Studies Test	# of students	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
		#	%	#	%	#	%	#	%	#	%
Entire 5th Grade	30	0	0%	1	3%	12	40%	17	57%	29	97%
5th Grade Cohort	18	0	0%	0	0%	7	40%	11	60%	18	100%

C. Evaluation:

Our total percentage of all students scoring in Levels 3-4 increased from 94% to 97%. Most importantly, our cohort demonstrated an increase of 10% from the previous year.

(Year to year comparison of NYS Social Studies test results)

NYS Social Studies Test	Percentage of Level 3 & 4		
	2004-05	2005-06	% Change from 04-05 to 05-06
Entire 5th Grade	94%	97%	+ 3%
5th Grade Cohort	90%	100%	+10%

Comparative Proficiency on State Exams: 2005-2006 NYS

Comparative Proficiency on State Exams: 2005-2006 (Measure 1)

Each year, the percent of students who are enrolled in at least their second year by the time of NYS test administration and performing at or above Level 3 on the State Social Studies exam will be greater than that of the local school district.

A. Method

CCICS Students in at least their second year by the time of NYS test administration are compared to all tested students in the local School district # 9. Comparisons are between the result of the 4th grade cohort students and the result of local District #9.

B. Results

The following table shows the percent of applicable CCICS students scoring at or above level 3 in comparison to the percent of the local school district. CCICS cohort students have 100 percent in level 3 or higher compared to the district percentage of 33.

NYS Social Studies Exam Grade 5		
2006	District # 9	CCICS Students Enrolled in their Second Year (N=18)
Percentage level 3 or higher	33	100

C. Evaluation

This result is above the measure's requirement that the percent of CCICS students perform at or above Level 3 will be greater than that of the local school district.

Comparative Proficiency on State Exams: 2005-2006 (Measure 2)

Each year, the percent of students performing at or above Level 3 on the State Social Studies exam grade will be greater than that of the following schools:

CS: 4, 42, 55 MS: 313, 319

A. Method

CCICS tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of the 4th grade in which CCICS had tested students and the result of the respective grades in similar schools.

B. Results

The following table shows the percent of applicable CCICS students scoring at or above Level 3 in comparison to the percent of comparable students in local similar schools.

2005-2006 Social Studies Percent Level 3 or higher						
School	CS 4	CS 42	CS 55	MS 313	MS 339	CCICS (N=34)
Grade 4	33	39	25	N/A	N/A	97

C. Evaluation

This result is above the measure's requirement that the percent of CCICS students perform at or above Level 3 will be greater than that of the similar local schools.

Additional Required Academic Measure

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

We began NYS testing in the 2003-04 school year and have consistently been recognized as "a school in good standing" since that time. To achieve this status of a "school in good standing", we had to meet the Annual Yearly Progress (AYP), there by demonstrating that the children's achievement was in accordance with NCLB requirements. In fact, our achievement was significantly higher than the NCLB requirements and greatly exceeded the neighborhood schools.

Organizational Goals

Parent and Student Satisfaction

Goal: Parents will demonstrate a strong support and commitment to the school.

Parents

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of *all* parents¹³ provide a positive response to each of the survey items.

Goal: Students and parents will demonstrate a higher level of responsibility for their academic progress.

A. Method

A parent survey is provided to all parents/guardians of students who attend CCICS. The survey contains fifteen (15) questions on the school's performance with options to select from A to D, with A equaling poor and D equaling excellent. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school. Below is a copy of the survey provided to the parents/guardians.

PARENT SURVEY JUNE 2006

Please mark each item next to the response that you feel is appropriate.

Por favor poner una sena al lado de cada respuesta que sea apropiada para usted.

1. I feel welcome when I visit this school.

Me siento bien recibida(o) cuando visito la escuela.

- | | |
|--|---------------------------------|
| a. Poor – <i>nunca</i> | c. Good - <i>bien</i> |
| b. Satisfactory – <i>satisfactorio</i> | d. Excellent - <i>excelente</i> |

2. This school provides a safe environment for learning.

La escuela mantiene un ambiente seguro para que los estudiantes puedan aprender.

- | | |
|--|---------------------------------|
| a. Poor – <i>nunca</i> | c. Good - <i>bien</i> |
| b. Satisfactory – <i>satisfactorio</i> | d. Excellent - <i>excelente</i> |

3. My child has up-to-date instructional tools (books, computers, videos, etc.) that are used effectively.

Mi nina(o) tiene materiales instructivos de lo mas reciente (libros, computadoras, videos, etc.)que son utilizados efectivamente.

- | | |
|--|---------------------------------|
| a. Poor – <i>nunca</i> | c. Good - <i>bien</i> |
| b. Satisfactory – <i>satisfactorio</i> | d. Excellent - <i>excelente</i> |

4. The school holds high academic expectations for my child.

¹³ All parents include those who do not respond to the survey.

La escuela tiene esperanzas académicas de el nivel mas alto para mi niña(o).

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

5. The school holds high expectations of discipline for my child.

La escuela tiene esperanzas de comportamiento de el nivel mas alto para mi nina(o).

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

6. I regularly read progress reports and notices sent home from school.

Yo regularmente leo los noticieros y cartas que la escuela me manda.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

7. Homework assignments are a valuable contribution to my child's learning.

Las tareas asignados son una contribución valerosa para la educación de mi niña(o).

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

8. My child has enough supplies, materials, and text books to help with his/her studies.

Mi niña(o) tiene suficiente materiales para ayudarle con su estudios.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

9. My child is receiving a quality education.

Mi niña(o) esta recibiendo una educación de alta calidad.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

10. The school keeps me informed about what goes on at the school.

La escuela me mantiene informada(o) de todo lo que sucede en la escuela.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

11. The school clearly tells me what the school's goals are.

La escuela me explica claramente lo que aspira lograr.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

12. School property and building are clean and well maintained.

La escuela y las aceras están limpias y bien mantenidas.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

13. I would like my younger children to attend this school.

Me gustaría que mis hijas/hijos menores asistieran esta escuela.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

14. I would recommend my child's school to other parents.

Yo recomendaría esta escuela a otros padres.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

15. My child’s attendance is monitored by the school calling about absences.

La escuela me llama cuando mi niña(o) a faltado clase.

- a. Poor – *nunca*
- b. Satisfactory – *satisfactorio*
- c. Good - *bien*
- d. Excellent - *excelente*

Current grade of my child _____

Grado presente de mi nina(o) _____

My child will be returning to this school.

Yes ___

No ___

Mi nina(o) regresara a esta escuela.

Si ___

No ___

If no, please explain _____

Si su nina(o) no regresara, favor de explicar _____

Other Comments:

Otros Comentarios:

Results: As demonstrated by the responses, the percentage of respondents rating the school’s academic program as good or excellent was 96%. All respondents indicated that they would recommend their child’s school to other parents and that their child will return to school, except for those who are moving out of state or have family issues that require movement to distant neighborhoods.

SURVEY TALLY FOR JUNE 2006

QUESTIONS	POOR	SATISFACTORY	GOOD	EXCELLENT	N/A
1	0	13	79	154	0
2	0	8	46	192	0
3	1	8	62	175	0
4	0	6	35	205	0
5	0	7	66	173	0
6	0	5	53	188	0
7	0	5	47	193	1
8	0	6	61	179	0
9	0	5	33	208	0
10	2	16	60	167	1
11	1	13	55	176	1
12	0	6	42	198	0
13	1	7	36	180	22
14	0	6	36	204	0
15	4	6	35	196	5
Total:	9	117	746	2788	30

Good/Excellent = 3,534

Percent Rated Good or Excellent =96%

Evaluation: We were pleased with the increase in the number of parents who returned the survey. This year 100% returned the survey.

Eighty-nine percent (89%) of our children are brought to school and picked up by their parents/guardians each day. The remaining thirteen percent (11%) arrive to school by bus. Therefore the great majority of parents/guardians have daily communication with the teachers and administration, affording them with the opportunity to express their concerns.

Additionally, it is widely known that at Carl C. Icahn Charter School, “you cannot make an appointment to see the principal.” Rather, the parents are urged to, “come in, have coffee in the lounge and as soon as the principal is available, he’ll meet with you”. This procedure reassures the parents and provides them with the security of knowing that their concerns will be addressed.

Students

Each year, the school will have a daily student attendance rate of at least 90 percent.

A. Method

When a child is absent, the school will contact the parent/guardian by 9:15 AM and will record the parent/guardian’s response for tracking purposes.

B. Results:

Our close monitoring of student attendance with daily telephone calls to parents/guardians of absent children has once again brought about our high average daily

attendance to 95%. We have exceeded the daily attendance of our neighborhood district by more than 6%.

Fiscal Soundness

Goal: Carl C. Icahn Charter School will maintain strong fiscal practices and effective, responsible decision-making.

Budgeting

Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

A. Method:

Annually, the Board of Trustees approves a budget for CCICS.

C. Results:

Board Approved Budget	\$	2,440,854
Final Revised Budget	\$	
Date Revised: _____		N/A
Actual Revenues	\$	2,606,265
Actual Expenses	\$	2,436,291
Difference	\$	169,974

D. Evaluation:

As noted above, the school operated within its board approved budget with revenues exceeding expenses for the 2005-2006 fiscal year in the amount of \$169,974. School expenses are closely monitored illustrating a budget to actual expense variance of \$4,563 for the year. The school was able to provide all the necessary tools and resources to teachers and staff developers in order to accomplish the measures in the accountability plan and to sustain a high level of student achievement that we all strive for.

Summary of Student Progress at CCICS

ELA

Students will become proficient readers of the English Language

ELA	Type	Test	Result
75% at Levels 3&4	Absolute	State ELA exam	Met measure
Performance Index above AMO	Absolute	State ELA exam	Met measure
Outperform the district	Comparative	State ELA exam	Met Measure
Small Effect Size, controlling for Free Lunch Percent	Comparative	State ELA exam	N/A for 2005-06
Outperform the local schools	Comparative	State ELA exam	Met Measure
Reduce by one-half the gap	Value-Added	State ELA exam	N/A for 2004-05

Mathematics

Students will demonstrate steady progress in the understanding and application of Mathematics skills and concepts

Mathematics	Type	Test	Result
75% at Levels 3&4	Absolute	State Math exam	Met measure
Performance Index above AMO	Absolute	State Math exam	Met measure
Outperform the district	Comparative	State Math exam	Met Measure
Small Effect Size, controlling for Free Lunch Percent	Comparative	State Math exam	N/A for 2005-06
Outperform the local schools	Comparative	State Math exam	Met Measure
Reduce by one-half the gap	Value-Added	State Math exam	N/A for 2004-05

Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

Science	Type	Test	Result
75% at Levels 3&4	Absolute	State Science exam	Met measure
Outperform the district	Comparative	State Science exam	Met Measure
Outperform the local schools	Comparative	State Science exam	Met Measure

Social Studies

Students will demonstrate a through understanding of Social studies and the impact of history on modern day.

Social Studies	Type	Test	Result
75% at Levels 3&4	Absolute	State Social Studies exam	Met measure
Outperform the district	Comparative	State Social Studies exam	Met Measure
Outperform the local schools	Comparative	State Social Studies exam	Met Measure

The student's achievement at CCICS has met all measure in all subject areas. Our achievement has significantly exceeded the neighborhood school, as documented through out this report. Additionally, all required measures, including absolute, comparative, and value added have been met.

Unique Programs

Carl C. Icahn Charter School is proud of its many unique programs. The School's focus is to provide a rigorous academic program so that the students will achieve at impressive levels. There are many programs designed to assure that level of achievement. Along with the academic programs, we offer extra-curricular programs to assure that the school's program is deep and broad and to assure that the children are well-rounded, multi-talented citizens. Many programs have as their major goal to improve the academic achievement of the targeted children through small group instruction, remediation, and in many situations, counseling. Other unique programs have as their major goal an extracurricular experience that enriches the lives of our children.

1. After School Program

The after school program is offered to children in all grades who do not have an adult to receive them at our regular 4:00 PM dismissal. The two hour program provides homework assistance, snacks, and to the degree possible, recreation. Seventy-five of our students, representing 30% of the total enrollment attend the program.

2. Saturday Academy

Fifty-seven students attended our Saturday Academy Mathematics Program and sixty-five students enrolled in the Saturday Academy ELA Program. The program provided eight weeks of intensive test preparation in English Language Arts and seven weeks in Mathematics, from 9:00AM to 12:00 noon. Attendance was carefully monitored with parents/guardians of absent children receiving a telephone call by 9:15 AM to question the absence.

Teachers were provided with a specific syllabus and text. A pacing chart was provided to teachers to ensure that time on task was carefully followed. Each skill measured on the test was analyzed and addressed with detailed instruction. Children were identified for mandatory participation, as a result of their ITBS pretest score, noted areas of deficiency by the teacher, and in some instances, as a result of parental request.

3. Targeted Assistance

Our Targeted Assistance program provided service for 40 minutes per day, five days per week to 35 students. The participating students were selected, as always, as a result of low pretest scores on the ITBS. Classroom teachers and TA teachers have articulation periods that afford the opportunity for joint planning and monitoring of student achievement.

4. Extended School Day

All students at Carl C. Icahn Charter School attend classes from 8:30AM to 4:00 PM, with many remaining beyond the school day for tutoring. Our seven and one-half hour day exceeds the schedule of the conventional system schedule of 6 hours and twenty minutes. Our school calendar of 192 days of instruction exceeds the conventional system by 12 days. In addition to the additional instruction and academic support provided to our children, the amount of time spent on non-educational activities is minimized. Other than our school, the community offers little in the way of meaningful activities for the children.

5. Summer Camp

Forty of our third, fourth, fifth and sixth grade children, representing 28% of the eligible students are attending summer camp for a three week period. The program is provided at no cost to the parents/guardians, since the fee was raised by private contributions. Just as we were concerned with the “summer effect” on inner city children in designing our extended school year, we were again concerned with the negative results of having children idle for the summer. The overall goal of the program is to develop independence, maturity, self esteem and improved peer relationships.

6. Unique After School Programs

Our children participated in a wide range of after school activities, designed to foster a team spirit, cooperation, skills and increased self esteem. Activities included:

- Arts & Crafts, Dance for a total of 32 students; Track & Field for 40 students, Basketball for 15 students, Chess team for 14 students.
- We will continue athletic competition through the Charter School Athletic Association. Planned competition will include flag football, volleyball, softball and track.

7. Academic Support

We also provided test taking preparation in the areas of Social Studies for fifth grade children. This program is seen as most significant in our increase on the NYS exam from 94% to 97%. We also provided test taking preparation in Science for fourth grade children with the result of increasing our Level 3 and 4 results from 95% to 100%.

We are proud of our work with our students, which have, for the great majority, enabled them to meet and exceed the state testing standards. We are equally proud of the school culture of enjoyment of hard work and promotion of good character. We look forward to continuing our successful programs and adding additional support. It was our mission from the outset to ask more of our students and families and to provide more. We are excited to continue our work. If anything, we are even more passionate about our mission to provide local children with a rigorous academic program and to graduate hard working, skilled, joyful learners.