

# 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 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> 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 1**

**2008-09**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 31, 2009

By Richard Santiago

1525 Brook Avenue  
Bronx, NY 1057  
718 716 8105

Richard Santiago prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Carl C. Icahn	Chair
Gail Golden	Vice-Chair
Julie Goodyear	Secretary
Robert Sancho	Trustee
Seymour Fliegel	Trustee
Edward J. Shanahan	Trustee
Karen Mandelbaum	Trustee
Robin Williams	Trustee, Parent

## INTRODUCTION

The mission of the Carl C. Icahn Charter School is to use the Core Knowledge curriculum developed by E.D. Hirsch, to provide students with a rigorous academic program offered in an extended day/year

setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.

Carl C. Icahn Charter School opened in September 2001 and initially served grades Kdg-2nd. A grade was added each year culminating in grade eight. Presently Carl C. Icahn Charter School has its full complement of students in grades K–8. Our school is composed of 58% African American and 42% Latino children, with a free and reduced lunch rate of 80%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children, who have demonstrated a deficiency in ELA or Mathematics, as evidenced by the results of an assessment test, are placed in our Targeted Assistance Program. Our TA program consists of in school remediation, afterschool tutoring and Saturday Academy. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction. A full complement of afterschool programs is offered, including chess team, journalism, girl scouts, boy scouts, basketball, football, track and field, step team and cheer leading. We are particularly proud that dozens of our children are provided with a summer camp experience with the Fresh Air Fund and a private camp. A chapter of the National Junior Honor Society was initiated this school year and will continue in 2009. In the 2009 – 2010 school year we will develop a chapter of the National Elementary Honor Society.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04	35	36	34	33	34									172
2004-05	35	36	36	37	36	34								214
2005-06	35	38	36	35	34	32	36							246
2006-07	36	38	37	36	31	32	30	36						276
2007-08	34	35	38	34	40	35	33	29	34					312
2008-09	38	38	38	35	36	40	36	28	28					317

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

Students will become proficient readers of the English language.

#### **Background**

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill readers, workbooks, a strong emphasis on writing, extensive classroom libraries and by-monthly assessments. Our ELA specialist provides small group instruction (Targeted Assistance/TA) for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of reading. The results of all practice tests go through an intensive error analysis by the Director of Assessment and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and ELA specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the child out of TA where appropriate, as well as accept new students as required by their practice test results. The ELA program is personally supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the ELA materials with the NYS ELA Curriculum as well as Core Knowledge.

#### **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**

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. 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 <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	32	0	0	0	32
4	36	0	0	0	36
5	39	0	0	0	39
6	35	0	0	0	35
7	29	0	0	0	29
8	29	0	0	0	29
All	200	0	0	0	200

**Results**

Students in grades three to eight demonstrated strong results with scores significantly higher than the required measure of 75%. It is important to note that the eighth grade students illustrated a significant increase in levels 3-4 over last year’s eighth grade class. The 08-09 eighth grade cohort posted an increase of 27 percentage points over last year’s cohort class. This illustrates the success of one of our main goals for 08-09 in that we would have a significant increase in testing results in our graduating class. All grades exceeded the NYS average for the grade and more than doubled the results of all district students for the grade. We also wish to note that all students in at least their second year at Icahn 1 achieved 94% in levels 3-4.

**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	0	6	84	10	94	32
	Students in At Least 2 <sup>nd</sup> Year	0	7	83	10	<b>93</b>	27
4	All Students	0	11	89	0	89	36
	Students in At Least 2 <sup>nd</sup> Year	0	12	88	0	<b>88</b>	34
5	All Students	0	0	85	15	100	39
	Students in At Least 2 <sup>nd</sup> Year	0	0	82	18	<b>100</b>	33
6	All Students	0	0	86	14	100	35
	Students in At Least 2 <sup>nd</sup> Year	0	0	89	11	<b>100</b>	27
7	All Students	0	0	90	10	100	29
	Students in At Least 2 <sup>nd</sup> Year	0	0	89	11	<b>100</b>	27
8	All Students	0	21	79	0	79	29
	Students in At Least 2 <sup>nd</sup> Year	0	18	82	0	<b>82</b>	28
All	All Students	0	6	86	8	94	200
	Students in At Least 2 <sup>nd</sup> Year	0	6	86	8	<b>94</b>	176

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Evaluation**

Carl C. Icahn Charter School demonstrated strong results in grades three to eight by significantly exceeding the required measure. Our strongest showing was in grades 5, 6 and 7 in which 100% of students achieved results of level 3-4. Grades three, four and eight demonstrated significant testing results that exceeded the required measure.

**Additional Evidence**

A comparative analysis as illustrated below demonstrates significant gains as follows: Our fourth graders have consistently achieved an average of 88% in levels 3-4 over a 6 year span; Our fifth graders have consistently achieved a 91% in levels 3-4 over a 5 year span; Our sixth graders achieved 100% in levels 3-4 for the first time; Our seventh graders also achieved 100% in levels 3-4 as compared to their previous performance of 92%. Our eighth grade illustrated the biggest gains by achieving an 82% in levels 3-4 compared to a 55% last year. The table also illustrates a high level of achievement consistency throughout the grades and from year to year.

**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											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	%	Number Tested	%	Number Tested	%	Number Tested	%	Number Tested	%	Number Tested	%	Number Tested
3					85	33	81	27	83	29	93	27
4	55	11	89	17	87	30	90	31	88	33	88	34
5					85	26	80	25	100	28	100	33
6					73	33	87	23	89	28	100	27
7							74	31	92	25	100	27
8									55	33	82	28
All	55	11	89	17	82	122	83	137	84	176	94	176

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) on the State ELA 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.

**Results**

Carl C. Icahn Charter School students in grade three through eight exceeded the Performance Index of 144 for 2008-2009.

**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	
3-8	0	6	86	8	200

$$\begin{aligned}
 \text{PI} &= 6 + 86 + 8 = 100 \\
 &+ 86 + 8 = 94 \\
 \text{PI} &= \mathbf{194}
 \end{aligned}$$

**Evaluation**

Carl C. Icahn Charter School students significantly exceeded the Annual Measurable Objective (AMO) of 144 with their Performance Index of 194.

**Additional Evidence**

Carl C. Icahn Charter School has shown an increase in the Performance Index from 185 for the 2007-08 school year to 194 for the 2008-09 school year. The percent of children in level 2 decreased by 9 percent from 2007-08 to 2008-09, demonstrating continued achievement.

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

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	137	0	18	75	7	182	122
2006-07	3-7	168	1	18	73	8	180	122
2007-08	3-8	203	0	15	81	4	185	133
2008-09	3-8	200	0	6	86	8	194	144

**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

<sup>2</sup> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

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**

As anticipated, Carl C. Icahn Charter School significantly exceeded the results in every grade as compared to the local school 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	93	27	52.5	2893
4	88	34	56.2	2838
5	100	33	55.9	2676
6	100	27	56.0	2823
7	100	27	53.7	2983
8	82	28	39.3	2961
All	<b>94</b>	176	52.3	17,174

**Evaluation**

As illustrated the results of students who have attended Carl C. Icahn Charter School for at least two years have more than doubled the results of all district students.

**Additional Evidence**

Carl C. Icahn Charter School has significantly exceeded the local district for all grades beginning with our first testing year 2003-04.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					85	45	81	39	83	41	93	52.5
4	55	30	89	48	87	44	90	40	88	42	88	56.2
5					85	37	80	33	100	48	100	55.9
6					73	34	87	37	89	32	100	56.0
7							74	31	92	44	100	53.7
8									55	23	82	39.3
All	55	30	89	48	82	40	83	37	84	39	94	52.3

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state ELA 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 schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the 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 an 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**

Carl C. Icahn Charter School strongly exceeded the predicted measure of performance for the ELA exam.

**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		33	84.9	59.40	25.50	1.90
4		38	89.5	60.40	29.10	2.17
5		32	100	68.57	31.43	2.42
6		34	88.20	52.31	35.89	2.27
7		29	93.10	56.71	36.39	2.25
8		36	58.40	39.78	18.62	1.11
All	66.77	202	85.17	55.97	29.20	2.00

<b>School’s Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

**Evaluation**

Carl C. Icahn Charter School exceeded its predicted level of performance on the state ELA exam higher than expected to a large degree. All testing grades exceeded the performance higher than expected to a large degree.

**Additional Evidence**

For as long as this measure has been required, Carl C. Icahn Charter School has performed higher than expected to a large degree.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	76	137	82.5	46.8	1.90
2006-07	3-7	82.0	167	80.8	44.1	2.39
2007-08	3-8	66.77	202	85.17	55.97	2.00
2008-09	3-8				N/A	N/A

**Goal 1: Growth Measure**

Each year, each 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. 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. 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**

Although the measure was not achieved by all grades, the school as a whole met the measure by increasing the cohort percent in levels 3-4 from 93% to 94%. We recognize that high achieving schools will not always meet this measure from year to year as the results of our school begin at a high level, such as the 5 to 6 grade cohort which posted a 100% pass rate.

**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	
3 to 4	33	88	75	88	NO
4 to 5	34	94	75	100	Yes
5 to 6	31	100	75	100	Yes
6 to 7	29	90	75	100	Yes
7 to 8	29	93	75	80	NO
All	156	93	75	94	Yes

**Evaluation**

Whereas grade level cohort growth for students in grades 3-8 met the 75% measure, students in fourth and eighth grade did not meet the positive growth from subsequent year criteria. In addition, there were significant improvements in grades 5-7. For example, these grade cohort students scored 100% in 2008-09.

**Goal 1: (Optional) Comparative Measure**  
 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 school: CS: 4, 42, 55 MS: 313, 339

**Method**

Carl C. Icahn Charter School tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which Carl C. Icahn Charter School had tested students and the result of the respective grades in the surrounding schools.

**Results**

Carl C. Icahn Charter School significantly exceeded all surrounding similar schools and has consistently done so since testing students began in the 2003 –2004 school year.

<b>2008-2009 NYS ELA Percent Level 3 or higher (All Students)</b>						
School	CS 4	CS 42	CS 55	MS 313	MS 339	<b>CARL C. ICAHN CHARTER SCHOOL</b>
Grade 3	60.8	58.6	48.1			<b>93.8</b>
Grade 4	77.2	48.9	45.6			<b>88.9</b>
Grade 5	46.9	77.7	50.0			<b>100</b>
Grade 6	67.2			61.0	43.9	<b>100</b>
Grade 7	74.4			51.7	43.2	<b>100</b>
Grade 8	39.5			24.2	33.2	<b>79.3</b>
Total	61.0	61.7	47.9	45.6	40.1	<b>93.6</b>

**Evaluation**

This result is above the measure’s requirement that the percent of Carl C. Icahn Charter School students performing at or above Level 3 will be greater than that of the local school in all grades.

**Summary of the English Language Arts Goal**

Carl C. Icahn Charter School met 5 of the 6 English Language arts goals. The growth measure goal was not achieved by two grades.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Achieved
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.	Did Not Achieve
Comparative	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	Achieved

**Action Plan**

Carl C. Icahn Charter School had a very successful testing year. All of the measures were met except for one. The growth measure was not achieved in two grades. The third to fourth grade cohort achieved an 88% in levels 3-4 for both years. Although the scores are high, the results posted no growth from year to year. The seventh to eighth grade cohort results did not meet the measure. Again, our focus was on our graduating class and we expect to see gains next year. The school (All Grades) did meet the measure by posting a modest 1% increase year to year from 93% to 94% in levels 3-4.

We anticipate that our new middle school building, with its full program offerings of a library, science lab, and gymnasium, will continue to result in significantly higher achievement levels in the eighth grade.

## MATHEMATICS

### **Goal 2: Mathematics**

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

#### **Background**

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics for grades K–5 and Glencoe Math for grades 6-8, workbooks, technology and a strong emphasis on hands-on learning and by-monthly assessments. Our Mathematics specialist provides small group instruction (Targeted Assistance\TA) for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of all practice tests go through an intensive error analysis by the Director of Assessment and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and Mathematics specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child’s progress and promote the child out of TA where appropriate, as well as accept new students as required by their practice test results. The Mathematics program is personally supervised by the Principal, Staff Developer, and the Director of Assessment. We review all existing readers and math materials to create alignment with the ever changing NYS curriculum. We retain the services of additional Mathematics specialists from the New York City Math Project at Lehman College, who are responsible for demonstration lessons and participate in developing teaching strategies for K-8. The children in grades K-8 will be utilizing the SuccessMaker software in Math beginning with the 2009-10 school year as a means of improving student math ability. SuccessMaker offers individualized math prescriptions.

### **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 3rd through 8th grades 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 <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	32	0	0	0	32
4	36	0	0	0	36
5	39	0	0	0	39
6	35	0	0	0	35
7	29	0	0	0	29
8	29	0	0	0	29
All	200	0	0	0	200

**Results**

All students in at least their second year met the measure.

**Charter School Performance on 2008-09 State Mathematics 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	0	0	84	16	100	32
	Students in At Least 2 <sup>nd</sup> Year	0	0	83	17	<b>100</b>	29
4	All Students	0	6	39	55	94	36
	Students in At Least 2 <sup>nd</sup> Year	0	6	38	56	<b>94</b>	34
5	All Students	0	0	64	36	100	39
	Students in At Least 2 <sup>nd</sup> Year	0	0	67	33	<b>100</b>	33
6	All Students	0	0	34	66	100	35
	Students in At Least 2 <sup>nd</sup> Year	0	0	41	59	<b>100</b>	27
7	All Students	0	0	34	66	100	29
	Students in At Least 2 <sup>nd</sup> Year	0	0	33	67	<b>100</b>	27
8	All Students	0	0	79	21	100	29
	Students in At Least 2 <sup>nd</sup> Year	0	0	79	21	<b>100</b>	28
All	All Students	0	1	55	44	99	200
	Students in At Least 2 <sup>nd</sup> Year	0	1	57	42	<b>99</b>	178

**Evaluation**

All cohort students in every grade significantly exceeded the measure with 99 % in levels 3-4.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

**Additional Evidence**

As illustrated, this measure has been met beginning with the 2003-04 school year to the present.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	%	Number Tested	%	Number Tested	%	Number Tested	%	Number Tested	%	Number Tested	%	Number Tested
3					100	33	100	27	100	29	100	29
4	75	20	100	22	100	29	94	29	97	33	94	34
5					88	26	100	24	100	28	100	33
6					97	33	100	23	100	28	100	27
7							97	30	100	25	100	27
8									88	33	100	28
All	75	20	100	22	96	121	98	136	97	176	99	178

**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 English language arts 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**

Carl C. Icahn Charter School students significantly exceeded the Annual Measurable Objective (AMO) of 119 with their Performance Index of 199.

**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	
3-8	0	1	55	44	200

$$\begin{aligned}
 \text{PI} &= 1 + 55 + 44 = 100 \\
 &+ 55 + 44 = 99 \\
 \text{PI} &= 199
 \end{aligned}$$

**Evaluation**

Carl C. Icahn Charter School students significantly exceeded the Annual Measurable Objective (AMO) of **119** with their Performance Index of **199**.

**Additional Evidence**

Carl C. Icahn Charter School has shown a high consistency in the Performance Index from year to year. The percent of children in level 2 continues to be a very low percentage throughout all testing years.

**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	3-6	137	0	3	56	41	197	86
2006-07	3-7	167	0	2	66	32	198	86
2007-08	3-8	207	0	2	67	31	198	102
2008-09	3-8	200	0	1	55	44	199	119

**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**

As anticipated, Carl C. Icahn Charter School significantly exceeded the results in every grade as compared to the local school 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	29	86.5	2973
4	94	34	77.1	2890
5	100	33	72.4	2742
6	100	27	65.3	2880
7	100	27	68.6	3077
8	100	28	62.5	3054
<b>All</b>	<b>99</b>	178	<b>72.0</b>	17,616

**Evaluation**

As illustrated, the results of students who have attended Carl C. Icahn Charter School for at least two years have significantly exceeded the results of all district students.

**Additional Evidence**

Carl C. Icahn Charter School has significantly exceeded the local district for all grades beginning with our first testing year 2003-04.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					100	61	100	71	100	81	100	86.5
4	90	48	100	48	100	52	94	60	97	68	94	77.1
5					88	38	100	48	100	65	100	72.4
6					97	30	100	45	100	55	100	65.3
7							97	37	100	56	100	68.6
8									88	45	100	62.5
All	90	48	100	48	97	45	98	53	97	61	99	<b>72.0</b>

**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 schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the 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 an 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**

Carl C. Icahn Charter School strongly exceeded the predicted measure of performance for the Mathematics exam.

**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		33	100	85.39	14.61	1.42
4		41	97.60	77.28	20.32	1.53
5		33	100	76.00	24.00	1.60
6		34	100	68.69	31.31	1.86
7		29	100	66.42	33.58	1.89
8		36	88.80	55.16	33.64	1.62
All		66.77	206	97.57	71.56	26.00

<b>School's Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

**Evaluation**

Carl C. Icahn Charter School exceeded its predicted level of performance on the state Mathematics exam higher than expected to a higher degree. All testing grades exceeded the performance higher than expected to a large degree.

**Additional Evidence**

For as long as this measure has been required, Carl C. Icahn Charter School has performed higher than expected to a large degree.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	3-5	71.6	29	100	76.4	1.75
2005-06	3-6	76	137	97.1	55.0	2.03
2006-07	3-7	82.0	167	97.6	60.1	1.95
2007-08	3-8	66.8	206	97.6	71.56	1.64
2008-09	3-8				N/A	N/A

**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. 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**

Carl C. Icahn Charter School significantly met the measure on all 5 grades with a 99% school pass rate for 2008-09. In grades 3 to 4, we went from a perfect score (100%) to an exemplary score of 94% but there was a decrease in the percentage for that grade. We will continue to monitor this particular grade closely for immediate interventions, (i.e. TA, SuccessMaker, etc.)

**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	
3 to 4	33	100	75	94	No
4 to 5	37	97	75	100	YES
5 to 6	31	100	75	100	YES
6 to 7	29	100	75	100	YES
7 to 8	29	100	75	100	YES
All	159	99	75	99	YES

**Evaluation**

Cohort students who tested in 2007-08 and 2008-09 have shown consistency in reaching a level 3-4 on the NYS Mathematics exam in the following school year. In 2007-08 the school percent at level 3 and 4 was 99% compared to 99% in 2008-09. This illustrates a high level of consistency in the mathematics program.

**Goal 1: (Optional) Comparative Measure**  
 Each year, the percent of students performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of the following similar school: CS: 4, 42, 55 MS: 313, 339

**Method**

Carl C. Icahn Charter School tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which Carl C. Icahn Charter School had tested students and the result of the respective grades in the surrounding schools.

**Results**

Carl C. Icahn Charter School significantly exceeded all surrounding similar schools.

<b>2008-2009 NYS Math Percent Level 3 or higher (All Students)</b>						
School	CS 4	CS 42	CS 55	MS 313	MS 339	<b>CARL C. ICAHN CHARTER SCHOOL</b>
Grade 3	96.4	89.9	96.4			<b>100</b>
Grade 4	86.4	58.8	73.6			<b>94</b>
Grade 5	73.4	96.1	81.8			<b>100</b>
Grade 6	78.5			74.3	50.4	<b>100</b>
Grade 7	78.1			76.7	67.1	<b>100</b>
Grade 8	79.7			48.9	66.1	<b>100</b>
Total	82.0	81.6	83.9	66.6	61.2	<b>99</b>

**Evaluation**

This result is above the measure’s requirement that the percent of Carl C. Icahn Charter School students performing at or above Level 3 will be greater than that of the local school in all grades.

**Summary of the Mathematics Goal**

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Achieved
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.	Not Achieved
Compare	Each year, the percent of students performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of the following similar schools: CS: 4,42,55 MS: 313, 339	Achieved

**Action Plan**

Carl C. Icahn Charter School met all of the measures except for one. The growth measure from the third to the fourth grade was not met by one child. The cohort grade did achieve 94% in levels 3-4. Carl C. Icahn Charter School will continue utilizing the NYC Math Project as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally we will use Pearson's SuccessMaker to meet every child's individual needs in mathematics.

**SCIENCE**

**Goal 3: Science**

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

**Background**

Our science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text. An important change in our science program is the addition of our science lab in the new middle school. All students have their own microscope and a complete supply of slides for individual and independent study, curriculum-aligned DVDs and software, as well as completely stocked library for independent reading in the area of science. All classes in our new middle school have smart boards and the lower school will have them added in the near future. We are therefore planning to provide distance learning to our students in this area. It is our intention to provide advanced instruction in science to enable our students to take the high school Biology Regents, as we did in the area of foreign language and mathematics.

**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**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 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.

**Results**

All students in at least their second year met the measure.

**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 3/4	
4	All Students	0	0	50	50	100	36
	Students in At Least 2 <sup>nd</sup> Year	0	0	53	47	<b>100</b>	34
8	All Students	0	14	79	7	86	28
	Students in At Least 2 <sup>nd</sup> Year	0	11	81	8	<b>89</b>	27

**Evaluation**

As stated above, our school continues to perform strongly in the area of science. We attribute our success in this area as well as the students’ love of science to the resources provided to them, most importantly a NYS science certified teacher. As we mentioned in last year’s report, we expected a significant increase in the pass rate because of the addition of a science lab.

**Additional Evidence**

Our analysis of our 4<sup>th</sup> grade results illustrated a 25% gain from our initial testing in 2003-04, and a 3% gain from 2007-08. The eighth grade showed an increase of 12 percentage points over the 2007-08 school year.

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

Percent of Students Enrolled in At Least Second Year at Levels 3 and 4												
Grade	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	75	15	95	18	100	25	91	29	97	33	100	34
8									77	31	89	27

**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**

District NYS science results are not yet available.

**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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	34	N/A	N/A
8	89	27	N/A	N/A

**Evaluation**

District NYS science exam results are not yet available.

**Goal 3: (Optional) Comparative Measure**

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

**Method**

Carl C. Icahn Charter School tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of the 4<sup>th</sup> grade and 8<sup>th</sup> grade in which Carl C. Icahn Charter School had tested students and the result of the respective grades in similar schools.

**Results**

District NYS science results are not yet available.

2008-2009 NYS Science Percent Level 3 or higher (All Students)						
School	CS 4	CS 42	CS 55	MS 313	MS 339	CARL C. ICAHN CHARTER SCHOOL
Grade 4	N/A	N/A	N/A	N/A	N/A	<b>100</b>
Grade 8	N/A	N/A	N/A	N/A	N/A	<b>86</b>

**Evaluation**

District NYS science results are not yet available.

**Summary**

Carl C. Icahn Charter School students met the absolute measure as illustrated below. The comparative measure with the local school district and similar schools is not available at this time.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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
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.	District results not available
Comparative	Each year, the percent of students performing at or above Level 3 on the State Science exam in each tested grade will be greater than that of the following similar schools: CS: 4,42,55 MS: 313, 339	District results not available

**Action Plan**

As stated previously, we will continue our efforts to ensure that our students are provided with all available resource and their instruction is aligned with the NYS standards in Science.

**SOCIAL STUDIES**

**Goal 4: Social Studies**

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

**Background**

Carl C. Icahn Charter School students continue to perform exceptionally well in Social Studies due to our NYS aligned Core Knowledge program which is considered to have this subject as its strongest area. In addition we provide three social studies teachers to ensure that the children receive a thorough instructional program in this area. The use of the Pearson Social Studies Text, numerous videos, smart boards, computer lab (i.e. Blogging, Ezine Writing), debate teams and library books all contributed to their success.

**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**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2008 and 8th grade in June 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.

**Results**

All students in at least their second year met the measure.

**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	0	0	62	37	100	39
	Students in At Least 2 <sup>nd</sup> Year	0	0	58	42	<b>100</b>	33
8	All Students	0	7	86	7	93	29
	Students in At Least 2 <sup>nd</sup> Year	0	4	89	7	<b>96</b>	28

**Evaluation**

A careful analysis of the above table illustrates that the provision of three teachers in this area bring non-cohort students to a level which greatly surpasses their previous performance in neighborhood schools. There has been particular concern regarding the low performance of NYC students on the NYS Social Studies exam. Students at Carl C. Icahn Charter School however, have greatly outperformed their peers since our initial testing in this area. Although the 2008-09 results for district school are not yet available, our history has certainly proven a record of performance that greatly exceeds the neighborhood schools. There have been noticeable gains in the percent of students scoring Level 4.

**Additional Evidence**

An examination of year-to-year trends for the fifth and eighth grade clearly illustrates our exceptional performance in this area.

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

Percent of Students Enrolled in At Least Second Year at Levels 3 and 4												
Grade	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			97	33	100	18	100	24	96	28	100	33
8									90	31	96	28

**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**

District NYS Social Studies results are not yet available.

**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 <sup>nd</sup> Year		N/A	
	Percent	Number Tested	Percent	Number Tested
5	100	33	N/A	N/A
8	96	28	N/A	N/A

**Evaluation**

District NYS Social Studies results are not yet available.

**Goal 4: (Optional) Comparative Measure**

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

**Method**

Carl C. Icahn Charter School tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of the 5<sup>th</sup> and 8<sup>th</sup> grade in which Carl C. Icahn Charter School had tested students and the result of the respective grades in similar schools.

**Results**

District NYS Social Studies results are not yet available.

2008-2009 NYS Social Studies Percent Level 3 or higher (All Students)						
School	CS 4	CS 42	CS 55	MS 313	MS 339	<b>CARL C. ICAHN CHARTER SCHOOL</b>
Grade 5	N/A	N/A	N/A	N/A	N/A	<b>100</b>
Grade 8	N/A	N/A	N/A	N/A	N/A	<b>93</b>

**Evaluation**

District NYS Social Studies results are not yet available.

**Summary**

Carl C. Icahn Charter School students met the absolute measure as illustrated below. The comparative measure with the local school district and similar schools is not available at this time.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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
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.	District results not available
Comparative	Each year, the percent of students performing at or above Level 3 on the State Social Studies exam in each tested grade will be greater than that of the following similar schools: CS: 4,42,55 MS: 313, 339	District results not available

**Action Plan**

As stated previously, we will continue our efforts to ensure that our students are provided with all available resource and their instruction is aligned with the NYS standards.

**NCLB**

**Goal 5: NCLB**

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**Goal 5: Absolute Measure**

**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.

**Results**

Carl C. Icahn Charter School has met the NCLB requirement for the 2008-09 school year.

**Evaluation**

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), thereby 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.

We have received recognition from the NYSED Commissioner for High Performing/Gap Closing School for the 2004-05 and 2005-06 school years. Additionally, our school has been recognized as one of seven charter schools in the nation for High Performing/Gap Closing, May 2007, by the U.S. Department of Education.

**Additional Evidence**

As illustrated below, Carl C. Icahn Charter School has met the NCLB requirement for the last 5 years.

**NCLB Status by Year**

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing



- b. Satisfactory – *satisfactorio*      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*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      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*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      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*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      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*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      d. Excellent - *excelente*
9. My child is receiving a quality education.  
*Mi niña(o) esta recibiendo una educación de alta calidad.*
- a. Poor – *nunca*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      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*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      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*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      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*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      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*                                  c. Good - *bien*  
b. Satisfactory – *satisfactorio*      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%.

QUESTIONS	POOR	SATISFACTORY	GOOD	EXCELLENT	N/A
1	0	21	84	202	0
2	0	17	66	230	0
3	1	6	74	221	0
4	0	5	46	250	0
5	0	10	79	214	0
6	1	9	80	212	0
7	0	5	67	230	0
8	0	10	89	205	0
9	0	5	44	253	0
10	1	28	78	194	0
11	0	14	93	195	0
12	0	12	65	225	0
13	1	3	29	146	123
14	2	7	42	251	0
15	0	7	46	249	0
<b>TOTAL:</b>	6	159	982	3277	123

**Evaluation**

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

Ninety three percent (93%) of our children are brought to school and picked up by their parents/guardians each day. The remaining six percent (7%) arrive to school by bus. Therefore the great majority of parents/guardians have daily communication with the teachers and administration, affording them 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.

**Goal 6: Fiscal Soundness**

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

**Goal 6: Absolute Measure**

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

**Method:**

Annually, the Board of Trustees approves a budget for Carl C. Icahn Charter School.

**Results:**

Board Approved Budget	\$	4,149,686
Final Revised Budget	\$	
Date Revised: <u>          N/A          </u>		
<i>Actual Revenues</i>	\$	4,294,492
Actual Expenses	\$	4,279,065
Difference	\$	15,427

**Evaluation:**

For the 2008-2009 fiscal year, the school recorded a net gain of \$15,427. The school was able to provide all the necessary tools and resources to teachers and administrators to accomplish the measures in the accountability plan and to sustain a high level of student achievement that we all strive for.