

## Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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**

**2009-10  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2010

By Daniel Garcia

1525 Brook Avenue  
Bronx, NY 10457  
718-716-8105

Daniel Garcia prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Voting Board Position
Carl C. Icahn	President
Gail Golden	Chair
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Robin Williams	Parent Guardian Assn. President

## INTRODUCTION

The mission of the Icahn Charter School 1 is to use the Core Knowledge curriculum developed by E.D. Hirsch, to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.

Icahn Charter School 1 opened in September 2001 and initially served Kindergarten through Grade two. A grade was added each year culminating in grade eight. Presently Icahn Charter School 1 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 65%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children, who have demonstrated a deficiency in ELA or Mathematics, as evidenced by the results of an assessment test, are placed in our Targeted Assistance Program. Our TA program consists of in school remediation, after-school 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 2010. In the 2009 – 2010 school year a chapter of the National Elementary Honor Society was developed.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	35	36	36	37	36	34								214
2006-07	35	38	36	35	34	32	36							246
2007-08	36	38	37	36	31	32	30	36						276
2008-09	34	35	38	34	40	35	33	29	34					312
2009-10	38	39	39	35	39	37	40	36	28					331

## ENGLISH LANGUAGE ARTS

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

All Icahn Charter School 1 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 through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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.

## **2009-10 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	35	0	0	0	35
4	39	0	0	0	39
5	37	0	0	0	37
6	40	0	0	0	40
7	36	0	0	0	36
8	28	0	0	0	28
All	215	0	0	0	215

### Results

All students in grades three to eight demonstrated strong performances with scores higher than the required measure of 650. Those students who were enrolled at least in their second year demonstrated the same or higher scores compared to all students.

### Charter School Performance on 2009-10 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	97.1	35
	Students in At Least 2 <sup>nd</sup> Year	<b><u>96.8</u></b>	32
4	All Students	97.4	39
	Students in At Least 2 <sup>nd</sup> Year	<b><u>96.8</u></b>	31
5	All Students	97.3	37
	Students in At Least 2 <sup>nd</sup> Year	<b><u>100</u></b>	34
6	All Students	97.5	40
	Students in At Least 2 <sup>nd</sup> Year	<b><u>97.2</u></b>	36
7	All Students	100	36
	Students in At Least 2 <sup>nd</sup> Year	<b><u>100</u></b>	28
8	All Students	82.1	28
	Students in At Least 2 <sup>nd</sup> Year	<b><u>85.9</u></b>	27
All	All Students	95.2	215
	Students in At Least 2 <sup>nd</sup> Year	<b><u>96.1</u></b>	187

### Evaluation

Icahn Charter School 1 met its measure as students demonstrated strong performances in grades three to eight as they exceeded the required measure of 650 in each grade. Our strongest showing was in grades 5 through 8 in which 100% of students achieved results of 650 or higher. Grades three, and four demonstrated significant testing results that exceeded the required measure.

<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.

## Additional Evidence

Since the measure has changed from the percentage at Levels 3 and 4 to Scale Score a direct comparison with previous years was not made. Based on Scale Score, the table 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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	81	27	83	29	93	27	96.8	32
4	90	31	88	33	88	34	96.8	31
5	80	25	100	28	100	33	100.0	34
6	87	23	89	28	100	27	97.2	36
7	74	31	92	25	100	27	100.0	28
8			55	33	82	28	82.1	27
All	83	137	84	176	94	176	96.1	187

#### Goal 1: Absolute Measure

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

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2009-10 is 155.<sup>2</sup> 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

In grades three through eight, Icahn Charter School 1 students exceeded the Performance Index of 155 for 2009-2010.

<sup>2</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

### Calculation of 2009-10 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	38	55	7	215

$$\begin{aligned}
 \text{PI} &= 38 + 55 + 7 = 100 \\
 &+ 55 + 7 = 62 \\
 \text{PI} &= 162
 \end{aligned}$$

#### Evaluation

Icahn Charter School 1 students significantly exceeded the Annual Measurable Objective (AMO) of 155 with their Performance Index of 162.

#### Additional Evidence

Icahn Charter School 1 has shown a decrease in the Performance Index from 194 for the 2008-09 school year to 162 for the 2009-10 school year. The percent of children in level 2 increased by 32 percent from 2008-09 to 2009-10, demonstrating the need to review our instructional approach to working with students performing at the interface between Levels 2 and 3.

### English Language Arts 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		
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
2009-10	3-8	215	0	38	55	7	162	155

#### Goal 1: Comparative Measure

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

#### Method

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

#### Results

Icahn Charter School 1 significantly exceeded the results in every grade as compared to CSD #9.

**2009-10 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	72.0	32	28.2	2822
4	61.0	31	36.8	2809
5	50.0	34	26.9	2672
6	61.0	36	23.0	2719
7	100	28	19.1	2783
8	79.0	27	24.0	3066
All	71.0	187	<b>26.3</b>	16,871

**Evaluation**

The results of Icahn Charter School 1 student performance on the 2009-10 NYS ELA assessment for at least two years show they out-scored District #9 student by more than 44 points.

**Additional Evidence**

Icahn Charter School 1 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 at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	81	39	83	41	93	52.5	72	28.2
4	90	40	88	42	88	56.2	61	36.8
5	80	33	100	48	100	55.9	50	26.9
6	87	37	89	32	100	56.0	61	23.0
7	74	31	92	44	100	53.7	100	19.1
8			55	23	82	39.3	79	24.0
All	83	37	84	39	94	52.3	71	26.1

**Goal 1: Comparative Measure**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public 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.

## Results

Icahn Charter School 1 strongly exceeded the predicted measure of performance for the ELA exam.

### 2008-09 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		32	93.8	68.4	25.4	1.87
4		36	88.9	69.4	19.5	1.49
5		39	100.0	75.7	24.3	2.15
6		35	100.0	73.1	26.9	2.02
7		29	100.0	70.6	29.4	1.91
8		29	79.3	56.7	22.6	1.29
All	63.6	200	94.0	69.4	24.6	1.80

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

## Evaluation

Icahn Charter School 1 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, Icahn Charter School 1 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
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	63.6	200	94.0	69.4	1.80
2009-10	3-8				N/A	N/A

**Goal 1: Growth Measure**

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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**

The measure was achieved by all grades, and the school as a whole met the measure by increasing the cohort percent. We recognize that high achieving schools will not always meet this measure from year to year as the results of begin at a high level.

**Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	31	88	650	96.8	YES
5	34	100	650	100.0	YES
6	36	100	650	97.2	NO
7	28	100	650	100.0	YES
8	27	93	650	82.1	NO
All	156	93	650	96.1	YES

Grade level cohort growth was demonstrated for all students in grades 3, 4, NS 7 as they met or exceeded the 650 measure. Grades 6 and 8 did not meet the measure. One student in grade 6 and 4 students in grade 8 scored below 650.

**Goal 1: Optional 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 schools: CS: 4, 42,55, MS 313,339

## 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

<b>2009-2010 NYS ELA Percent Level 3 or Higher By All Students*</b>						
School	CS 4	CS 42	CS 55	MS 313	MS 339	<b>ICAHN CHARTER SCHOOL 1</b>
Grade 3	32.5	23.3	15.0			72
Grade 4	33.3	47.9	20.2			61
Grade 5	18.2	27.6	18.9			50
Grade 6	8.7			20.0	14.4	61
Grade 7	17.2			9.4	14.7	100
Grade 8	47.5			29.8	12.6	79
Total	26.2	32.9	18.0	19.7	13.9	71

\* Source - [http://www.emsc.nysed.gov/irts/ela-math/2010/2010 ELAandMathDistrictandBuildingAggregatesmedia.pdf](http://www.emsc.nysed.gov/irts/ela-math/2010/2010%20ELAandMathDistrictandBuildingAggregatesmedia.pdf)

This result meets the measure, and is above the measure's requirement that the percent of Icahn Charter School 1 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

Icahn Charter School 1 met all English Language arts goals.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	No Achieved
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**

Icahn Charter School 1 had a successful testing year. While the change in scoring had a significant impact on outcome of percentages in each Level, Icahn Charter School students demonstrated growth and significantly outscored their peers in District #9 and the schools identified by Icahn Charter School 1 for comparison. A comparison of performance outcomes between the school and District #9 over two years shows District #9 students demonstrated a greater drop in their performances.

The data indicate a significant downward turn in the achievement of students who are at the border of proficiency, between high Level 2 and low Level 3. In the coming year we plan to analyze the impact of our instruction on these students to identify possible changes we can introduce to support their increased academic achievement.

Our new middle school building, with its full program offerings of a library, science lab, and gymnasium, continues to result in significantly higher achievement levels in the eighth grade.

## MATHEMATICS

### **Goal 2: Mathematics**

All Icahn Charter School 1 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 began utilizing the SuccessMaker software in Math in 2009-10 school year as a means of improving student math ability. SuccessMaker offers individualized math prescriptions.

### **Goal 2: Absolute Measure**

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2009-10 the criterion for success on this measure required 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. For 2010-11, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	35	0	0	0	35
4	39	0	0	0	39
5	37	0	0	0	37
6	40	0	0	0	40
7	36	0	0	0	36
8	28	0	0	0	28
All	215	0	0	0	215

**Results**

The results for all students and for students enrolled in at least their second year were almost identical. Both groups in each grade met the measure

**Charter School Performance on 2009-10 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100	35
	Students in At Least 2 <sup>nd</sup> Year	<u>100</u>	32
4	All Students	100	39
	Students in At Least 2 <sup>nd</sup> Year	<u>100</u>	32
5	All Students	100	37
	Students in At Least 2 <sup>nd</sup> Year	<u>100</u>	34
6	All Students	100	40
	Students in At Least 2 <sup>nd</sup> Year	<u>100</u>	37
7	All Students	100	36
	Students in At Least 2 <sup>nd</sup> Year	<u>100</u>	32
8	All Students	100	28
	Students in At Least 2 <sup>nd</sup> Year	<u>100</u>	27
All	All Students	100	215
	Students in At Least 2 <sup>nd</sup> Year	<u>100</u>	194

**Evaluation**

The measure was met.

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<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

The data presented in the table below show a high performance at the school through its history, in which the measure was continuously met.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	27	100	29	100	29	100	32
4	94	29	97	33	94	34	100	32
5	100	24	100	28	100	33	100	34
6	100	23	100	28	100	27	100	37
7	97	30	100	25	100	27	100	32
8			88	33	100	28	100	27
All	98	136	97	176	99	178	100	194

#### Goal 2: Absolute Measure

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

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2009-10 is 135<sup>4</sup>. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

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<sup>4</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

## Results

Icahn Charter School 1 students significantly exceeded the Annual Measurable Objective (AMO) of 135 with their Performance Index of 187.

### Calculation of 2009-10 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	13	58	29	215

$$\begin{array}{rcccccc} \text{PI} & = & 13 & + & 58 & + & 29 & = & 100 \\ & & & & + & & 29 & = & 87 \\ & & & & & & \text{PI} & = & \mathbf{187} \end{array}$$

## Evaluation

The measure was met, PI at Icahn Charter School 1 was greater than the AMO.

## Additional Evidence

The 2009-10 PI dropped 12 points below the 2008-09 PI, and remained well above the AMO.

### 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		
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
2009-10	3-8	215	0	13	58	29	187	135

### 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

Icahn Charter School 1students out-scored their peers in a range which extended from 34.8 percent by 5th graders to 69.5 percent by 8th graders.

### 2009-10 State Mathematics Exam Charter School and District Performance by Grade Level

Grade math	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	81.2	32	36.8	2921
4	90.6	32	38.8	2898
5	76.4	34	41.6	2798
6	83.7	37	36.9	2823
7	96.8	32	34.8	2943
8	100.0	27	30.5	3169
All	88.1	194	<b>42.7</b>	17,552

## Evaluation

The comparison measure was met.

## Additional Evidence

The data presented in the table below show a high performance at the school through its history, in which the Icahn students have consistently out-scored their District #9 peers.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	71	100	81	100	86.5	81.2	36.8
4	94	60	97	68	94	77.1	90.6	38.8
5	100	48	100	65	100	72.4	76.4	41.6
6	100	45	100	55	100	65.3	83.7	36.9
7	97	37	100	56	100	68.6	96.8	34.8
8			88	45	100	62.5	100.0	30.5
All	98	53	97	61	99	72.0	88.1	42.7

## 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.

**Results**

Icahn Charter School 1 strongly exceeded the predicted measure of performance for the Mathematics exam.

**2008-09 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		32	100.0	90.5	9.5	1.23
4		35	94.2	83.2	11.0	0.97
5		39	100.0	83.8	16.2	1.45
6		35	100.0	76.0	24.0	1.49
7		29	100.0	80.2	19.8	1.40
8		29	100.0	70.8	29.2	1.57
All		63.6	199	99.0	81.0	18.0

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

**Evaluation**

Icahn Charter School 1 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, Icahn Charter School 1 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
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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	63.6	199	99.0	81.0	1.35
2009-10					N/A	N/A

### **Goal 2: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

### **Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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

Icahn Charter School 1 significantly met the measure on all 5 grades with a 100% school pass rate for 2009-10. We will continue to monitor this particular grade closely for immediate interventions, (i.e. TA, SuccessMaker, etc.)

### Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	32	94	650	100	YES
5	34	100	650	100	YES
6	37	100	650	100	YES
7	32	100	650	100	YES
8	27	100	650	100	YES
All	162	99	650	100.0	YES

## Evaluation

Cohort students who tested in 2008-09 and 2009-10 have shown consistency in reaching a level 3-4 on the NYS Mathematics exam in the following school year. In 2008-09 the school percent at level 3 and 4 was 99% compared to 100% in 2009-10. This illustrates a high level of consistency in the mathematics program.

## Additional Evidence

### Goal 2: Optional 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

Icahn Charter School 1 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which Icahn Charter School 1 had tested students and the result of the respective grades in the surrounding schools.

## Results

Icahn Charter School 1 significantly exceeded all surrounding similar schools.

2009-2010 NYS Math Percent Level 3 or higher by all Students						
School	CS 4	CS 42	CS 55	MS 313	MS 339	ICAHN CHARTER SCHOOL 1
Grade 3	45.0	29.6	24.8			81.2
Grade 4	56.4	52.6	42.9			89.7
Grade 5	48.5	36.2	43.7			72.9

Grade 6	26.1			22.1	26.3	82.5
Grade 7	41.4			35.9	11.3	97.2
Grade 8	40.0			35.7	20.2	100.0
Total	42.9	39.4	37.1	31.2	19.2	87.25

### **Evaluation**

This result is above the measure's requirement that the percent of Icahn Charter School 1 students performing at or above Level 3 will be greater than that of the local school in all grades.

### **Summary of the Mathematics Goal**

The Icahn Charter School 1 achieved both absolute and comparative goals, along with its optional goal. The school was not successful in achieving its growth goal.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved
Optional	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, CS 42, CS 55, MS 313, and MS 339	Achieved

### **Action Plan**

Icahn Charter School 1 met all of its measures. Icahn Charter School 1 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

All Icahn Charter School 1 students will demonstrate competency in understanding and application of scientific reasoning.

### Background

The Icahn Charter School 1 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 2010. 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

As this report is being constructed, percentages of students in at least their second year were not available. 97 % of 4th grade students, and 100% of 8th grade students demonstrated proficiency or better.

#### Charter School Performance on 2009-10 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	3	44	54	97	39
	Students in At Least 2 <sup>nd</sup> Year	0					
8	All Students	0	0	54	46	100	28
	Students in At Least 2 <sup>nd</sup> Year	0	0			<b>100</b>	

### Evaluation

The measure was met by 8th grade students and probably met for 4th grade students. 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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	91	29	97	33	100	34	97	39
8			89	27	77	31	100	28
All	91	29	93	60	88.5	65	98.5	67

### 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

The comparison cannot be made until the data are available.

### 2009-10 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	97	39	N/A	N/A
8	100	28	N/A	N/A

## Evaluation

An assessment of the school's performance in meeting the measure cannot be made until data are available.

## Additional Evidence

While the comparison trends cannot be made until the data are available, the results of all students show Icahn Charter School 1 students have scored high in science, and have scored higher than their District #9 peers.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	91	59	97	60	100	N/A	97	N/A
8		18	77	31	89	N/A	100	N/A
All	91	38.5	87	45.5	94.5	N/A	98.5	N/A

### **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

Icahn Charter School 1 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 Icahn Charter School 1 had tested students and the result of the respective grades in similar schools.

## Results

District NYS science results are not yet available.

<b>2009-2010 NYS Science Percent Level 3 or higher (All Students)</b>						
School	CS 4	CS 42	CS 55	MS 313	MS 339	<b>ICAHN CHARTER SCHOOL 1</b>
Grade 4	N/A	N/A	N/A	N/A	N/A	<b>97</b>
Grade 8	N/A	N/A	N/A	N/A	N/A	<b>100</b>

## Summary

Where data are available the science measures have been met by Icahn Charter School 1 students.

<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.	Achieved
Optional	Icahn Charter School 1 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 Icahn Charter School 1 had tested students and the result of the respective grades in similar schools.	Achieved

**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

All Icahn Charter School 1 students will demonstrate a thorough understanding of Social Studies and the impact of history of modern day

All Icahn Charter School 1 students will demonstrate a thorough understanding of Social Studies and the impact of history of modern day

### Background

Icahn Charter School 1 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 2009 and 8th grade in June 2010. 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

The data available when this report was written included performance by all students at each proficiency level, but not for students who were in at least their second year at the school.

#### Charter School Performance on 2009-10 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	6	58	36	94	36
	Students in At Least 2 <sup>nd</sup> Year	0	N/A	N/A	N/A	<u>N/A</u>	N/A
8	All Students	0	0	54	46	100	28
	Students in At Least 2 <sup>nd</sup> Year	0	0	N/A	N/A	<u>100</u>	N/A

### Evaluation

The measure was met for 8th graders, since all students including those in at least their second year scored 100%. The measure for 5th graders was probably met, given all students scored 94%

**Additional Evidence**

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	100	24	96	28	100	33	± 94	36
8			90	31	96	28	100	28
All	100	24	93	59	98	61	97	64

**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 data are not available for the comparison to be made.

**2009-10 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		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	94	36	N/A	N/A
8	100	28	N/A	N/A

**Evaluation**

With no data available, the measure could not be assessed.

**Additional Evidence**

District data are not available for the comparison to be made

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	100	N/A	96	N/A	100	N/A	94	N/A
8		N/A		N/A	96	N/A	100	N/A
All	100	N/A	96	N/A	98	N/A	97	N/A

#### **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**

Icahn Charter School 1 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 Icahn Charter School 1 had tested students and the result of the respective grades in similar schools.

#### **Results**

District NYS Social Studies results are not yet available.

2009-2010 NYS Social Studies Percent Level 3 or higher by all Students						
School	CS 4	CS 42	CS 55	MS 313	MS 339	<b>ICAHN CHARTER SCHOOL 1</b>
Grade 5	N/A	N/A	N/A	N/A	N/A	<b>94</b>
Grade 8	N/A	N/A	N/A	N/A	N/A	<b>100</b>

#### **Summary**

Where data were available, measures were met.

<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.	N/A
Optional	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	N/A

#### **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

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

## Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

## Results

Icahn Charter School1 has met the NCLB requirement for the 2009-10 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, Icahn Charter School 1 has met the NCLB requirement for the last 5 years.

**NCLB Status by Year**

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

2009-10	Good Standing
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## APPENDIX B: OPTIONAL GOALS

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

### Goal 6: Parent Satisfaction

Parents will demonstrate a strong support and commitment to the school

### Goal 6: Absolute Measure

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

### Method

A parent survey is provided to all parents/guardians of students who attend Icahn Charter School 1. 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.

### Results

Responses pertaining to 15 questions contained in the 2009-10 Parent Satisfaction Survey were received. The data are illustrated in three tables. The first shows a response rate of 92% among 331 families, where an average of 305 responses were received. The second shows the percent of respondent satisfaction, based on the sum of respondents indicating Satisfactory, Good, or Excellent to questions posed. The third table displays a breakdown of responses by survey category.

#### 2009-10 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
305	331	92%

#### 2009-10 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
1. I feel welcome when I visit this school.	100
2. This school provides a safe environment for learning	100
3. My child has up-to-date instructional tools (Books, computers, videos, etc.) that are used effectively	99
4. The school holds high academic expectations for my child	100
5. The school holds high expectations of discipline for my child	100
6. I regularly read progress reports and notices sent home from school	99
7. Homework assignments are a valuable contribution to my child's learning.	100
8. My child has enough supplies, materials, and text books to help with his/her studies.	100
9. My child is receiving a quality education	100
10. The school keeps me informed about what goes on at the school	99

11. The school clearly tells me what the school's goals are	100
12. School property and building are clean and well maintained	100
13. I would like my younger children to attend the school.	99
14. I would recommend my child's school to other parents.	99
15. My child's attendance is monitored by the school calling about absences.	100

### 2009-10 Parent Satisfaction Survey Results By Choice Category

Item	Poor	Satisfactory	Good	Excellent	N/A	Total
1	0	25	82	200	0	1
2	0	15	68	228	0	2
3	1	10	72	219	0	3
4	0	9	44	248	0	4
5	0	14	79	210	0	5
6	1	13	78	210	0	6
7	0	10	66	228	0	7
8	0	15	88	200	0	8
9	0	9	43	250	0	9
10	1	30	78	193	0	10
11	0	20	93	189	0	11
12	0	12	69	226	0	12
13	1	3	27	159	141	13
14	2	7	40	261	0	14
15	0	5	54	237	0	15

### Evaluation

The measure "Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey" was met. Question 13, dealing with whether or not respondents would like younger children to attend the school was different from others in that 42% were not parents of younger children. Of those with younger children, 99% indicated satisfaction with the question.

### Goal 6: Absolute Measure

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

### Method

Tracking of Icahn Charter School 1 students is maintained by the Principal, using attendance records, and interactions with parents.

### Results

All Icahn Charter School 1 students who did not graduate in 2008 from the school returned in the school for the 2008-09 school year. The measure was met.

### 2009-10 Student Retention Rate

2007-08 Enrollment	Number of Students Who Graduated in 2007-08	Number of Students Who Returned in 2008-09	Retention Rate 2008-09 Re-enrollment ÷ (2007-08 Enrollment – Graduates)
316	36	280	100%

#### Evaluation

The measure was met.

#### Additional Evidence

Year	Retention Rate
2005-06	N/A
2006-07	N/A
2007-08	N/A
2008-09	100%
2009-10	N/A

#### Goal 6: Absolute Measure

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

#### Method

For each month, the principal determines the number of instructional days. Each teacher records the presence or absence of each student on each instructional day of the month. The principal maintains a spread sheet with monthly attendance data from each class. The data includes: Total Number of School Days, Average Daily Attendance, Aggregate Attendance Percent for the Month, Total Number of Attendees, and Maximum Number of Attendees.

#### Results

Icahn Charter School 1 met its attendance measure. Five grades, 1, 2, 3, 6, and 7 met the measure, while grades 4, and 8 missed it by .3 to .1 percent.

#### 2009-10 Attendance

Grade	Average Daily Attendance Rate
1	95%
2	96%
3	96%
4	94.9%
5	94.6%
6	95%
7	95.5%
8	94.9%
Overall	95.26%

## Evaluation

With the exception of 2005-06 when the average school-wide attendance rate was 94%, the Icahn Charter School 1 school-wide attendance rate met or slightly exceeded 95%

## Additional Evidence

Year	Average Daily Attendance Rate
2005-06	94%
2006-07	95%
2007-08	95%
2008-09	95%
2009-10	95.26%

### Goal 7: Fiscal Soundness

Icahn Charter School 1 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 Icahn Charter School 1.

#### Results:

Board Approved Budget	\$	4,374,787.00
Final Revised Budget	\$	
Date Revised: <u>          N/A          </u>		
Actual Revenues	\$	\$5,069,304.47
Actual Expenses	\$	\$4,929,833.60
Difference	\$	\$139,470.87

#### Evaluation:

For the 2009-2010 fiscal year, the school recorded a net gain of \$139,470.87. 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.