

Accountability Plan Progress Reports for the 2007-08 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

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

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

**Carl C. Icahn
CHARTER SCHOOL
Bronx North**

**2007-08
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2008

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Brenda Carrasquillo-Silen and Jose Obregon prepared this 2007-08 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Carl C. Icahn	President
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INTRODUCTION

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

We opened our doors to 108 students in Kindergarten, First and Second Grade on September 14, 2007. Each class had a roster of 18 students. Prior to this date, staff attended Professional Development Workshops (The Core Knowledge Curriculum, Writing Process, Creating and Maintaining Leveled Libraries, and Inquiry Research to mention a few). Faculty familiarized themselves with our new instructional materials and resources that were going to be used for instruction.

Intensive professional development was crucial for our novice faculty. Teacher training sessions were also an opportunity for faculty that never met one another to begin to work as a team. Furniture was unpacked, assembled and classrooms were organized. Everyone worked together to create an inviting educational and learning environment for our students.

Open house sessions were held for the parents of our new students, whose names were randomly drawn through our lottery the previous Spring. These sessions were conducted during the summer months and our parents were presented with informative workshops about our instructional practices and expectations. Staff was present to meet and greet our parents. Additionally each parent was given a new book for their child, along with information about their child's first reading homework assignment. Reading logs and book lists were distributed. Everyone was looking forward to the start of the new school year!

The school year got off to a strong start until the student transportation issues arose. Families that did not qualify for yellow bus transportation were given metro-cards. The principal personally spoke to these families about their commitment to keep their children in our school until the terminal grade. The parents insisted emphatically they could bring their children to school.

As the school year progressed and the temperature began to drop, parents encountered great hardship in bringing their children to our location and discharges occurred. This academic year we have had a 20.9% discharge rate. Our student population stabilized four months into our academic year with a group of students who either have yellow bus transportation or walk to school.

Instability of student population affects delivery and continuity of instruction. It created an additional challenge for our novice staff.

As a replication school the collaboration with the first Carl C. Icahn Charter School was on-going. The CCICS data expert provided support services. Next year the efforts will be intensified. He will:

- continue providing sessions on the effective use of data with an emphasis on New York State Standardized Examinations.
- train and work closely with the new Bronx North Assessment Coordinator.
- continue to assist in the replication of testing strategies, policies and procedures.

Bi-weekly visits will be conducted by Mr. Litt. He will meet with administration and teachers. Mr. Litt will provide leadership in coordinating, facilitating, managing and supervising the effective replication of the original model.

MISSION:

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

STAFFING and PROFESSIONAL DEVELOPMENT:

Two thirds of our classroom teachers are new to teaching this year. Mentors have worked with two of them as part of their continuing education program. Consultants in Mathematics, Literacy and Library Services have worked with all of the teachers this year providing ongoing support. The administration has also regularly met with staff providing another source of professional development. Workshops have been provided in the Core Knowledge Curriculum, Integrating literacy and Mathematics with the Core Knowledge program, Hands-on strategies for teaching mathematics, science and social studies, leveled classroom libraries, integrating technology with instruction, assessment, interpretation of data, and more. Staff development is at the heart of the program at CCICSBN, as it is at the original Icahn Charter School.

CURRICULUM:

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

ACADEMICS:

Our English Language Arts program uses direct, explicit, systematic and sequential phonics instruction and decodable literature to promote early reading success. Students read award-winning fiction and non-fiction literature. Each classroom has numerous library books for the children to borrow. Teachers maintain a log of each child's reading. In addition, all grades have class sets of well known children's literature for in class use and guided reading lessons. The Waterford Early Learning Program, which integrates the use of technology and fundamental reading instruction, is another facet of our instructional program.

All children participate in the Iowa Test of Basic Skills by taking a baseline test in October and a post test in June. The baseline results determine each child's reading and mathematics strengths and areas in need of strengthening. Our Targeted Assistance Program and after school tutoring provide individualized remediation using the ITBS as a guide. Baseline assessments are used to drive the instructional program. Lesson plans reflect individualized instruction needs.

The mathematics program at Carl C. Icahn Charter School Bronx North provides a curriculum that covers units beyond the conventional curriculum. Demonstration lessons and peer coaching ensure that the teachers benefit from the latest research on the teaching of mathematics. Those students, who need to strengthen their skills, as determined by baseline testing and teacher judgment, are afforded small group instruction forty minutes each day, five days a week.

As with all major subject areas, the ongoing assessment documents a child's progress for teachers and parents.

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

Social Studies is a truly exciting course at CCICS. Our children, beginning with early childhood classes, learn about the continents, ancient Greece, ancient Rome, exploration, colonialism, slavery, and more! Research, hands-on learning and field trips enrich instruction and support student learning.

ASSESSMENT:

Additionally, the Iowa Test of Basic Skills (ITBS) is a collection of tests used to assess student strengths and weaknesses in various areas of Reading, Language and Mathematics in Kindergarten, First and Second Grades, as well as Social Studies, Science and Sources of Information in Second Grade. The ITBS was administered as a pre-test to all enrolled students in October of 2007. Student answer documents were sent to the Riverside Publishing Company where they were scored and the results were sent back to CCICSBN. Individual student performance scores were reported as were individual class scores and grade level scores. The scores from this norm-referenced test were used to identify our students' strengths and weaknesses in the assessed skills area. These scores also highlight class and grade level strengths and weaknesses. Individual and class scores were used in planning classroom instruction, and targeted assistance grouping patterns. Grade level scores were evaluated to determine program needs.

In June of 2008, the ITBS was again administered to our enrolled students as a post-test and evaluative measure to determine growth and improvement in our individual students, classes and grades. Again, the same processes for test administration and scoring were repeated. We are proud to report that on the whole, our students' scores demonstrate significant improvement in most areas tested. Those areas tested that did not reflect significant improvement are the areas that we have targeted as focal points to strengthen our instructional strategies and practices.

Grade level tables comparing pre and post test scores in all skills areas tested are contained within this report. An Improvement column indicates the percent of increase in our student and grade level scores.

An analysis and comparison of the October 2007, and June 2008 assessment data was completed by administration and staff. Following each table is our interpretation of these results.

DEMOGRAPHIC CHARACTERISTICS:

Bussing

Eighty percent (80%) of our diverse ethnic student population is bussed to our school from different areas of the Bronx. Twenty percent (20%) of our students are brought to our school by their parents. Eligible students were issued Metro Cards from the Office of Pupil Transportation. Discharges from our school occurred as parents had difficulty bringing their children to our three fare zone site.

Number of Students Bussed By Grade	Districts Where Students Are Bussed From
Kindergarten = 32	District 7 = 5%
First Grade = 27	District 8 = 14%
Second Grade = 29	District 9 = 22%
Total: 88 students out of 110 enrolled students	District 10 = 7%
	District 11 = 23%
	District 12 = 29%

Lunches

Eligible for Free Lunch	57%
Reduced-Price Lunch	25%
Total:	82%

Limited English Proficient	10%
Special Education	6%

Racial/Ethnic Origin

American Indian or Alaska Native	0%
Black or African American	48%
Hispanic or Latino	44%
Asian or Native Hawaiian/Other Pacific Islander	1%
White	2%
Other	5%

School Enrollment by Grade Level and School Year 2007 - 2008

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08	38	36	36	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	110

ENGLISH LANGUAGE ARTS

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

Background

The English Language Arts Core Knowledge Curriculum is supported through the McMillan-McGraw Hill Reading Program supplemented by Classroom Leveled Libraries and the Waterford Early Learning Intervention Program, which integrates the use of technology and fundamental reading instruction. Because of the grade levels of our students they are not yet eligible to participate in New York State Standardized Assessments. The Iowa Test of Basic Skills was used as pre and post testing assessments.

Method

CCICSBN students (our present second graders) will be administered the NYS ELA exam as third graders (their second year of attendance), in January of 2009. Since 2007 - 2008 is the first year of our charter, The Iowa Test of Basic Skills (ITBS) was used for pre and post student assessment in Kindergarten, First and Second Grades. (Please refer to the section titled: Additional Evidence: The Iowa Test of Basic Skills (ITBS).) The school will administer the New York State Testing Program English language arts assessment to students in grade 3 (our present second graders) in January 2009.

Results

There are no NYS ELA results at the present time.

Charter School Performance on 2007-08 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

***** There were no students who met the criteria for assessment in the CCICSBN during the 2007 – 2008 school year.*

Evaluation

Our students are meeting their goals. The children developed and demonstrated steady progress as evidenced through analysis of the Iowa Test of Basic Skills alternative assessment results.

Additional Evidence: The Iowa Test of Basic Skills (ITBS)

Background

Analysis of each grade level's pre and post test results of the Iowa Test of Basic Skills provide evidence that our students have demonstrated significant and consistent progress in many areas during this school year.

Method

Students were administered the Iowa Test of Basic Skills by their classroom teacher over a six-day period. Make-up testing was administered by the Targeted Assistance Instructors as needed.

Results: Kindergarten ELA

As illustrated on page 13, Kindergarten classes demonstrated NCE gains from pre to post test.

Evaluation

A comparison and analysis of the pre and post testing results of the Kindergarten student scores indicate that the students are not only able to read "words", but that they are able to utilize strategies they have learned this year to read words that are unfamiliar to them. Students show progress and improvement in vocabulary, but this growth is not as significant as their growth indicators in reading, both words and in the area of word analysis.

Our classroom leveled libraries and leveled readers are supporting our students' progress. Results also suggest that the students had an age appropriate auditory vocabulary when they first entered our school which is now supported by their strong abilities to decode and read while they bring their comprehension skills to their new achievements. Students show significant growth in their listening skills and abilities as well as their overall achievement in the combined areas of language arts.

Action Plan

These scores strongly support the continued implementation of our Core Knowledge Curriculum integrated with the use of our MacMillan Treasures Reading Program supported by the Waterford Program. To continue to increase vocabulary and literacy skills, we will add more experiences and activities that will boost our kindergarten and first grade students' listening skills using games, and movement while teaching/reinforcing conceptual language. Additionally, emphasis on spelling new vocabulary words will be included in classroom instruction.

Results: First Grade ELA

As illustrated on page 13, first grade classes demonstrated NCE gains from pre to post test.

Evaluation

Classroom teachers agree, that we must continue our work in the area of vocabulary development and word analysis skills. We base this statement on teacher observations, records and their knowledge of their students.

Action Plan

Professional development is planned for our teachers focusing on vocabulary development strategies, word analysis skills, integrating spelling strategies and the different types of comprehension questions that support higher level thinking and reading. Additionally oral language experience will be bolstered through trips and hands-on experiences which are supported visually through text and labeling.

Results: Second Grade ELA

As illustrated on page 13, second grade classes demonstrated NCE gains from pre to post test.

Evaluation

Data indicates that our second graders made significant progress. With the increased instructional emphasis on the writing process in second grade teachers agreed that we must continue these efforts as they move on to Grade 3. The use of ELA strategies has been encouraged to support the process of putting thoughts and ideas on paper. The sophisticated vocabulary of the Core Knowledge Curriculum lends itself to this process. As students mature and gain facility with writing they will be better prepared for the Grade 3 extended response questions and Grade 4 tests.

Action Plan

We will continue to use the Core Knowledge Curriculum, integrating the McMillian-McGraw Hill Treasures Reading Program along with the Waterford Early Learning Program, and leveled classroom libraries. Continued Professional Development will be provided to support staff and instruction. Direct strategies for improving student writing skills will be integrated into all learning areas in order to better prepare this population for the Grade 3 ELA. Additionally, the use of ELA data to drive instruction will be a focal point for workshops during the Summer, 2008 and throughout the school year. A Grade 2 paraprofessional will be hired to provide additional classroom support.

MATHEMATICS

Goal 2: Mathematics

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

Background

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

Method

CCICSBN students (our present second graders) will be administered the NYS Mathematics exam as third graders (their second year of attendance), in the Spring of 2009. Since 2007 - 2008 is the first year of our charter, The Iowa Test of Basic Skills (ITBS) was used for pre and post student assessment in Kindergarten, First and Second Grades. (Please refer to the section titled: Additional Evidence: The Iowa Test of Basic Skills (ITBS).) The school will administer the New York State Testing Program Mathematics assessment to students in grade 3 (our present second graders) in the Spring of 2009.

Results

There are no NYS Mathematics Exam results at the present time.

Charter School Performance on 2007-08 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

***** There were no students who met the criteria for assessment in the CCICSBN during the 2007 – 2008 school year.*

Evaluation

Our students are meeting their goals. The children developed and demonstrated steady progress as evidenced through analysis of the Iowa Test of Basic Skills alternative assessment results.

Additional Evidence: The Iowa Test of Basic Skills (ITBS)

Background

Analysis of each grade level's pre and post test results of the ITBS provide evidence that our students have demonstrated significant and consistent progress in many areas during this school year.

Method

Students were administered the Iowa Test of Basic Skills by their classroom teacher over a six-day period. Make-up testing was administered by the Targeted Assistance Instructors as needed.

Results: Kindergarten Level: Mathematics

As illustrated on page 13, Kindergarten Grade classes demonstrated NCE gains from pre to post test.

Evaluation

Students made significant progress during this school year. Classroom teachers agreed that they will continue to focus in on mathematics vocabulary and operations.

Action Plan

We will continue with the present instructional program while integrating more literature based activities that support reading and a mathematics vocabulary. Additional funds have been allocated for the purchasing of mathematics classroom libraries, at all grade levels. Teachers along with the classroom paraprofessionals will continue to participate in mathematics hands-on professional development.

Results: First Grade Level: Mathematics

As illustrated on page 13, First Grade classes demonstrated NCE gains from pre to post test.

Evaluation

Data demonstrates students made progress during this school year. Classroom teachers agreed to continue emphasizing hands-on activities and problem solving strategies.

Action Plan

While we will continue to use our present curriculum and materials, we will also work to increase our student's knowledge of mathematical vocabulary and conceptual language related to sizes, shapes and fractional parts. More hands-on experiences and use of manipulatives will be integrated with problem solving and instructional practices. These topics will be discussed in professional development sessions.

Results: Second Grade Level: Mathematics Total

As illustrated on page 13, Second Grade classes demonstrated NCE gains from pre to post test.

Evaluation

Data suggests that our second graders demonstrated progress. Classroom teachers will continue to strengthen mathematical concepts and problem solving. Data suggests that the mathematics professional development was successful.

Action Plan

Our instructional program next year will include timed experiences to build speed and accuracy solving simple addition and subtraction facts in preparation for the Grade 3 timed Mathematics State Test. Mathematical equations will also be presented in horizontal and vertical formats and students will learn strategies for obtaining the correct answers. Auditory practice using game-like activities will also support student listening and mental math skills.

Summary of Data

The Core Totals provide data that combines different areas of the ITBS Subtests. The scores are determined according to the following criteria:

Kindergarten and First Grade Core Totals:

The Vocabulary, Language and Mathematics scores are added together and divided by 3.

Second Grade Core Total:

The Reading Total, Language and Mathematic Total scores are added together and divided by 3

The results are found on the chart below:

NCE Score Report	Oct-07	June-08	Oct-07 (Pre)	June-08 (Post)	NCE Pre & Post Difference	Percent of Growth
Teacher	Number Tested	Number Tested	NCE Core Total	NCE Core Total		
R. Lerche	12	18	25	37	12	48%
M. Montgomery	18	19	35	45	10	29%
Total Kindergarten	30	37	32	41	9	28%
N. Nedlinger	18	19	43	48	5	12%
K. Rose	18	17	46	52	6	13%
Total 1st	36	36	45	50	5	11%
M. Fernandez	17	18	34	40	6	18%
N. Santiago	18	18	35	40	5	14%
Total 2nd	35	36	34	40	6	18%

Evaluation

Analysis and comparison of Core Totals indicate that students in all grades made progress in their overall learning during the 2007 – 2008 school year. The highest percentile increases are in Kindergarten. Here the students are coming to the school fresh and ready to learn. This is a very strong indicator that the students attending the CCICSBN are learning and making academic progress in the areas of reading, language and mathematics as supported by our Core Knowledge Curriculum. The data shows a need for additional targeted assistance teachers and paraprofessionals for students most in need, which has been addressed as stated previously.

Action Plan

We will continue our comprehensive literacy and mathematics instruction, aligned with State standards utilizing the Core Knowledge Curriculum. This will provide opportunities for students to improve their academic skills through:

- shared reading, guided reading, independent reading, read aloud, author studies, genre studies
- use of technology and the Waterford Intervention Program.
- opportunities for observation, questioning, reflecting and problem solving.
- participation in Extended Year, Extended Day and Saturday Academy Programs.
- participation in targeted assistance small group instruction, 5 days per week.
- participation in class projects, oral presentations, written reports and trips.

Two (2) additional targeted assistance teachers and paraprofessionals have been hired for academic year 2008-2009.

Professional Development sessions have been planned beginning August 20th in New York State ELA and Mathematics Assessment and Instruction. IOWA data will be reviewed during the data driving instruction sessions. The review of student work portfolios in writing and mathematics coupled with norm referenced data will serve as a great jump start for all the new teachers that will be joining us in September. A 2008-2009 staff developer position has been created due to an increase in our AOE.

As a replication school the collaboration with the first Carl C. Icahn Charter School will continue. This year the CCICS data expert provided support services. Next year the efforts will be intensified.

He will:

- Continue providing sessions on the effective use of data with an emphasis on New York State Standardized Examinations.
- Train and work closely with the new Bronx North Assessment Coordinator.
- Continue to assist in the replication of testing strategies, policies and procedures.

Bi-weekly visits will be conducted by Mr. Litt. He will meet with administration and teachers. Mr. Litt will provide leadership in coordinating, facilitating, managing and supervising the effective replication of the original model.

SCIENCE

Goal 3: Science

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

Background

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

Method

CCICSBN students (our present second graders) will be administered the NYS Science exam as fourth graders (their third year of attendance), in the Spring of 2010. Since 2007 - 2008 is the first year of our charter, The Iowa Test of Basic Skills (ITBS) was used for pre and post student assessment in Kindergarten, First and Second Grades. (Please refer to the section titled: Additional Evidence: The Iowa Test of Basic Skills (ITBS).) The school will administer the New York State Testing Program Science assessment to students in grade 4 (our present second graders) in the Spring of 2010.

Results

There are no NYS Science Exam results at the present time.

Charter School Performance on 2007-08 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

***** There were no students who met the criteria for assessment in the CCICSBN during the 2007 – 2008 school year.
We are a K-2 school.*

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

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

Method

CCICSBN students (our present second graders) will be administered the NYS Social Studies exam as fifth graders (their fourth year of attendance), in the Fall of 2010. Since 2007 - 2008 is the first year of our charter, The Iowa Test of Basic Skills (ITBS) was used for pre and post student assessment in Kindergarten, First and Second Grades. (Please refer to the section titled: Additional Evidence: The Iowa Test of Basic Skills (ITBS).) The school will administer the New York State Testing Program Social Studies assessment to students in grade 5 (our present second graders) in the Fall of 2010.

Results

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

Charter School Performance on 2007-08 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

***** There were no students who met the criteria for assessment in CCICSBN during the
2007 – 2008 school year.
We are a K-2 school.*

NCLB

Goal 5: NCLB

The school will make adequate yearly progress.

Background

The Carl C. Icahn Charter School Bronx North (CCICSBN) is a brand new educational replica of the original and successful Carl C. Icahn Charter School Bronx North and has just completed its first year of operation.

Results

Since the students of the Carl C. Icahn Charter School Bronx North have just completed their first academic year in grades Kindergarten, First and Second grade, there is no hard data to support us as having made Adequate Yearly Progress for **two** consecutive years.

Evaluation

We are unable to evaluate this goal at this time by the established NYS criteria, but the results of our alternative assessments strongly support student learning and academic achievement.

PARENT AND STUDENT SATISFACTION

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

Background

Parents first met our staff after their children were chosen by lottery to attend our new charter school. Orientation and meet the staff/administration sessions were held before the start of the academic year. Our open door policy provides two-way communication between the school and home. To date, parents have been very supportive of our school and programs.

Method

The survey administered to our parents was developed by staff of the Carl C. Icahn Charter School. As a replica school we used the same survey to poll the opinions of our parents. Each student was given an envelope containing the survey to take home to their parent(s). Parents completed their survey at home and then returned it to the school through their child, or in person. Teacher's recorded the names of the students who returned their surveys. Surveys were resent as requested. Results were tabulated by an administrative assistant and are reported below. Taking into account

siblings and our need to receive only one returned survey per family, 98% of our 106 families responded.

Results

Of the parent responses received, approximately 98% of our parents surveyed were satisfied that CCICSBN was not only providing a welcoming, and rigorous standards based learning environment for their children but also a safe and well maintained environment. Combining open communication with regular progress reports and notices, parents are more than willing to recommend CCICSBN to others as well as enroll their other children in our school. We did not double count households with more than one student in our school.

2007-08 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
95	106 11 surveys not returned Total returned surveys 95	90%

2007-08 Parent Satisfaction on Key Survey Results

		Rating Scores			
		Poor	Satisfactory	Good	Excellent
Question 1	People feeling welcomed at the school.	1	4	24	44
Question 2	Safe environment in school.	3	4	23	41
Question 3	Students are using instructional tools effectively.	3	7	27	37
Question 4	School holds high academic expectations.	0	5	16	54
Question 5	School holds high discipline expectations.	0	7	26	40
Question 6	Parent regularly reads progress reports and notices sent from school.	0	7	22	44
Question 7	Parent approval of homework assignments.	0	3	19	55
Question 8	Sufficient material provided by school to aid in learning and homework.	2	7	30	39
Question 9	Child is receiving a quality education.	0	3	16	57
Question 10	Daily/Weekly information from school staff about school education/mechanics are adequate.	3	12	13	48
Question 11	School's goals to parent(s) are clear.	2	12	24	31
Question 12	Clean and well maintained classrooms to ensure a proper learning atmosphere.	0	7	28	38
Question 13	Parent would send other siblings to our school.	1	4	5	19
Question 14	Recommend our school to other parents.	1	2	19	50
Question 15	School Staff keeps parents informed about school absences.	4	12	25	31

Totals: 20 96 317 628

Evaluation

The parent satisfaction measure was overwhelmingly met beyond our expectations. Our parents' responses indicated their commitment to our school and their child's educational program.

Action Plan

We will continue to foster open communication with parents as well as an exemplary learning environment and instructional practices for their children.

Goal 7: Students and parents will demonstrate a higher level of responsibility for their academic progress.

Method

Student attendance will be tracked daily, weekly and monthly. For this section of the report, we must have at least two years of data.

Results

There is no data available at this time.

2007-08 Student Retention Rate

*****Data not yet available.

Evaluation

Responses to our Parent Survey strongly support that our students population will remain constant during the next school year, with new entrants at the kindergarten level. Additionally, as of the last day of the 2008 school year, parents have indicated that all of our students will be returning to us in the Fall.

Goal 6: Each year the school will have a daily attendance rate of at least 90 percent.

Background

Students in the CCICSBN begin school in September and end their academic year in the middle of July.

During this past year, 80% of our students were bused and 20% of our students are brought to school by their parents. Attendance data is monitored at the school level and electronically maintained through the New York City Department of Education's Automate the Schools System.

Results

2007-08 Attendance

Grade	Average Daily Attendance Rate
K	94.3 %
1	94.9 %
2	95.4 %
3	NA
4	NA
5	NA
6	NA
7	NA
8	N
Overall	94.7 %

Evaluation

Data supplied by the New York City Department of Education Automate the Schools System of Accountability indicates that the classes at each grade level maintained at least an average attendance rate of 90%. Review of the data demonstrates that the overall average daily attendance rate was 94.7%.

Action Plan

We will continue to teach the importance of excellent attendance patterns and its impact on a high quality education with our students and their parents. Daily telephone calls by 9:15AM will continue to be logged in. Student attendance incentives will continue. Congratulatory letters to parents will be sent home. Attendance bulletin board will chart class and grade progress.

Goal 7: Carl. C. Icahn Charter School Bronx North will maintain strong fiscal practices and effective, responsible decision-making.

Background

Our business manager is responsible for all fiscal matters, including keeping administration informed of all matters and practices.

Results

We have maintained a balanced budget.

Evaluation

Our methods and strategies for handling all finances and spending worked well to support our sound financial decisions.

Action Plan

Our recording keeping practices and automated management systems will be kept in place.

ADDENDUM

CCICSBN is committed to the education of all students whether enrolled in our school one day prior to testing or not. The data previously presented is of students that were either enrolled with us during the pre or post testing periods inclusive of students that were with us for one year. This addendum represents one year cohort data.

<u>Kgn.</u>					
COHORT SIZE 25					
	PRE NCE		POST NCE		
	Reading	Math	Reading	Math	
Ms M - 9	37.2	36.2	63.6	48	Averages Per Class
Ms L - 16	33.3	29.2	73.7	42.4	
Total	35.75	33.58	67.38	45.92	Total Average Per Grade

Data shows an increase in post NCE.

<u>1st Grade</u>					
COHORT SIZE 25					
	PRE NCE		POST NCE		
	Reading	Math	Reading	Math	
Mr N - 10	53.4	46.3	60.7	57.8	Averages Per Class
Ms R - 15	61.3	44	65.4	50.7	
Total	58.16	44.92	63.52	53.52	Total Average Per Grade

Data shows an increase in post NCE

2nd Grade

COHORT SIZE 32

	PRE NCE		POST NCE		
	Reading	Math	Reading	Math	
Ms S - 16	43.4	28.8	46.9	35.5	Averages Per Class
Ms F - 16	36.9	29.3	46.3	35.5	
Total	40.26	29.06	46.61	35.53	Total Average Per Grade

Data shows an increase in post NCE

ENGLISH LANGUAGE LEARNERS	ELL - READING NCE AVERAGE			
	Cohort	Cohort size	Pre Reading	Post Reading
ELL-K	5	30.8	5	76.2
ELL-1	1	86	1	79
ELL-2	5	22.4	5	32.8
	PRE-TOTAL	46.4	POST-TOTAL	62.6

The data shows an increase in the overall pre/post student scores for English Language Learners in our school. Although one Grade 1 student shows a decrease, the students' pre Grade Equivalent Score was 2.2 and the post Grade Equivalent Score was 2.9.

Cohort	ELL - MATH NCE AVERAGE			
	Cohort size	Pre Math	Cohort Size	Post Math
ELL-K	5	38.8	5	51
ELL-1	1	54	1	56
ELL-2	5	17.6	5	26.2
	PRE-TOTAL	36.8	POST-TOTAL	44.4

The data shows all English Language Students made an increase in the overall pre/post scores.

SPECIAL EDUCATION

SPED.ED - READING NCE AVERAGE				
Cohort	Cohort size	Pre Reading	Cohort size	Post Reading
SPEC.ED - K	1	28	1	13
SPED.ED - 1	2	40.5	2	64
SPED.ED - 2	3	21.3	3	25.7
PRE-TOTAL		29.93	POST-TOTAL	
			35.9	

The data shows an increase in the overall pre/post student scores for Special Education students in our school. It is important to note that prior to attending CCICSBN, the above children were not identified as special education and therefore did not receive any needed services prior to attending CCICSBN. As soon it was evident that they were at risk they received targeted assistance support services. The majority made significant improvement.

SPED.ED - MATH NCE AVERAGE				
Cohort	Cohort size	Pre Math	Cohort Size	Post Math
SPEC.ED - K	1	13	1	13
SPED.ED - 1	2	54.5	2	69
SPED.ED - 2	3	19	3	21
PRE-TOTAL		28.83	POST-TOTAL	
			34.33	

The data shows an increase in the overall pre/post student scores for Special Education students in our school.