

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 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

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

**ICAHN
CHARTER SCHOOL 2**

**2009-10
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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

Trustee's Name	Board Position
Carl C. Icahn	Chair
Gail Golden	Member
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Tamara Delgado	Parent Guardian Representative

INTRODUCTION

The mission of the Icahn Charter School 2 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 2 opened in September 2007 and initially served Kindergarten through Grade two. A grade was added each year culminating in grade eight. In the fall 2010, Icahn Charter School 2 will open as a K-5 school. The school is composed of 45% African American, 50% Hispanic, 2,3% Multi-ethnic, 1.7% Asian, and 1% White children, with a free and reduced lunch rate of 69.5%. 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. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction.

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														
2006-07														
2007-08	36	36	36											108
2008-09	39	40	35	24										138
2009-10	40	39	38	33	25									175

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn Charter School 2 Students will become proficient readers of the English language.

Background

The English Language Arts Core Knowledge Curriculum is supported through the McMillan-McGraw Hill Reading Program supplemented by Classroom Leveled Libraries and the Waterford Early learning Program, which integrates the use of technology and fundamental reading instruction. Our Grade 3 and 4 students were administered the New York State English Language Arts Examination for the first time in January 2010.

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 ¹			Total Enrolled
		IEP	ELL	Absent	
3	33	0	0	0	33
4	25	0	0	0	25
All	58	0	0	0	58

¹ 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.

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	100	33
	Students in At Least 2 nd Year	<u>100</u>	28
4	All Students	96	25
	Students in At Least 2 nd Year	<u>96</u>	23
All	All Students	98	58
	Students in At Least 2 nd Year	<u>98</u>	51

Evaluation

Icahn Charter School 2 met its measure as students demonstrated strong performances in grades 3 and 4 as they exceeded the required measure of 650 in each grade. All grade 3 students achieved Scale Scores higher than 650. 96% of grade 4 students, 24 or 25 students, achieved Scale Scores higher than 650.

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. The cohort of 3rd grade students in 2008-09 scored 96% in 2008-09 and 2009-10.

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	N/A	N/A	N/A	N/A	96%	26	100%	33
4	N/A	N/A	N/A	N/A	N/A	N/A	96%	25
All	N/A	N/A	N/A	N/A	96%	26	98%	58

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 155.² 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 3 and 4, all Icahn Charter School 2 students exceeded the Performance Index of 155 by achieving a PI of 179.2 for 2009-2010. Those who were enrolled in at least their second year scored higher with a PI of 184.

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	
3-4	0	12	35	11	58

$$\begin{array}{rcl}
 \text{PI} & = & 21 + 60 + 19 = 100 \\
 & & + 60 + 19 = 79 \\
 \text{PI} & = & \mathbf{179}
 \end{array}$$

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students who were enrolled at least in their second year at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0	9	31	11	51

$$\begin{array}{rcl}
 \text{PI} & = & 17.0 + 61 + 22 = 101 \\
 & & + 61 + 22 = 83 \\
 \text{PI} & = & \mathbf{184}
 \end{array}$$

Evaluation

All Icahn Charter School 2 students significantly exceeded the Annual Measurable Objective (AMO) of 155 with their Performance Index of 179. Those who were enrolled at least in their second year scored even higher at PI -184.

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

Additional Evidence

Icahn Charter School 2 has shown a decrease in the Performance Index from 200 for the 2008-09 school year to 184 for the 2009-10 school year. The percent of children in level 2 increased by 19 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	N/A						122	
2007-08	N/A						133	
2008-09	3		0	0	54%	46%	200	144
2009-10	3-4	58	0	19%	60.4%	20.6%	179	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 2 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	28	38.6	2328
4	60.8	23	36.2	2396
All	80.4	51	37.4	4724

Evaluation

The results of Icahn Charter School 2 student performance on the 2009-10 NYS ELA assessment for at least two years show they out-scored District #8 student by more than 43 percentage points.

Additional Evidence

Icahn Charter School 2 has significantly exceeded District 8 in both operational years.

**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	N/A		N/A		100%	68.3%	100%	38.6%
4	N/A		N/A		N/A	N/A	60.8%	36.2%
All	N/A		N/A				80.4%	37.4%

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 2’s Effective Size is Higher than expected to a large degree.

2008-09 English Language Arts Comparative Performance by Grade Level

Not Applicable

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		26	100.0	72.3	27.7	2.24
4						
5						
6						
7						
8						
All	52.1	26	100.0	72.3	27.7	2.24

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Icahn Charter School 2 exceeded its predicted level of performance on the state ELA exam higher than expected to a large degree.

Additional Evidence

Icahn Charter School 2 has performed higher than expected to a large degree in its first testing year.

English Language Arts Comparative Performance by School Year

Not Applicable

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	N/A					
2007-08	N/A					
2008-09	3	52.1	26	100.0	72.3	2.24
2009-10	3-4				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	YES
All	31	88	650	96	YES

Grade level cohort growth was demonstrated for all students in grades 3-4 as they met or exceeded the 650 measure.

Summary of the English Language Arts Goal

Icahn Charter School 2 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.	Achieved

Action Plan

Icahn Charter School 2 had a testing year with mixed results. While the change in scoring had a significant impact on outcome of percentages in each Level, Icahn Charter School 2 students significantly outscored their peers in District #8 and the schools identified for comparison. A comparison of grade 3 performance outcomes between the school and District #8 over two years

shows District #8 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.

MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 2 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.

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 3rd and 4th 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 ³			Total Enrolled
		IEP	ELL	Absent	
3	33	0	0	0	33
4	25	0	0	0	25
All	58	0	0	0	58

Results

³ 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

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	33
	Students in At Least 2 nd Year	<u>100</u>	28
4	All Students	96	25
	Students in At Least 2 nd Year	<u>96</u>	23
All	All Students	98	58
	Students in At Least 2 nd Year	<u>98</u>	51

Evaluation

The 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 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	N/A	N/A	N/A	N/A	100%	25	100%	28
4	N/A	N/A	N/A	N/A	N/A	N/A	96%	23
All	N/A	N/A	N/A	N/A	100%	25	98%	51

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 135⁴. 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

Icahn Charter School 2 students significantly exceeded the Annual Measurable Objective (AMO) of 135 with their Performance Index of 195.

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	
3-4	0	3	29	26	58

$$\begin{aligned}
 \text{PI} &= 5 + 50 + 45 = 100 \\
 &+ 50 + 45 = 95 \\
 \text{PI} &= \mathbf{195}
 \end{aligned}$$

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students who were enrolled in at least their second year at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0	3	25	23	51

$$\begin{aligned}
 \text{PI} &= 6 + 47 + 47 = 100 \\
 &+ 47 = 94 \\
 \text{PI} &= \mathbf{194}
 \end{aligned}$$

Evaluation

The measure was met, PI at Icahn Charter School 2 was greater than the AMO. All Icahn Charter School 2 students achieved a PI of 195, those who were enrolled at least in their second year, scored a PI of 194.

Additional Evidence

A comparison of the school-wide Performance Index for 2008-09 and 2009-10 shows the AMO was surpassed by significant margins both years. The difference in 2008-09 was 81 points, while in 2009-10 it was 63 points.

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	N/A						86	

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

2007-08	N/A							102
2008-09	3	25	0	0	48	52	200	119
2009-10	3-4	58	0	5	50	45	195	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 2 students 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100%	28	36.8%	2921
4	96%	23	38.8%	2898
All	98%	51	37.8%	5819

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	N/A		N/A		100%	86.5%	100%	36.8
4	N/A		N/A		N/A	N/A	96%	38.8
All	N/A		N/A				98	37.8

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

Determine of comparative performance cannot be made at this time since 2008-09 included NYS ELA testing for the first time.

2008-09 Mathematics Comparative Performance by Grade Level

Not Applicable

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		25	100.0	91.9	8.1	1.21
4						
5						
6						
7						
8						
All	52.1	25	100.0	91.9	8.1	1.21

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Icahn Charter School 2 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

Icahn Charter School 2 has performed higher than expected for one year.

Mathematics Comparative Performance by School Year

Not Applicable

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	N/A					
2006-07	N/A					
2007-08	N/A					
2008-09	3	52.1	25	100.0	91.9	121
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 2 significantly met the measure on both 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	100.0	YES
All	32	94	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.

Summary of the Mathematics Goal

The Icahn Charter School 2 achieved most goals, including both absolute, one comparative goal, and its optional goal. The school was not successful in achieving its growth goal, and was not able to measure its second comparative goal for lack of data.

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.	Achieved

Action Plan

Icahn Charter School 2 met all of its measures. Icahn Charter School 2 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 2 students will demonstrate competency in understanding and application of scientific reasoning.

Background

The Icahn Charter School 2 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 4th and 8th 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					25
	Students in At Least 2 nd Year	0					23

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 4th 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	N/A						92	23
All							92	23

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	92	25	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 is available, the results of all students show Icahn Charter School 2 students have scored high in science, and have scored higher than their District 8 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								
All								

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:

Method

Icahn Charter School 2 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of the 4th grade in which Icahn Charter School 2 had tested students and the result of the respective grades in similar schools.

Results

District NYS science results are not yet available.

2009-2010 NYS Science Percent Level 3 or higher (All Students)						
School						ICAHN CHARTER SCHOOL 2
Grade 4						

Summary

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
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 th grade and 8 th 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
 Students will demonstrate a thorough understanding of Social Studies and the impact of history of modern day

All Icahn Charter School 2 students will demonstrate a thorough understanding of Social Studies and the impact of history of modern day

Background

N/A

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

N/A

Results

N/A

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

Not Applicable

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

Evaluation

Additional Evidence

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

Not Applicable

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								
8								
All								

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**

Data Not Available

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

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**

Not Applicable

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year
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	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								
All								

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: District 8, PS 93, and PS 107

Method

Icahn Charter School 2 tested-students will be compared to all tested students in the surrounding similar schools. Comparisons will be between the result of the 5th grade in which Icahn Charter School 2 had tested students and the result of grade 5 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						ICAHN CHARTER SCHOOL 2
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A

Summary

Where data were available, measures were met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Not Applicable
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.	Not Applicable
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: District 8, PS 93 and PS 107	Not Applicable

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 School2 has met the NCLB requirement for the 2009-10 school year.

Evaluation

We began NYS testing in the 2008-09 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.

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	N/A
2006-07	N/A
2007-08	N/A
2008-09	Good Standing
2009-10	Good Standing

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
155	161	96.27%

2009-2010 Parent Satisfaction on Key Survey Results

Item	Percent of Parents Satisfied
1. People feeling welcomed at the school.	100%
2. Safe environment in school.	100%
3. Students are using instructional tools effectively.	99%
4. School holds high academic expectations.	100%
5. School holds high discipline expectations.	100%
6. Parent regularly reads progress reports and notices sent from school.	98%
7. Parents approval of homework assignments.	97%
8. Sufficient material provided by school to aid in learning and homework.	99.2%

9. Child is receiving a quality education.	100%
10. Daily/Weekly information from school staff about school education/mechanics are adequate.	99%
11. School's goals to parent(s) are clear.	100%
12. Clean and well maintained classrooms to ensure a proper learning atmosphere.	100%
13. Parent would send other siblings to our school	100%
14. Recommend our school to other parents	99%
15. School Staff keeps parents informed about school absences.	94%

Evaluation

There was a .55 percent increase in the category of “poor” for 2009-2010 which is attributed to the parents wanting the school to reach out to them much more frequently regarding their child’s absence. There was a 33% increase in the category of excellent. For academic year 2010-2011, a full time guidance counselor has been hired and reaching to parents regarding daily attendance will be part of the responsibilities.

Parents continue to be highly satisfied with the academic program. This year our homework requirements were much more stringent and with on-going workshops parents will become much more familiar with the changing standards and therefore gain a better understanding of how homework is practice of skills taught during the day. Our parent survey results are evidence that we are meeting our goal.

Goal 6: Absolute Measure
 Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Tracking of Icahn Charter School 2 students is maintained by the Principal, using attendance records, and interactions with parents.

Results

92.19% of Icahn Charter School 2 students who completed the 2008-09 school year continued in 2009-10.

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)
141	N/A	130	92.19%

Evaluation

The measure was met each year it could be measured.

Additional Evidence

Year	Retention Rate
2005-06	N/A
2006-07	N/A
2007-08	N/A
2008-09	91.66%
2009-10	92.19%

Goal 6: Absolute Measure

Each year the school will have a daily attendance rate of at least 90 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 2 did meet its goal of 90%

2009-10 Attendance

Grade	Average Daily Attendance Rate
1	92.7%
2	95.6%
3	94.8%
4	94.8%
Overall	94.3%

Evaluation

The measure was met.

Additional Evidence

Year	Average Daily Attendance Rate
2005-06	N/A
2006-07	N/A
2007-08	94.9%
2008-09	94.0%
2009-10	94.3%

