

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 3

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Midga L. Agosta 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
Robert Sancho	Member
Seymour Fliegel	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member

INTRODUCTION

The mission of the Icahn Charter School 3 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 3 opened in September 2008 and served grades kindergarten-2. In September 2009 grade 3 was added. Our school is composed of 61% African American, 33% Latino, 2% Asian/Pacific and .8% multiracial, with a free and reduced lunch rate of 83%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. 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	NA	NA	NA											
2006-07	NA	NA	NA											
2007-08	NA	NA	NA											
2008-09	36	36	35	-										107
2009-10	38	38	38	33										147

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn Charter School 3 Students will become proficient readers of the English language.

Background

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill readers, workbooks, a strong emphasis on writing, extensive classroom libraries and monthly assessments. Our ELA specialist provides small group instruction for 45 minutes a day 5-days a week to those children who have demonstrated a deficiency in any area of reading. Teachers and ELA specials meet to provide remediation lessons for the targeted students. The process of ongoing assessments ensure that the program will closely monitor the student's progress and promote the student out of Targeted Assistance where appropriate, as well as accept new students as required by their practice tests and teacher recommendation. Teachers are provided with professional development at the beginning of the school year followed by monthly on-going professional development sessions.

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 grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, 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 2009-10, 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 English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	33	1	3	0	33
All	33	1	3	0	33

Results

2008-2009 was the first year of operation serving Kindergarten through grade 2. The first grade 3 results were obtained in spring 2010

**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	87.88	33
	Students in At Least 2 nd Year	90.00	29
All	All Students	87.88	33
	Students in At Least 2 nd Year	90.00	29

Evaluation

The measure was met both by all students and by those enrolled in at least their second year.

Additional Evidence

As 2009-2010 was the first year Icahn Charter School 3 served 3rd grade students comparisons with other years could not be made.

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	N/A	N/A	87.88	33
All	N/A	N/A	N/A	N/A	N/A	N/A	90.00	29

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.

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

2009-10 was the first year a New York State English Language Arts assessment was administered at Icahn Charter School 3. For the full grade, two students scored Level 1, eleven scored Level 2, 13 scored Level 3 and six scored Level 4.

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	2	11	13	7	33

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 33 & + & 40 & + & 21 & = & 94 \\
 & & & & + & 40 & + & 21 & = & 61 \\
 & & & & & & \mathbf{PI} & = & \mathbf{155}
 \end{array}$$

Evaluation

The measure was met. The school’s Performance Index (PI) equals the state’s Annual Measurable Objective (AMO) of 155.

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

As 2009-2010 was the first year Icahn Charter School 3 served 3rd grade students comparisons with other years could not be made

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						N/A	122
2007-08	N/A						N/A	133
2008-09	N/A						N/A	144
2009-10	3	33	6	33	40	21	155	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

The 3rd grade charter school performance compared to the district performance is shown in the table below. Icahn Charter School 3rd grade students out scored all district students.

**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	65.5	29	38.6	2328
All	65.5	29	38.6	2328

Evaluation

The measure was met. Icahn Charter School 3 exceed the aggregate district performance by 27%.

**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	N/A	N/A	N/A	N/A	65.5	38.6
All	N/A	N/A	N/A	N/A	N/A	N/A	65.5	38.6

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

The first results will be provided in the 2010-11 Accountability Plan Progress Report

2009-10 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						
4						
5						
6						
7						
8						
All						

An Overall Comparative Performance Cannot be Made in 2009-10

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						
2007-08						
2008-09						
2009-10						

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

Results cannot be made until 2010-11

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

Not Applicable

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					N/A
5					
6					

7					
8					
All					

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

Not Applicable

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	N/A		
2007-08	N/A		
2008-09	N/A		
2009-10	N/A		

Goal 1: Optional Measure

Each year, the percent of students performing at or above Level 3 on the State English Language Arts exam in each tested grade will be greater than that of the following District and similar school: District 8, PS 146, PS 140, and PS 130

Method

Icahn Charter School 3 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which Icahn Charter School 3 had tested students and the result of grade 3 in the surrounding schools.

Results

Icahn Charter School 3 significantly exceeded all surrounding similar schools.

2009-2010 NYS Math Percent Level 3 or higher by all Students					
School	District 8	PS 146	PS 140	PS 130	ICAHN CHARTER SCHOOL 3
Grade 3	38.6%	24.6%	38.7%	20.5%	65.5%
Total	38.6%	24.6%	38.7%	20.5%	65.5%

Summary of the English Language Arts Goal

Icahn Charter School 3 met all absolute measures. A comparison of the two classes in grade 3 shown a significant difference in PI scores, which may be useful in determining further supports for at risk learners, who will be enrolled in the 4th grade in 2001-11.

The school met its first comparative measure by outscoring district students by 27%. Its second comparative measure and growth measure could not be measured in 2009-10. The school met its optional measure by outscoring similar schools.

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.	Not Applicable
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.	Not Applicable
Optional	Each year, the percent of students performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of the following District and similar school: District 8, PS 146, PS 140, and PS 130	Achieved

Action Plan

Icahn Charter School 3 had its first testing year. Icahn Charter School 3 students outscored their peers in District #8 and the schools identified by Icahn Charter School 3 for comparison. In the coming year we plan to analyze the impact of our instruction on at risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement.

MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 3 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts

Background

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics Connect, workbooks, and a strong emphasis on hands on learning and monthly assessments. Our Mathematics specialist provides small group instruction for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of practice tests are reviewed with the principal, teachers, mathematics specialist, and Mathematics consultant in order to provide remediation lessons for the targeted students. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the students out of targeted assistance where appropriate, as well as accept new students as required by practice tests and teacher recommendation. The Mathematics program is supervised by the Principal and with additional support from a Mathematics Consultant from the NYC Mathematics Project at Lehman College. The mathematics consultant is responsible for demonstration lessons and participates in developing teaching strategies. The mathematics consultant also provides professional development during common planning periods.

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 the 3rd grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 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 2009-10, 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	32	1	3	0	32
All	32	1	3	0	32

Results

All Icahn Charter School 3 3rd grade students scored 650 or higher on the 2009-10 NYS Math assessment.

**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%	32
	Students in At Least 2 nd Year	<u>100%</u>	28
All	All Students	100%	32
	Students in At Least 2 nd Year	<u>100%</u>	28

Evaluation

The measure was met.

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

Additional Evidence

A comparison with previous years could not be made as the school administered its first NYS Math assessment in 2009-10.

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	N/A	N/A	100%	32
All	N/A	N/A	N/A	N/A	N/A	N/A	100%	32

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.

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.

Results

Icahn Charter School 3 3rd graders scored a PI of 190.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grade	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	0	9.3	34.4	56.25	32

$$\begin{aligned}
 \text{PI} &= 9.3 + 34.4 + 56.25 = 100 \\
 &+ 34.4 + 56.25 = 90.6 \\
 \text{PI} &= \mathbf{190}
 \end{aligned}$$

Evaluation

The measure was met, the PI scored by Icahn Charter School 3 3rd graders was 65 points higher than the AMO.

Additional Evidence

As 2009-10 was the first year of NYS ELA assessment testing, a comparison with previous years could not be made.

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	N/A					86	
2007-08	N/A	N/A					102	
2008-09	N/A	N/A					119	
2009-10	3	32	0	9.3	34.4	56.25	190	

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

100% of Icahn Charter School 3 3rd grade students.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District 8 Students	
	Percent	Number Tested	Percent	Number Tested
3	100%	32	46.1	2375
All	100%	32	46.1	2375

Evaluation

The school met its measure and outscored all District 8 students by 53.9 %

Additional Evidence

As 2009-10 was the first year of NYS mathematics assessment testing, a comparison with previous years could not be made.

**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	N/A	N/A	N/A	N/A	100	46.1
All	N/A	N/A	N/A	N/A	N/A	N/A	100	46.1

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

The first results will be available in the 2010-11 Accountability Plan Progress Report

2009-10 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						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:
An Overall Comparative Performance Cannot be Made in 2009-10

Evaluation

The first results will be available in the 2010-11 Accountability Plan Progress Report

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						
2007-08						
2008-09						
2009-10						

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

The first results will be available in the 2010-11 Accountability Plan Progress Report

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

Not Applicable

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		Not Applicable			
		2008-09	Target	2009-10	
4					
5					
6					
7					
8					
All					

Evaluation

The first results will be available in the 2010-11 Accountability Plan Progress Report

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
		Not Applicable	
2006-07			

2007-08			
2008-09			
2009-10			

Goal 2: Optional Measure

Each year, the percent of students performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of the following District and similar school: District 8, PS 146, PS 140, and PS 130

Method

Icahn Charter School 3 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which Icahn Charter School 3 had tested students and the result of grade 3 in the surrounding schools.

Results

Icahn Charter School 3 significantly exceeded all surrounding similar schools.

2009-2010 NYS Math Percent Level 3 or higher by all Students					
School	District 8	PS 146	PS 140	PS 130	ICAHN CHARTER SCHOOL 3
Grade 3	38.6%	42.2%	44.3%	28.6%	90.6%
Total	38.6%	42.2%	44.3%	28.6%	90.6%

Summary of the Mathematics Goal

Icahn Charter School 3 achieved both absolute measures, one comparative measure and its optional measure. Because the school has one year of data only, the second comparable measure, and the growth measure could not be made.

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.	Not Applicable
Growth	Each grade-level cohort will reduce by one-half the gap between the percent	Not Applicable

	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.	
Optional	Each year, the percent of students performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of the following District and similar school: District 8, PS 146, PS 140, and PS 130	Achieved

Action Plan

Icahn Charter School 3 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 2: Science

All Icahn Charter School 3 students will demonstrate steady progress in the understanding and application of scientific reasoning.

Background

2008-2009 was Icahn Charter School 3's first year of operation serving Kindergarten through grade 2. The first 4th grade NYS Science assessment will be administered in spring, 2011.

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 will administer the New York State Testing Program science assessment to students in 4th grade for the first time in spring 2011. Each student's raw score will be converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The first results will be available in the 2010-11 Accountability Plan Progress Report

**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
		Not Applicable					
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students						N/A
	Students in At Least 2 nd Year						N/A

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	Not Applicable							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

4								N/A
All								N/A

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 first results will be available in the 2010-11 Accountability Plan Progress Report

**2009-10 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Not Applicable			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				

**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							
	Not Applicable							
	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								
8								
All								

Summary

The first results of NYS 4th grade Science testing at Icahn Charter 3 will be available in the 2010-11 Accountability Plan Progress Report

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 Science 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 Science 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 the students performing at or above Level 3 on the Science exam in each tested grade will be greater than that of similar schools within local School District 8: PS 146; PS 140; PS 130	Not Applicable

Action Plan

We will continue our efforts to ensure that our students are provided with available resources and their instruction is aligned with the NYS standards.

SOCIAL STUDIES

Goal 4: Social Studies

All Icahn Charter School 3 students will demonstrate a thorough understanding of social studies and the impact of history on modern day events.

Background

Icahn Charter School 3 uses the Core Knowledge program which is aligned to the NYS standards. In addition we provide students with a thorough instructional program in this area. The use of the Pearson Social Studies Text, smart boards and library books all contribute to their on- going instructional program.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school will not administer the New York State Testing Program social studies assessment to students in 5th grade until November 2011. At that time 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

2008-2009 was the first year of operation at Icahn Charter School 3. Grades Kindergarten through grade 2 that year. In 2009-10 grade 3 was added. Grade 4 will be added in 2010-11, and grade 5 in 2011-12. Thus the NYS 5th grade Social Studies assessment will be given until the Fall 2011.

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Not Applicable					
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						

Social Studies Performance

by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	Not Applicable							
	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

2008-2009 was the first year of operation at Icahn Charter School 3. Grades Kindergarten through grade 2 that year. In 2009-10 grade 3 was added. Grade 4 will be added in 2010-11, and grade 5 in 2011-12. Thus the NYS 5th grade Social Studies assessment will not be given until the Fall 2011.

**2009-10 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Not Applicable			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5				
8				

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	Not Applicable							
	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								
8								
All								

Summary

2008-2009 was the first year of operation at Icahn Charter School 3. Grades Kindergarten through grade 2 that year. In 2009-10 grade 3 was added. Grade 4 will be added in 2010-11, and grade 5 in 2011-12. Thus the NYS 5th grade Social Studies assessment will be given until the Spring 2012.

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 exam in each tested grade will be greater than that of the following similar schools within local School District 8: PS 146, PS 140, PS130	Not Applicable

Action Plan

We will continue our efforts to ensure that our students are provided with all available resources 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

2008-2009 is the first year of operations at Icahn Charter School 3 thus no statistics are available to determine the school's AYP for the year. The NYS ELA and Math assessments were administered to 3rd grade students in 2009-10. Thus the school has not met the criteria for NCLB standing determination.

Evaluation

Icahn Charter School 3 administered the NYS ELA and Math assessments to its 3rd grade students. In its first assessment administration, the school made its AYP in Math, but not in ELA. Since the school does not have two years of NYS ELA and Math assessment data its NCLB standing cannot be determine. The first NCLB status will be determined in 2010-11.

Additional Evidence

2009-10 was the first year NYS ELA and Math assessments could be administered at Icahn Charter School 3, thus statements pertaining to NCLB status are not applicable for the previous four years.

NCLB Status by Year

Year	Status
2005-06	Not Applicable
2006-07	Not Applicable
2007-08	Not Applicable
2008-09	Not Applicable
2009-10	Not Applicable

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 Icahn Charter School 3'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 3. The survey contains fifteen (15) questions on the school's performance with options to select from A to D with A equaling poor and D equaling excellent. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school. Below is a copy of the survey provided to the parents/guardians.

PARENT SURVEY JUNE 2010

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

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

1. I feel welcome when I visit this school.

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

- Poor – nunca*
- Satisfactory – satisfactorio*
- Good – bien*
- Excellent – excelente*

2. This school provides a safe environment for learning.

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

- Poor – nunca*
- Satisfactory – satisfactorio*
- Good – bien*
- Excellent – excelente*

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

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

- Poor – nunca*
- Satisfactory – satisfactorio*
- Good – bien*

- *Excellent – excelente*
4. The school holds high academic expectations for my child.
La escuela tiene esperanzas académicas de el nivel mas alto para mi niña(o).
- *Poor – nunca*
 - *Satisfactory – satisfactorio*
 - *Good – bien*
 - *Excellent – excelente*
5. The school holds high expectations of discipline for my child.
La escuela tiene esperanzas de comportamiento de el nivel mas alto para mi niña(o).
- *Poor – nunca*
 - *Satisfactory – satisfactorio*
 - *Good – bien*
 - *Excellent – excelente*
6. I regularly read progress reports and notices sent home from school.
Yo regularmente leo los noticieros y cartas que la escuela me manda.
- *Poor – nunca*
 - *Satisfactory – satisfactorio*
 - *Good – bien*
 - *Excellent – excelente*
7. Homework assignments are a valuable contribution to my child’s learning.
Las tareas asignados son una contribución valerosa para la educación de mi niña(o).
- *Poor – nunca*
 - *Satisfactory – satisfactorio*
 - *Good – bien*
 - *Excellent – excelente*
8. My child has enough supplies, materials, and text books to help with his/her studies.
Mi niña(o) tiene suficiente materiales para ayudarle con su estudios.
- *Poor – nunca*
 - *Satisfactory – satisfactorio*
 - *Good – bien*
 - *Excellent – excelente*
9. My child is receiving a quality education.
Mi niña(o) esta recibiendo una educación de alta calidad.
- *Poor – nunca*
 - *Satisfactory – satisfactorio*
 - *Good – bien*
 - *Excellent – excelente*
10. The school keeps me informed about what goes on at the school.
La escuela me mantiene informada(o) de todo lo que sucede en la escuela.
- *Poor – nunca*
 - *Satisfactory – satisfactorio*
 - *Good – bien*

- *Excellent – excelente*

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

La escuela me explica claramente lo que aspira lograr.

- *Poor – nunca*
- *Satisfactory – satisfactorio*
- *Good – bien*
- *Excellent – excelente*

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

La escuela y las aceras están limpias y bien mantenidas.

- *Poor – nunca*
- *Satisfactory – satisfactorio*
- *Good – bien*
- *Excellent – excelente*

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

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

- *Poor – nunca*
- *Satisfactory – satisfactorio*
- *Good – bien*
- *Excellent – excelente*
- *N/A*

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

Yo recomendaría esta escuela a otros padres.

- *Poor – nunca*
- *Satisfactory – satisfactorio*
- *Good – bien*
- *Excellent – excelente*

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

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

- *Poor – nunca*
- *Satisfactory – satisfactorio*
- *Good – bien*
- *Excellent – excelente*

Current grade of my child _____

Grado presente de mi niña(o) _____

My child will be returning to this school. Yes___ No___

Mi niña(o) regresara a esta escuela. Si___ No___

If no, please explain: _____

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

Other Comments:

Otros Comentarios:

Results

Responses pertaining to 15 questions contained in the 2010-11 Parent Satisfaction Survey were received. The data are illustrated in three tables. The first shows a response rate of 96% among 124 families, where an average of 119 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, and shows that the average satisfied response among the 15 questions asked was 98.3%. 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
119	124	96%

2009-10 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
1. I feel welcome when I visit this school.	96%
2. This school provides a safe environment for learning	98%
3. My child has up-to-date instructional tools (Books, computers, videos, etc.) that are used effectively	99%
4. The school holds high academic expectations for my child	100%
5. The school holds high expectations of discipline for my child	99%
6. I regularly read progress reports and notices sent home from school	99%
7. Homework assignments are a valuable contribution to my child's learning.	99%
8. My child has enough supplies, materials, and text books to help with his/her studies.	98%
9. My child is receiving a quality education	99%
10. The school keeps me informed about what goes on at the school	94%
11. The school clearly tells me what the school's goals are	100%
12. School property and building are clean and well maintained	100%
13. I would like my younger children to attend the school.	99%
14. I would recommend my child's school to other parents.	96%
15. My child's attendance is monitored by the school calling about absences.	98%
Average	98.3%

2009-10 Parent Satisfaction Survey Results By Choice Category

Questions	Poor	Satisfactory	Good	Excellent	Total	N/A
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1	6	16	34	63	119	
2	2	12	41	64	119	
3	1	18	43	57	119	
4	0	9	28	82	119	
5	1	17	45	56	119	
6	1	3	35	80	119	
7	1	5	29	84	119	
8	2	14	43	60	119	
9	1	9	30	79	119	
10	7	15	39	58	119	
11	0	13	41	65	119	
12	0	8	54	57	119	
13	1	2	22	48		46
14	6	6	34	73	119	
15	2	17	39	61	119	
TOTAL					119	

Evaluation

The measure was met. 119 or 96% of 124 Icahn Charter School 3 families responded to the parent survey.

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 3 students is maintained by the Principal, using attendance records, and interactions with parents. Student attrition data are also maintained.

Results

Icahn Charter School 3 began operations in September 2008 with an K-2 enrollment of 107 students. In 2009-10 the enrollment was 146.

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)
N/A	N/A	N/A	N/A

Evaluation

The measure could not be evaluated based upon graduation rates. However student attrition information was used to determine the number of returning students.

Additional Evidence

The attrition rate for students remaining at Icahn Charter School 3 during 2008-09 was 19.09%. 81% or 89 students continued at the school in 2009-10. They were joined by 57 other students who's names were either on the school's waiting list or drawn from its lottery. The 2009-10 student attrition rate was considerable lower than the previous year.

Student Attrition and the Reasons for Their Leaving	2009-10	2008-09
Number of students leaving for lack of transportation	0	9
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	0	0
Number of students leaving for more restrictive special education setting	1	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	6	10
Number leaving for other reasons (undetermined)	0	2
Total number of students leaving.	7	21
Highest Number Enrolled	159	110
Total Percent Attrition	4.4%	19.09%

Goal 6: Absolute Measure

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

Method

For each month, the Superintendent 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

The overall average attendance for 2009-2010 was 92.5%, with grades 1 through 3 scoring as follows: Grade 1 - 90.7%, Grade 2 - 92.2%, and Grade 3 - 93.5%.

2009-10 Attendance

Grade	Average Daily Attendance Rate
1	90.7%
2	92.2%
3	93.5%
Overall	92.5%

Evaluation

Icahn Charter School 3 did not meet its attendance measure in either of its first two years of operation.

Additional Evidence

Year	Average Daily Attendance Rate
2005-06	N/A
2006-07	N/A
2007-08	N/A
2008-09	92.6%
2009-10	92.5%

APPENDIX C: ADDITIONAL EVIDENCE

Goal 1: Optional Measure

Each year, each Kindergarten, Grade 1 and Grade 2 cohorts will halve the difference between their previous year's NCE and 50 NCE in English Language Arts on the Iowa Test of Basic Skills (ITBS). Cohorts that have already achieved an average NCE of 50 will show an increase in their average NCE.

Method

2008-2009 is the first year of operation at Icahn Charter School 3. In 2008-09 and 2009-10 pre- and post- English Language Arts assessments were administered to Kindergarten, whereas a post to post was analysis is made to grade 1, 2 and 3. Pre-assessment at the beginning of the school year served to identify students in need of targeted assistance and provide students with continuous on-going academic support. Post assessments allowed for comparison of growth at the end of the school year. For purposes of determining success with the measure, comparisons of year-end assessments were made for each cohort group.

Results

2008-2009 was the first year of operation at Icahn Charter School 3, which served Kindergarten through grade 2. In 2009-10 grade 3 was added. Pre and post test results were acquired through test administration, with results presented in the table below. To assess success with the optional measure, June to June comparisons of cohorts 1 and 2 were made. As ITBS assessment results for the third cohort were not available in 2009-10, the measure could not be assessed.

ITBS English Language Arts Pre and Post Assessment Scores for 2008-09 and 2009-10					
NCE Scores					
2008-09					
Grade	# Students	Sept	June	NCE Gains	%
Kindergarten - Cohort 1	30	40.97	47.50	+6.53	+15.94%
First - Cohort 2	33	42.46	57.48	+11.24	+35.37%
Second - Cohort 3	33	40.73	46.00	+5.27	+12.94%
2009-10					
Kindergarten- (Pre to Post)	38	36.31	65.55	+29.24	+80.5%
First – (Post to Post)	32	69.53	62.69	-6.84	-9.83%
Second- (Post to Post)	34	56.29	47.74	-8.55	-15.2%

June to June Comparison of ITBS ELA NCE scores			
	Cohort 1	Cohort 2	Cohort 3
2008-09	47.50	57.48	46.00
2009-10	62.69	47.74	Data Not Available.
Outcome	Measure Made	Measure Not Made	Not Applicable

Evaluation

Cohort 1, beginning in 2008-09 as kindergarten students, met the measure. Cohort 2, beginning in 2008-09 did not meet the measure. In analyzing 2nd grade post to post results, we find that the comparison of skills assessment between grade 1 to grade 2 differ significantly. Second grade skills assessment requires a more broader and extensive skill knowledge than that of the previous grade. Data for cohort 3 were not available as the assessment was not given to 3rd grade students.

Goal 2 Each year, each Kindergarten, Grade 1 and Grade 2 cohorts will halve the difference between their previous year’s NCE and 50 NCE in Mathematics on the Iowa Test of Basic Skills (ITBS). Cohorts that have already achieved an average NCE of 50 will show an increase in their average NCE.

Method

2008-2009 is the first year of operation at Icahn Charter School 3. In 2008-09 and 2009-10 pre- and post- Mathematics assessments were administered. Pre-assessment at the beginning of the school year served to identify students in need of targeted assistance and provide students with continuous on-going academic support. Post assessments allowed for comparison of growth at the end of the school year. For purposes of determining success with the measure, comparisons of year-end assessments were made for each cohort group.

Results

2008-2009 was the first year of operation at Icahn Charter School 3, which served Kindergarten through grade 2. In 2009-10 grade 3 was added. Pre and post test results were acquired through test administration, with results presented in the table below. To assess success with the optional measure, June to June comparisons of cohorts 1 and 2 were made. As ITBS assessment results for the third cohort were not available in 2009-10, the measure could not be assessed.

ITBS English Mathematics Pre and Post Assessment Scores for 2008-09 and 2009-10					
NCE Scores					
2008-09					
		Cohort Avg. NCE			
Grade	# Students	Sept	June	NCE Gains	%
Kindergarten	30	42.53	50.90	6.53	19.68%
First	33	35.24	50.27	15.03	42.70%
Second	33	31.30	33.80	2.5	7.99%
2009-10					
Kindergarten-(Pre to Post)	38	41.08	52.61	+11.53	28.06%
First – (Post to Post)	32	50.31	54.44	+4.13	8.20%
Second- (Post to Post)	38	48.68	29.65	-19.03	-39.01%

June to June Comparison of ITBS Math NCE scores			
	Cohort 1	Cohort 2	Cohort 3
2008-09	50.90	50.27	33.80
2009-10	54.44	29.65	Data Not Available.

Outcome	Measure Made	Measure Not Made	Not Applicable
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Evaluation

Cohort 1, beginning in 2008-09 as kindergarten students, met the measure. Cohort 2, beginning in 2008-09 did not meet the measure. Data for cohort 3 were not available as the assessment was not given to 3rd grade students.