

Accountability Plan Progress Reports for the 2008-09 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

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

2008-09

ACCOUNTABILITY PLAN

PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

July, 2009

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Migda L. Agosto prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language

Background

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill readers, workbooks, a strong emphasis on writing, extensive classroom libraries and 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 the 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, 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.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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. 8.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state 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.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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 our first year of operation. However for the first year we administered a Pre and Post Assessments. 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.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

Results

Grade	# Students	Sept 2008	June 2009	NCE Gains	%
		Cohort Avg. NCE	Cohort NCE		
KGN	30	40.97	47.50	6.53	15.94%
First	33	42.46	57.48	11.24	24.31%
Second	33	40.73	46.00	5.27	12.94%

Evaluation

Although the above table is not a required measurement, we want to illustrate that we are a data driven school and the Iowa is a key component of our Targeted Assistant program. It is within the TA program that we focus moving each child that is deficient in ELA. In this table, Cohort students represent those who were with the school from the beginning of the school year to the end and were administered the Pre and Post Assessments. Non Cohort students are those who were registered after September or discharged mid-year.

All grades showed significant growth ranging from 12.94% in the second grade, with first grade making the greatest gains of 24.31%.

Summary of the English Language Arts Goal

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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
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.	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
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 year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Not Applicable
Growth	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	Not Applicable

Action Plan

We will continue our efforts to ensure that our students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

MATHEMATICS

Goal 2: Mathematics

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

Background

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics 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, 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.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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 8.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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.

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

Goal 2: Growth Measure

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

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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 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 our first year of operation. However, for the first year we administered Pre and Post Assessments. 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

Results

Grade	# Students	Sept 2008	June 2009	NCE Gains	%
		Cohort Avg. NCE	Cohort NCE		
KGN	30	42.53	50.90	6.53	15.35%
First	33	35.24	50.27	15.03	42.70%
Second	33	31.30	33.80	2.5	7.99%

Evaluation

Although the optional measure does not apply for the 2008-09 school year, we have recorded student pre and post results in the table above. Cohort students represent those who were with the school from the beginning of the school year to the end and were administered the Pre and Post Assessments.

Non Cohort students are those who were registered after September or discharged mid-year.

All grades showed growth ranging from 7.99% in the second grade, with first grade making the greatest gains of 42.70%.

Summary of the Mathematics Goal

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 3 results until spring 2010.

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
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.	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
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 year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Not Applicable
Growth	Each year, each Kindergarten, Grade 1 and Grade 2 cohort 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.	Not Applicable

Action Plan

We will continue our efforts to ensure that our students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

SCIENCE

Goal 3: Science

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

Background

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 exam.

Method

Not Applicable

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 4 results until spring 2011.

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 8

Method

Not Applicable

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 4 results until spring 2011.

Goal 3: Comparative Measure

Each year, the percent of all tested 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

Method

Not Applicable

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 4 results until spring 2011.

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
Comparative	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 such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

Carl C. Icahn Charter School South Bronx 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.

Not Applicable

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 5 results until spring 2012.

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 8.

Not Applicable

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 5 results until spring 2012.

Goal 4: Comparative Measure

Each year, the percent of all tested 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 with local School district 8: PS 146, PS 140; PS 130

Not Applicable

2008-2009 is our first year of operation serving Kindergarten through grade 2, and we will not have grade 5 results until 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
Comparative	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 available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

NCLB

Goal 5: NCLB

The School will make Adequate Yearly Progress.

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 our first year of operations, thus no statistics are available to determine our AYP at this time.

NCLB Status by Year

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

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 commitment to the school.

Goal 6: Absolute Measure

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of all parents provide a positive response to each of the survey items.

Method

A parent survey is provided to all parents/guardians of students who attend Carl C. Icahn Charter School South Bronx. 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 2009

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

Number of Responses	Number of Families	Response Rate
103	96	96%

2008-09 Parent Satisfaction Survey Response

QUESTIONS	POOR	SATISFACTORY	GOOD	EXCELLENT	N/A
1	3	9	35	56	
2	2	13	28	60	
3	5	11	40	47	
4	1	7	22	49	
5	1	9	34	43	
6	0	3	26	73	
7	1	5	18	79	
8	2	9	31	64	
9	0	7	23	73	
10	3	11	23	63	
11	2	7	30	64	
12	0	8	33	62	
13	0	2	17	45	39
14	0	4	27	72	
15	1	4	22	76	
TOTAL	21	109	408	968	

2008-09 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Receive Progress Reports and Notices	96%
Homework is a valuable contribution to child's learning	94%
Students have enough supplies and materials for learning	95%
Students are receiving a quality education	95%
School clearly defines goals	94%
Would recommend school to other parents	99%

Evaluation

As demonstrated by the responses, the percentage of respondents rated the school's academic programs as from satisfactory to excellent was 96%. All respondents indicated that they would recommend their child's school to other parents and that their child will

return to school, except for those who are moving out of state. Over 94% of parents rated the school good to excellent the quality of education their children are receiving and expressed how homework assignments contributed in extending learning at home on an independent level. All respondent indicated they would recommend their child's school to other parents and that their child will return to school, except for those who are moving out of state or have family that would require them to attend schools closer to home.

Goal 7: Parent and Student Satisfaction

\.Students and parents will demonstrate a higher level of responsibility for their academic progress.

Goal 7: Absolute Measure

Each year, the school will have a monthly student's attendance rate of at least 90%

Method

When a student is absent, the school contacts the parent/guardian by 9:15am and records the parent/guardian's response for tracking purposes.

Results

Close monitoring of student attendance with daily telephone calls to parents/guardians of absent students has helped us exceed our attendance average in first and second grades with over 94% daily average. While the Kindergarten attendance did not meet the expected average, we met and exceeded the school wide attendance goal by 2.62%

Evaluation

Grade	YTD Attendance Rate
Kindergarten	88.81%
First Grade	94.27%
Second Grade	94.62%
School Average	92.62%

Seventy-two (72) or 67% of all students arrive to school on bus of which twenty-one (21) or 30% are in Kindergarten. The remaining thirty-five (35) or 33% are brought to school by their parents/guardians and have daily communication with the teachers and administration, affording them the opportunity to express their concerns. Parent notices and communications are vital for those whose children arrive and are dismissed in busses.

APPENDIX C: ADDITIONAL EVIDENCE

Carl C. Icahn Charter School South Bronx primary focus is to provide a rigorous academic program so that the students will achieve at impressive levels. There are various programs designed to assure that those levels of achievement. Along with the academic programs we offer extracurricular programs to assure that the school's program is deep and broad and to assure that the children are well rounded, multi-talented, and participatory citizens. The programs major goal is to improve the academic achievement of the targeted children through small group instruction remediate, and in many situations, counsel. Other unique programs have as their major goal an extracurricular experience that enriches the lives of our children.

Afterschool Program

The after school program is offered to children in all grades who do not have an adult to receive them at our regular 4:00pm dismissal. The two hour program provides tutoring, homework assistance, snacks, and to the degree possible, recreation.

Targeted Assistance

Our Targeted Assistance (TA) program provided service for 40 minutes per day, five days per week to 45 students. The participating students were selected as a result of low pretest scores on the ITBS. Classroom teachers and TA teachers have articulation periods that afford the opportunity for joint planning and monitoring of student achievement.