

# Accountability Plan Progress Reports for the 2005-06 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools and Accountability*

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 the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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.



## *The International Charter School of Schenectady*

Member of the  
**SABIS**<sup>®</sup>  
SCHOOL NETWORK

### ACCOUNTABILITY PLAN PROGRESS REPORT

Re-submitted on November 27, 2006 (to include ITBS data), to:

The Charter Schools' Institute  
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[charters@suny.edu](mailto:charters@suny.edu)

#### **Background:**

The International Charter School of Schenectady (ICSS) received its charter from the State University of New York's Board of Trustees in 2000 and was originally scheduled to open in September 2000. Facility related setbacks led to a delay in opening until September 2002, when ICSS opened serving 300 students in grades K-4. As a result of the two-year planning period, ICSS is currently in the fourth year of actual operations, but is in the sixth year of the charter; a two year short-term charter was granted last year. The current short-term charter term is scheduled to expire at the end of June 2007.

**THE INTERNATIONAL CHARTER SCHOOL OF SCHENECTADY  
ACCOUNTABILITY PLAN PROGRESS REPORT  
2005/2006**

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## ACADEMICS

*Goal 1: ICSS students will develop proficiency in Reading and Language Arts.*

### ABSOLUT PROFICIENCY MEASURE

#### Measure 1

A high proportion of students at the International Charter School of Schenectady (ICSS) will show proficiency on state exams. For the 2005/06 school year, 75 percent of 3<sup>rd</sup> through 7<sup>th</sup> graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.

#### **A. Method**

Students in Grades 3 through 7 took the New York State English Language Arts Assessment in January of the academic year 2005-2006. It was the first academic year when tests were given for grades three, five, six, and seven in English Language Arts. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. The International Charter School of Schenectady (ICSS) has set an ambitious criterion of success for this measure over the course of the academic years 2005-2006 & 2006-2007.

The table below summarizes participation information for the January 2006 test administration. The table indicates the total number of students tested as well as the students tested who had been at ICSS for two consecutive academic years.

ELA - AY2005/2006		
Grade	N	# Tested
3rd	64	99
4th	21	40
5th	32	58
6th	21	54
7th	39	57

N = N represents the # of students who have been at ICSS for Two or More Years

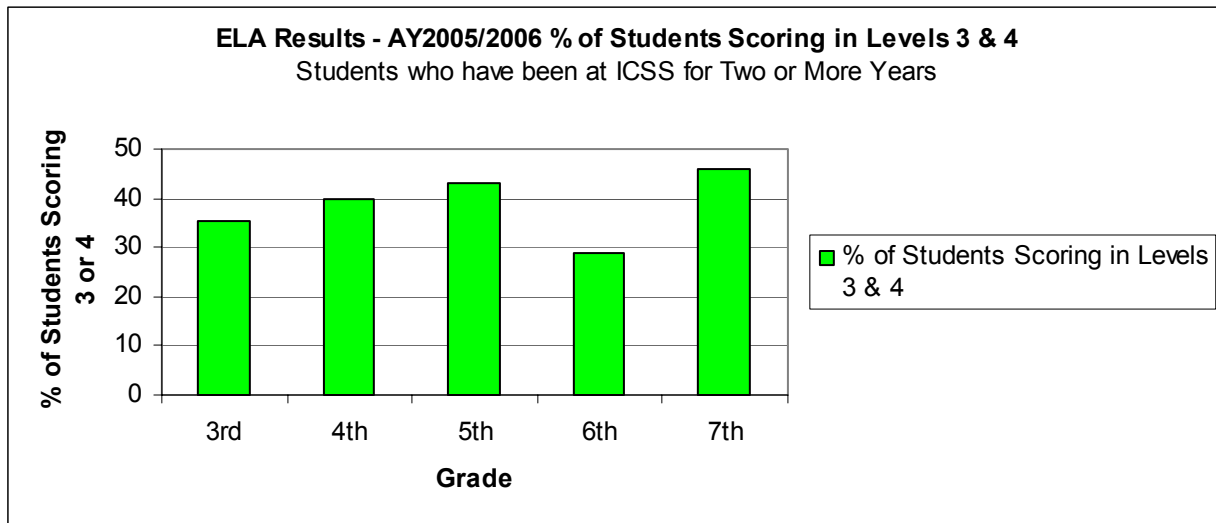
#### **B. Results**

The following table represents the test results for students in grades three through seven who have been at ICSS for at least two academic years and who have scored at Level 3 or 4 on their New York State ELA examination.

ELA Results - AY2005/2006			
Grade	% of N Students Scoring in Levels 3 & 4	N	# Tested
3rd	35.3	64	99
4th	40	21	40
5th	43.1	32	58
6th	29	21	54
7th	46	39	57

N = # of Students (for ICSS, N represents the # of students who have been at ICSS for Two or More Years)

The following chart shows the performance of ICSS students in third through seventh grade who have been enrolled in at least their second year.



### C. Evaluation

While ICSS did not meet the measure in academic year (AY) 2005/06, it has the opportunity of making significant growth in AY2006/07, the second part of this measure. This was the first year when students in grades three, five, six, and seven were tested on ELA. It was also the year when the date of the examination was brought earlier by several weeks. The past performance of ICSS encourages us to keep working hard at meeting our stipulated measures and to learn from the prolonged moving experience which the students and administrators at ICSS had to go through during the academic year in 2005/06.

### Measure 2

Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the state's No Child Left behind (NCLB) accountability system.

### A. Method

Under the No Child Left Behind Act (NCLB) of 2001, public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute portion of students who have taken the state's ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified portion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's ELA performance standard by 2013/14.

## B. Results

The table below shows the calculation for ICSS's aggregate Performance Index on the 2005/06 state ELA exam.

ELA Performance Level	3 <sup>rd</sup> - 7 <sup>th</sup> Grade Students	
AY2005/2006	# Tested	% at Performance Level
1	52	17%
2	141	46%
3	108	35%
4	7	2%
Total	308	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 46 + 35 + 2 = 81 Plus 35 + 2 = 35  <b>PI = 120</b>	
SED PI for Year	122	
AMO Achieved?	<b>NO</b>	

## C. Evaluation

In 2005/06, ICSS's aggregate Performance Index (PI) was 120. It fell slightly short of the PI set by the SED for the state's accountability system under NCLB.

## D. Additional Evidence

While the specific measure was not met in the AY2005/06 part of the measure, ICSS did meet its Annual Measurable Objective (AMO) for grades five and seven, as the tables below show in calculating the school's aggregate performance index as set forth in the state's No Child Left Behind (NCLB) accountability system. While barely missing the AMO for grade four in AY2005/06, ICSS did meet its AMO for three of the past four years in ELA

ELA Performance Level	Third Grade Students Tested in 2005-06	
1	18	18.18%
2	46	46.46%
3	33	33.33%
4	2	2.02%
Total	99	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 $46 + 33 + 2 = 81$ Plus 33 + 2 = 35 <b>PI = 116</b>	
SED PI for Year	122	
AMO Achieved?	<b>NO</b>	

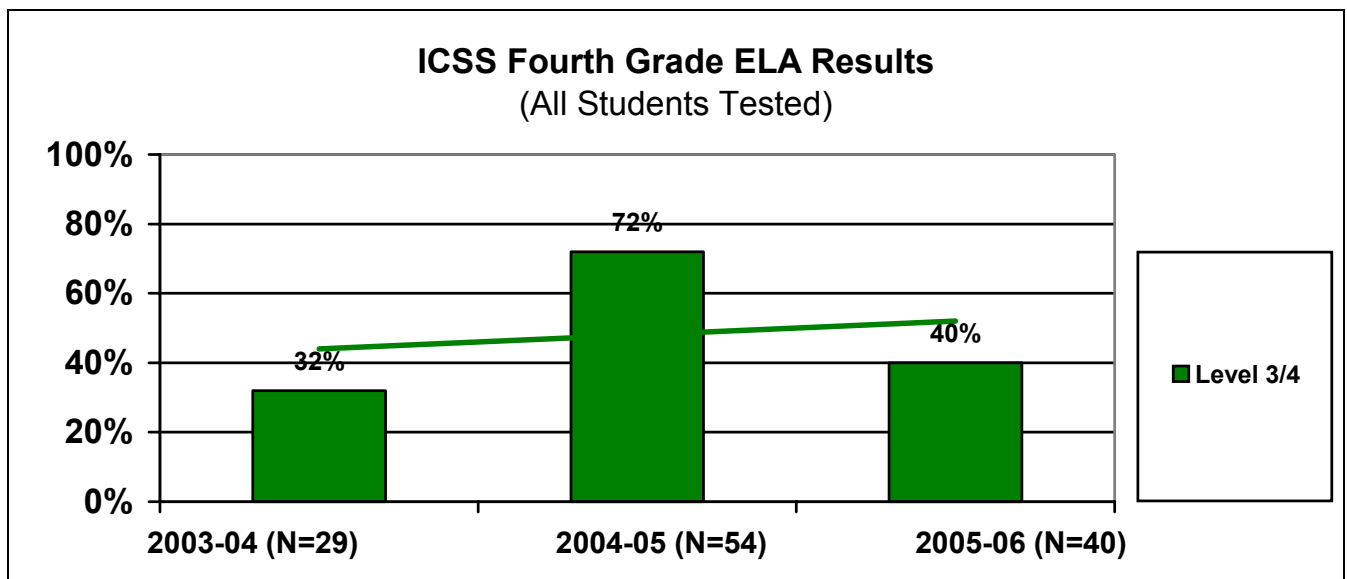
ELA Performance Level	Fourth Grade Students Tested in 2002-03		Fourth Grade Students Tested in 2003-04		Fourth Grade Students Tested in 2004-05		Fourth Grade Students Tested in 2005-06	
1	5	16.66%	2	6.9%	0	0%	8	20%
2	11	36.67%	18	62%	15	27.7%	16	40%
3	12	40%	8	27.6%	34	63%	16	40%
4	2	6.67%	1	3.5%	5	9.3%	0	0%
Total	30	100%	29	100%	54	100%	40	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 $36.67 + 40 + 6.67 = 83.34$ Plus 40 + 6.67 = 46.67 <b>PI = 130.1</b>		PI=% at Level 2 + 3 + 4 Plus 3 + 4 $62 + 27.6 + 3.5 = 93.1$ Plus 27.6 + 3.5 = 31.1 <b>PI = 124.2</b>		PI=% at Level 2 + 3 + 4 Plus 3 + 4 $27.7 + 63 + 9.3 = 100$ Plus 63 + 9.3 = 72.3 <b>PI = 172.3</b>		PI=% at Level 2 + 3 + 4 Plus 3 + 4 $40 + 40 + 0 = 80$ Plus 40 + 0 = 40 <b>PI = 120</b>	
SED PI for Year	123		123		131		122	
AMO Achieved?	<b>YES</b>		<b>YES</b>		<b>YES</b>		<b>NO</b>	

ELA Performance Level	Fifth Grade Students Tested in 2005-06	
1	6	10.34%
2	27	46.55%
3	22	37.93%
4	3	5.17%
Total	58	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 $46.55 + 37.93 + 5.17 = 89.65$ Plus $37.93 + 5.17 = 43.10$ <b>PI = 132.75</b>	
SED PI for Year	122	
AMO Achieved?	<b>YES</b>	

ELA Performance Level	Sixth Grade Students Tested in 2005-06	
1	10	18.52%
2	28	51.85%
3	14	25.93%
4	2	3.70%
Total	54	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 $51.85 + 25.93 + 3.70 = 81.48$ Plus $25.93 + 3.70 = 29.63$ <b>PI = 111.11</b>	
SED PI for Year	122	
AMO Achieved?	<b>NO</b>	

ELA Performance Level	Seventh Grade Students Tested in 2005-06	
1	10	17.54%
2	24	42.11%
3	23	40.35%
4	0	0%
Total	57	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 $42.11 + 40.35 + 0 = 82.46$ Plus 40.35 + 0 = 40.35 <b>PI = 122.81</b>	
SED PI for Year	122	
AMO Achieved?	<b>YES</b>	

Additionally, the only grade level that has been tested for more than one year has been the fourth grade. The chart below shows the results of students at ICSS who scored in Levels 3 or 4 on the New York State ELA examination in the last three academic years.



The percentages of students scoring at levels 3 and 4 have fluctuated over the last three academic years. Regardless of the fluctuations, however, **the three-year trend line (shown in green above in the ICSS chart) representing Levels 3 & 4, shows that over the last 3-year period, 4<sup>th</sup> Grade students at ICSS have been performing at an overall improving rate.**

## COMPARATIVE PROFICIENCY MEASURE

### Measure 3

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of Schenectady City School District.

#### **A. Method**

ICSS tested-students who were enrolled in at least their second year are compared with students tested at the Schenectady City School District (SCSD).

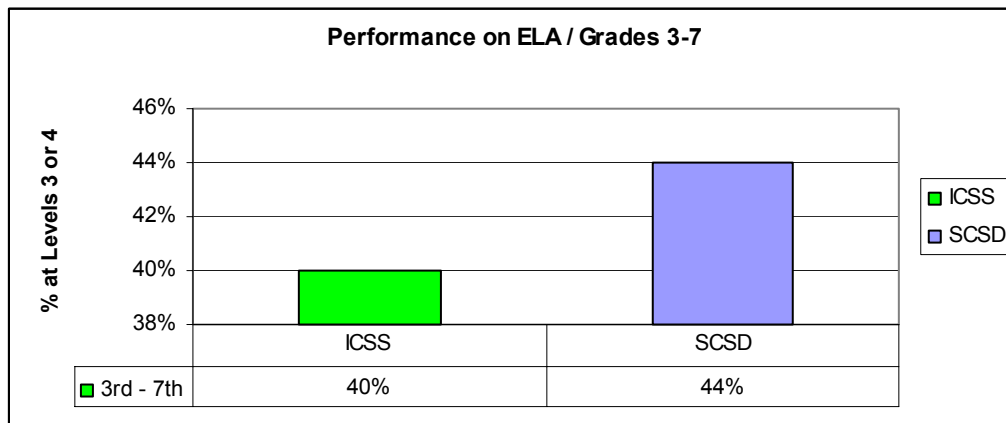
#### **B. Results**

The table below shows the combined average percentage of students in grades three through five at ICSS who are enrolled in at least their second year at ICSS and the SCSD schools scoring at Levels 3 or 4 on the state ELA test.

ELA Results - AY2005/2006 - Comparing ICSS with SCSD (Grades 3 - 7) - Combined Average %		
Grades	ICSS	SCSD
3rd - 7th	40%	44%
N	177	3,451

N = # of Students (for ICSS, N represents the # of students who have been at ICSS for Two or More Years)

The chart below represents the data of the table above, showing the combined average percentage of students in grades three through seven at ICSS and the SCSD schools scoring at Levels 3 or 4 on the state ELA test.

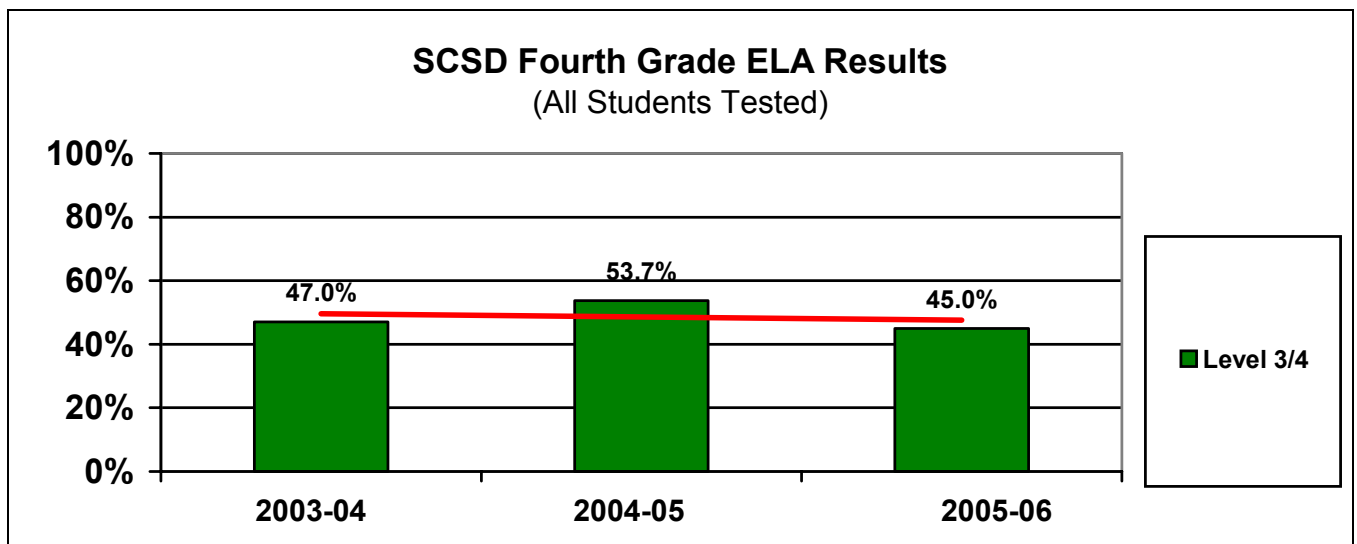
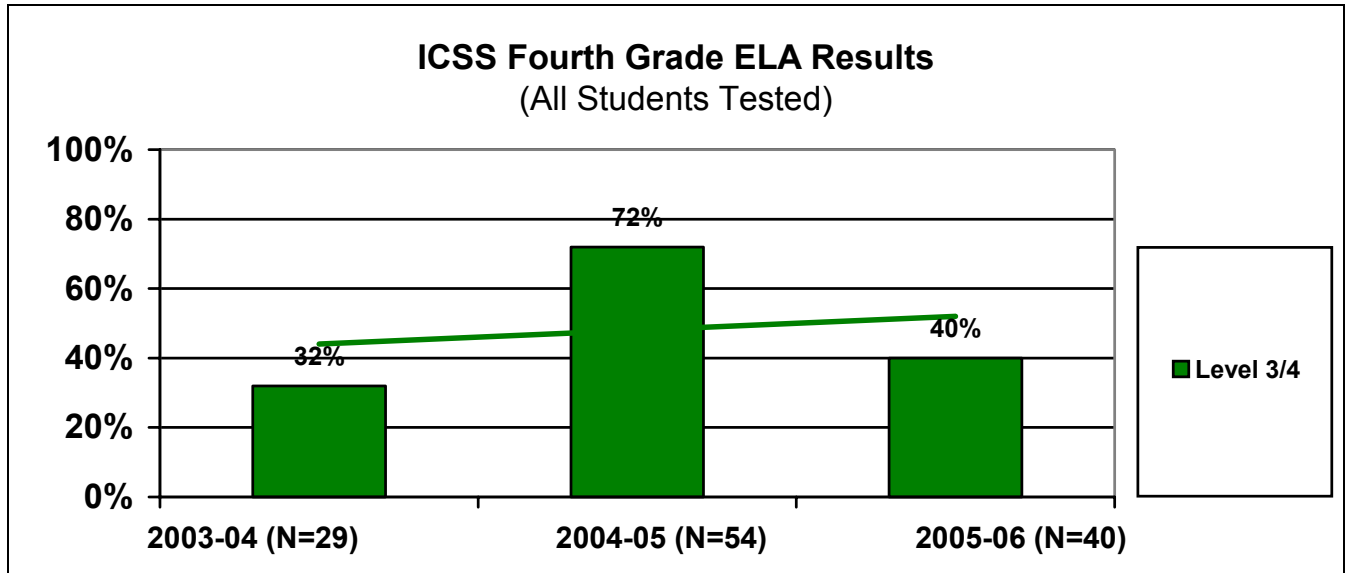


#### **C. Evaluation**

For the combined average percentage of students in grades three through seven at ICSS and the SCSD schools scoring at Levels 3 or 4 on the state ELA test, ICSS was four percentage points short of being at par with its neighboring SCSD. With the number of students at ICSS in the sample being only 177 as compared with the sample of 3,451 students, small fluctuations in student performance at ICSS will have a greater impact on overall performance than would small fluctuations in student performance at SCSD.

#### D. Additional Evidence

The only grade level that has been tested for more than one year has been the fourth grade. The chart below shows the results of students at ICSS who scored in Levels 3 or 4 on the New York State ELA examination in the last three academic years.



The percentages of students scoring at levels 3 and 4 have fluctuated over the last three academic years at both ICSS and the schools at SCSD, as shown in the charts above). Regardless of the fluctuations, however, **the three-year trend line (shown in green above in the ICSS chart) representing Levels 3 & 4, shows that over the last 3-year period, 4<sup>th</sup> Grade students at ICSS have been performing at an overall improving rate.**

In contrast, students in the surrounding school district (SCSD) show a downward trend in performance over the same time period (as shown in red above). Furthermore, ICSS has managed to achieve a high of 72% rate (in 2004-05) of students scoring in Levels 3 & 4 over that

time period while the highest percentage achieved by its surrounding school district has been almost 20 percentage points lower, at 53.7%. ICSS shows the potential for greater growth.

The tables below show the mean scale scores on the New York State ELA examination for all students in fourth grade at ICSS and at the SCSD from 2002/03 through 2005/06. The tables all show the two-year gains made in the Mean Scale Score for both the ICSS and the SCSD.

<i>Comparison Schools</i>	<b>Fourth Grade ELA Test Year</b>						<b>Two Year Gains</b>
	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>		<b>Mean Scale Score</b>
	<b>Mean Scale Score</b>	<b># Tested</b>	<b>Mean Scale Score</b>	<b># Tested</b>	<b>Mean Scale Score</b>	<b># Tested</b>	
International Charter School	641	(30)	638	(29)	661	(54)	<b>20</b>
Schenectady City Schools	645	(613)	641	(675)	650	(614)	5

<i>Comparison Schools</i>	<b>Fourth Grade ELA Test Year</b>						<b>Two Year Gains</b>
	<b>2003-04</b>		<b>2004-05</b>		<b>2005-06</b>		<b>Mean Scale Score</b>
	<b>Mean Scale Score</b>	<b># Tested</b>	<b>Mean Scale Score</b>	<b># Tested</b>	<b>Mean Scale Score</b>	<b># Tested</b>	
International Charter School	638	(29)	661	(54)	641	(40)	<b>3</b>
Schenectady City Schools	641	(675)	650	(614)	642	(635)	1

ICSS made gains over a two year period in its Mean Scale Score two year gains, both higher than the gains for the surrounding school district (3 points in 2004-05 and 1 point in 2005-06). ICSS shows the potential for greater growth.



March, 2006

### SUNY CHARTER SCHOOLS COMPARATIVE PERFORMANCE ANALYSIS

#### NEW YORK STATE 2005 ENGLISH LANGUAGE ARTS (ELA) EXAMINATION GRADE 4

The chart below displays how students in your school performed compared to other public schools in New York State with a similar population of free-lunch-eligible students.

Charter School	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size**	Comparative Performance***
			Actual	Predicted*			
ICSS	53.6	54	72.3	63.6	8.7	0.53	Higher than expected to a medium degree

\*Predicted Percent of Students at Levels 3&4 was calculated after performing a regression to measure the effect on outcomes of a school's free lunch population, based on all public schools, including charter schools, in New York State in which students were tested in 2005 and applying that effect to each school.

\*\*Effect Size is a statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation difference. It reflects the difference between a school's attained and expected performance, relative to other schools with similar free-lunch statistics.

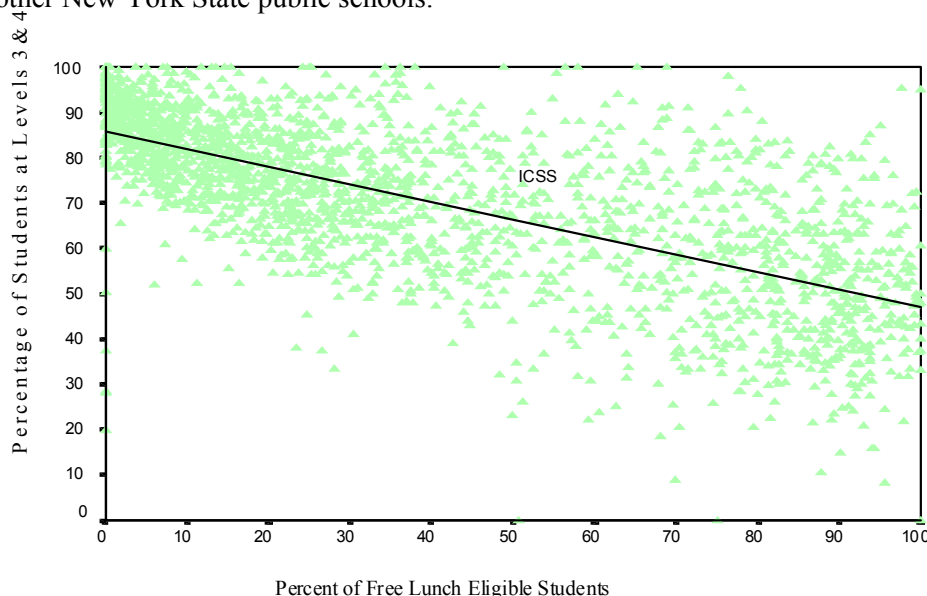
\*\*\*Comparative Performance is based on Effect Size as follows:

Above 0.79	Higher than expected to a large degree
0.5 to 0.79	Higher than expected to a medium degree
0.3 to 0.49	Higher than expected to a small degree
-0.29 to 0.29	About the same as expected
-0.3 to -0.49	Lower than expected to a small degree
-0.5 to -0.79	Lower than expected to a medium degree.
Below -0.79	Lower than expected to a large degree

#### Scatter Plot Analysis

The **scatter plot** below shows the distribution of all public schools in New York State by ELA score and percent of free-lunch-eligible students.

The **solid line** shows schools' predicted performance with a given percent of free-lunch-eligible students. The location of **school name** on the scatter plot indicates the approximate performance of your school in comparison to other New York State public schools.



## VALUE-ADDED MEASURE

### Measure 4

For the 2005-06 school year, grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed *reading* test, and an NCE of 50 (i.e. at grade level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

#### **A. Method**

All students at ICSS take the Iowa Test of Basic Skills (ITBS) in the spring of every academic year. For the spring 2005 and spring 2006 tests, scores are reported for the students who took the ITBS tests during both the Spring of 2005 and the Spring of 2006.

#### **B. Results**

The table below presents the ITBS *reading* battery results for students at each grade level who have spring-to-spring test scores available for their entire ITBS test battery. The Grade Levels show the more recent Grade Level of the students (for example, students who were in Grade 2 in Spring 05 and in Grade 3 in Spring 06 will show as Grade 3 students in the table below).

Reading ITBS NCE Scores by Grade Level Spring 2005 Scores & Spring 2006 Scores							
	Grade Level						
Iowa Test of Basic Skills	2nd	3rd	4th	5th	6th	7th	School Total
N	(N=16)	(N=40)	(N=27)	(N=35)	(N=20)	(N=21)	(N=159)
Spring 2005 NCE Score (x)	51.94	41.95	43.04	54.14	44.00	48.29	47.23
Target Spring 2006 Scores $50 - ([50 - x]/2)$	An increase	45.98	46.52	An increase	47.00	49.15	48.61
Spring 2006 NCE Score	47.88	42.60	44.67	51.00	39.90	44.71	45.13
<b>Met Target?</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>

#### **C. Evaluation**

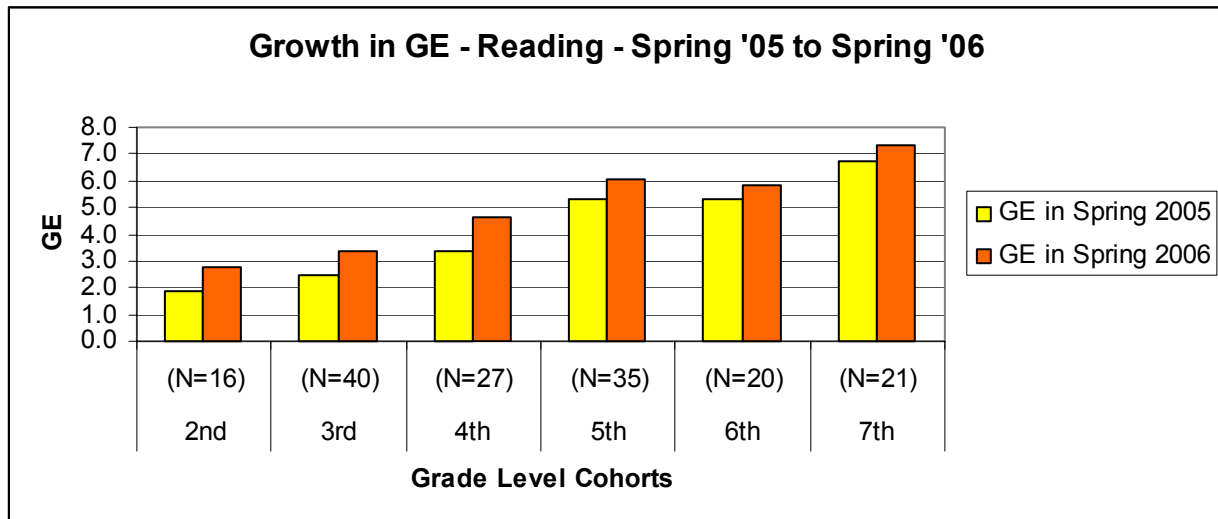
Amongst the ICSS students in 2005/2006, none of the 2<sup>nd</sup> through 7<sup>th</sup> grade cohorts met the outcome measures. While the 3<sup>rd</sup> and 4<sup>th</sup> grade cohorts missed the target measure by a few points, both those cohort groups showed gains in their average NCE scores between Spring 2005 and Spring 2006. There was a decline in the average NCE scores for the 2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> Grade cohorts.

### D. Additional Evidence

The table below presents the growth in Grade Level Equivalency (GE) scores in the ITBS *reading* battery for students at each grade level who have spring-to-spring test scores available for their entire ITBS test battery. The Grade Levels show the more recent Grade Level of the students (for example, students who were in Grade 2 in Spring 05 and in Grade 3 in Spring 06 will show as Grade 3 students in the table below).

Reading ITBS GE Scores by Grade Level Spring 2005 to Spring 2006						
	Grade Level					
Iowa Test of Basic Skills	2nd	3rd	4th	5th	6th	7th
N	(N=16)	(N=40)	(N=27)	(N=35)	(N=20)	(N=21)
GE in Spring 2005	1.9	2.5	3.4	5.3	5.3	6.7
GE in Spring 2006	2.8	3.4	4.6	6.1	5.8	7.3
Growth?	YES	YES	YES	YES	YES	YES

The chart below represents the growth in Grade Level Equivalency (GE) scores in the ITBS *reading* battery for students at each grade level who have spring-to-spring test scores available for their entire ITBS test battery.



Without exception, students at ICSS showed growth in GE at every grade level from Spring 05 to Spring 06. Grades 2 through 5 showed significant growth in GE during that time period.

## SUMMARY

In 2005/06, ICSS had mixed results on its performance in ELA. The following table summarizes our performance on the outcome measures.

Measure	Type	Test	Result
<b>75% at Levels 3 or 4</b>	Absolute	State ELA Exam	Not met
<b>PI above AMO</b>	Absolute	State ELA Exam	Barely missed by 2 points in the aggregate, but met AMO for Grade 5 & Grade 7
<b>Outperform the District</b>	Comparative	State ELA Exam	No, but 2-year gains in Mean Scale Score are higher than District's on the Grade 4 test
<b>Each Grade-Cohort Reduces Gap between Baseline &amp; NCE of 50</b>	Value-Added	ITBS	Not met; but growth was made in GE at every Grade Level.

The school did not meet the absolute measure of 75 percent of students performing at Levels 3 or above. The school did, however, outperform its neighboring school district (SCSD) in Grade 7.

Grade 4 is the only grade level with historical data as it is the only grade level which had state tests prior to the 2005/06 academic year. For grade 4, the percentages of students scoring at levels 3 and 4 have fluctuated over the last three academic years at both ICSS and the schools at SCSD, as shown in the charts in this section. Regardless of the fluctuations, however, the three-year trend line (shown in green earlier in the *Additional Evidence* section of Measure 3 in the ICSS chart) representing Levels 3 & 4, shows that over the last 3-year period, 4<sup>th</sup> Grade students at ICSS have been performing at an overall improving rate.

In contrast, students in the surrounding school district (SCSD) show a downward trend in performance over the same time period (as shown in red earlier in the *Additional Evidence* section of Measure 3 in the SCSD chart). Furthermore, ICSS has managed to achieve a high of 72% rate (in 2004-05) of students scoring in Levels 3 & 4 over that time period while the highest percentage achieved by its surrounding school district has been almost 20 percentage points lower, at 53.7%. ICSS shows the potential for greater growth.

## **ACTION PLAN**

ICSS will continue to track performance for students who have been enrolled for 2+ years to make comparisons to new and or total student performance.

ICSS will monitor teacher performance to make sure that the SABIS<sup>®</sup> system of teach-test-re-teach (the SABIS<sup>®</sup> Point System<sup>™</sup> of Instruction) is being followed.

ICSS will monitor teacher performance to ensure that the pacing charts are being used and that teachers understand how the SABIS<sup>®</sup> curriculum has been paced and carefully and thoroughly aligned to New York State Standards.

ICSS will arrange administrators' meetings so that academic administrators schedule time during Academic Quality Controller (AQC) weekly meetings with teachers to discuss SABIS<sup>®</sup> curriculum alignment as it appears on the pacing charts so that faculty can understand how that pacing can assist their weekly lesson planning..

ICSS will monitor student test data throughout the academic year to discover changes so that modifications in teaching and learning can be quickly implemented.

ICSS will energize the *Accelerated Reader<sup>™</sup>* Program.

Students at ICSS will Read to Write; Write to Read.

*Goal 2: ICSS students will develop proficiency in Mathematics.*

**ABSOLUT PROFICIENCY MEASURE**

**Measure 1**

A high proportion of students at the International Charter School of Schenectady (ICSS) will show proficiency on state exams. For the 2005/06 school year, 75 percent of 3<sup>rd</sup> through 7<sup>th</sup> graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

**A. Method**

Students in Grades 3 through 7 took the New York State Mathematics Assessment in the spring of the academic year 2005-2006. It was the first academic year when tests were given for grades three, five, six, and seven in mathematics. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. The International Charter School of Schenectady (ICSS) has set an ambitious criterion of success for this measure over the course of the academic years 2005-2006 & 2006-2007.

The table below summarizes participation information for the spring 2006 test administration. The table indicates the total number of students tested as well as the students tested who had been at ICSS for two consecutive academic years.

<b>Math - AY2005/2006</b>		
<b>Grade</b>	<b>N</b>	<b># Tested</b>
3rd	63	97
4th	21	39
5th	32	57
6th	19	56
7th	38	60

N = N represents the # of students who have been at ICSS for Two or More Years

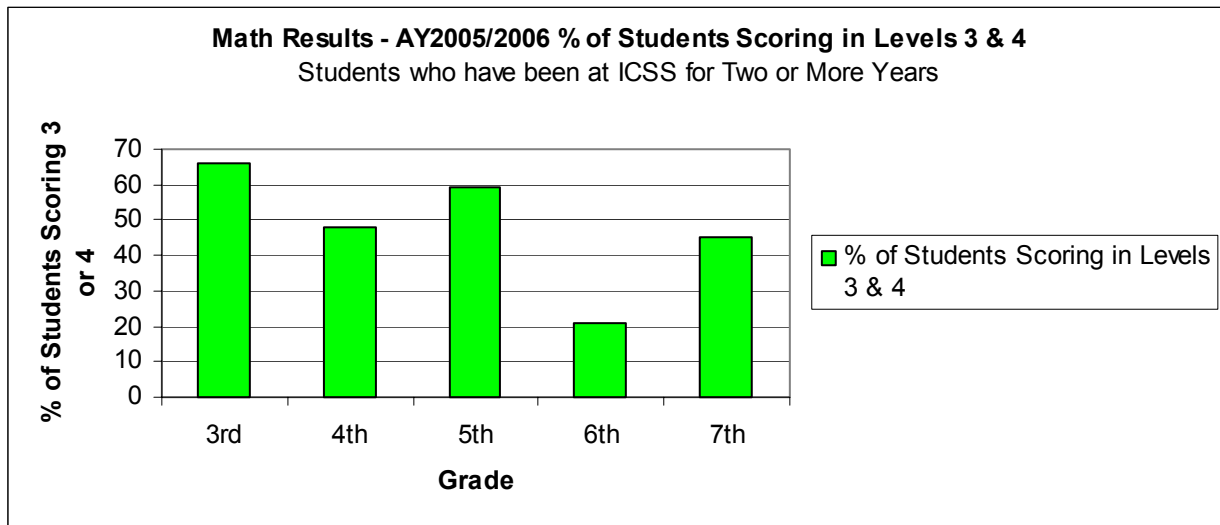
**B. Results**

The following table represents the test results for students in grades three through seven who have been at ICSS for at least two academic years and who have scored at Level 3 or 4 on their New York State mathematics examination.

<b>Math Results - AY2005/2006</b>			
<b>Grade</b>	<b>% of N Students Scoring in Levels 3 &amp; 4</b>	<b>N</b>	<b># Tested</b>
3rd	66	63	97
4th	48	21	39
5th	59	32	57
6th	21	19	56
7th	45	38	60

N = # of Students (for ICSS, N represents the # of students who have been at ICSS for Two or More Years)

The following chart shows the performance of ICSS students in third through seventh grade who have been enrolled in at least their second year.



### C. Evaluation

While ICSS did not meet the overall measures in academic year (AY) 2005/06, it has the opportunity of making significant growth in AY2006/07, the second part of this measure. This was the first year when students in grades three, five, six, and seven were tested on mathematics. The past performance of ICSS encourages us to keep working hard at meeting our stipulated measures and to learn from the prolonged moving experience which the students and administrators at ICSS had to go through during the academic year in 2005/06.

### Measure 2

Each year, the school's aggregate Performance Index on the State Mathematics exam will meet its Annual Measurable Objective set forth in the state's No Child Left behind (NCLB) accountability system.

### A. Method

Under the No Child Left Behind Act (NCLB) of 2001, public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute portion of students who have taken the state's mathematics exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified portion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's Mathematics performance standard by 2013/14.

## B. Results

The table below shows the calculation for ICSS's aggregate Performance Index on the 2005/06 state Mathematics exam.

<b>Mathematics Performance Level</b>	<b>3<sup>rd</sup> - 7<sup>th</sup> Grade Students</b>	
<b>AY2005/2006</b>	<b># Tested</b>	<b>% at Performance Level</b>
1	31	10%
2	123	40%
3	134	43%
4	21	7%
Total	309	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 40 + 43 + 7 = 90 Plus 43 + 7 = 50  <b>PI = 140</b>	
SED PI for Year	86	
AMO Achieved?	<b>YES</b>	

## C. Evaluation

In 2005/06, ICSS's aggregate Performance Index (PI) was 140. The AMO was resoundingly achieved, with our PI of 140 more than matching the SED benchmark of 86 for the year.

## D. Additional Evidence

The overall specific measures were met in the AY2005/06 part of the measure. Additionally, ICSS met its Annual Measurable Objective (AMO) for grades three through seven, as the tables below show in calculating the Performance Index for each of those grade levels as set forth in the state's No Child Left Behind (NCLB) accountability system.

<b>MATH Performance Level</b>	<b>Third Grade Students Tested in 2005-06</b>	
1	2	2.06%
2	30	30.9%
3	54	55.67%
4	11	11.34%
Total	97	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 $30.9 + 55.67 + 11.34 = 97.91$ $Plus 55.67 + 11.34 = 67.01$ <b>PI = 164.92</b>	
SED PI for Year	86	
AMO Achieved?	<b>YES</b>	

<b>MATH Performance Level</b>	<b>Fourth Grade Students Tested in 02-03</b>		<b>Fourth Grade Students Tested in 03-04</b>		<b>Fourth Grade Students Tested in 04-05</b>		<b>Fourth Grade Students Tested in 05-06</b>	
1	5	17.3%	1	3.33%	0	0%	6	15%
2	3	10.3%	8	26.67%	0	0%	13	33%
3	15	51.7%	15	50%	45	80%	17	44%
4	6	20.7%	6	20%	11	20%	3	8%
Total	29	100%	30	100%	56	100%	39	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 $10.3 + 51.7 + 20.7 = 82.7$ $Plus 51.7 + 20.7 = 72.4$ <b>PI = 155.1</b>		PI=% at Level 2 + 3 + 4 Plus 3 + 4 $26.67 + 50 + 20 = 96.67$ $Plus 50 + 20 = 70$ <b>PI = 166.67</b>		PI=% at Level 2 + 3 + 4 Plus 3 + 4 $0 + 0 + 80 = 80$ $Plus 80 + 20 = 100$ <b>PI = 180</b>		PI=% at Level 2 + 3 + 4 Plus 3 + 4 $33 + 44 + 3 = 80$ $Plus 44 + 8 = 52$ <b>PI = 137</b>	
SED PI for Year	136		136		142		86	
AMO Achieved?	<b>YES</b>		<b>YES</b>		<b>YES</b>		<b>YES</b>	

<b>MATH Performance Level</b>	<b>Fifth Grade Students Tested in 05-06</b>	
1	11	19.3%
2	17	28.82%
3	25	43.86%
4	4	7.02%
Total	57	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 28.82 + 43.86 + 7.02 = 79.7 Plus 43.86 + 7.02 = 50.88 <b>PI = 130.58</b>	
SED PI for Year	86	
AMO Achieved?	<b>YES</b>	

<b>Math Performance Level</b>	<b>Sixth Grade Students Tested in 05-06</b>	
1	6	10.71%
2	35	62.5%
3	15	26.79%
4	0	0%
Total	56	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 62.5 + 26.79 + 0 = 79.7 Plus 26.79 + 0 = 26.79 <b>PI = 89.29</b>	
SED PI for Year	86	
AMO Achieved?	<b>YES</b>	

<b>MATH Performance Level</b>	<b>Seventh Grade Students Tested in 05-06</b>	
1	6	10.0%
2	28	46.67%
3	23	38.33%
4	3	5%
Total	60	100%
PI Calculation	PI=% at Level 2 + 3 + 4 Plus 3 + 4 46.67 + 38.33 + 5 = 79.7 Plus 38.33 + 5 = 43.33 <b>PI = 90</b>	
SED PI for Year	86	
AMO Achieved?	<b>YES</b>	

## COMPARATIVE PROFICIENCY MEASURE

### Measure 3

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of Schenectady City School District.

#### **A. Method**

ICSS tested-students who were enrolled in at least their second year are compared with students tested at the Schenectady City School District (SCSD).

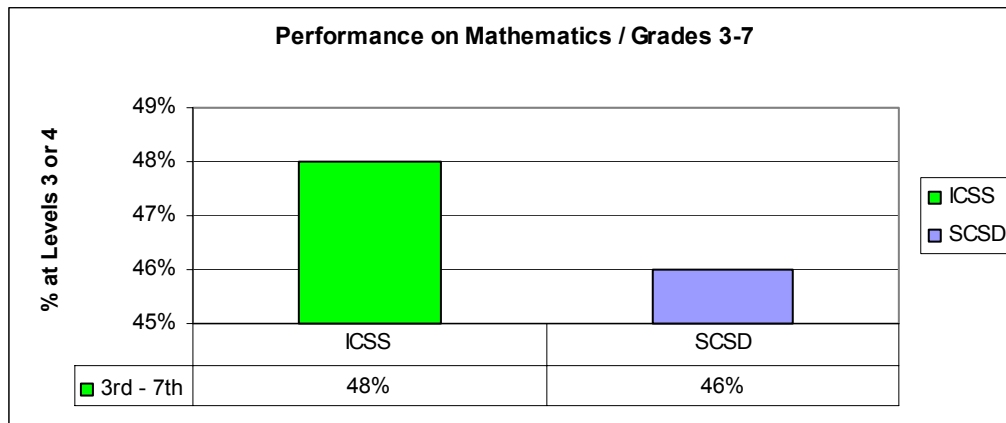
#### **B. Results**

The table below shows the combined average percentage of students in grades three through five at ICSS who are enrolled in at least their second year at ICSS and the SCSD schools scoring at Levels 3 or 4 on the state Mathematics test.

Mathematics Results - AY2005/2006 - Comparing ICSS with SCSD (Grades 3 - 7) - Combined Average %		
Grades	ICSS	SCSD
3rd - 7th	48%	46%
N	173	3,519

N = # of Students (for ICSS, N represents the # of students who have been at ICSS for Two or More Years)

The chart below represents the data of the table above, showing the combined average percentage of students in grades three through seven at ICSS and the SCSD schools scoring at Levels 3 or 4 on the state Mathematics test.



#### **C. Evaluation**

For the combined average percentage of students in grades three through seven at ICSS and the SCSD schools scoring at Levels 3 or 4 on the state Mathematics test, ICSS outperformed its neighboring SCSD. Nonetheless, it is important to note that with the number of students at ICSS in the sample being only 173 as compared with the sample of 3,519 students, small fluctuations in student performance at ICSS will have a greater impact on overall performance than would small fluctuations in student performance at SCSD.

**D. Additional Evidence**

The tables below show the Mean Scale Score for all students tested at every grade level for grades three through seven at ICSS as well as the SCSD.

<i>Comparison Schools</i>	<b>Third Grade Mathematics Test Year 2005-06</b>	
	<b>Mean Scale Score</b>	<b># Tested</b>
International Charter School of Schenectady	<b>665</b>	97
Schenectady City Schools	663	658

<i>Comparison Schools</i>	<b>Fourth Grade Math Test Year 2004-05</b>		<b>Fourth grade Math Test Year 2005-06</b>	
	<b>Mean Scale Score</b>	<b># Tested</b>	<b>Mean Scale Score</b>	<b># Tested</b>
International Charter School	<b>668</b>	56	<b>656</b>	39
Schenectady City Schools	655	662	655	649

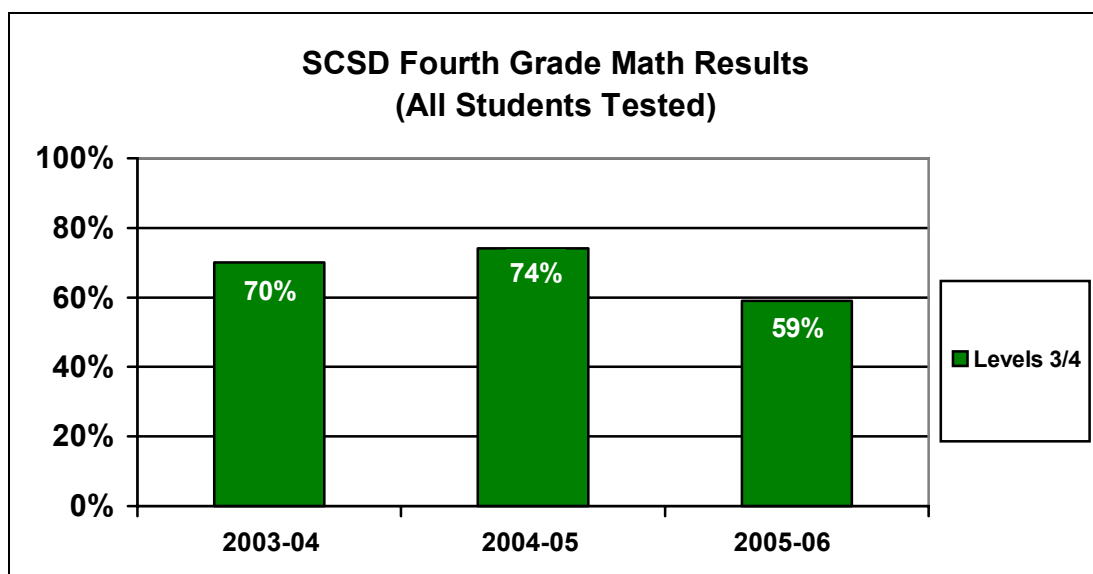
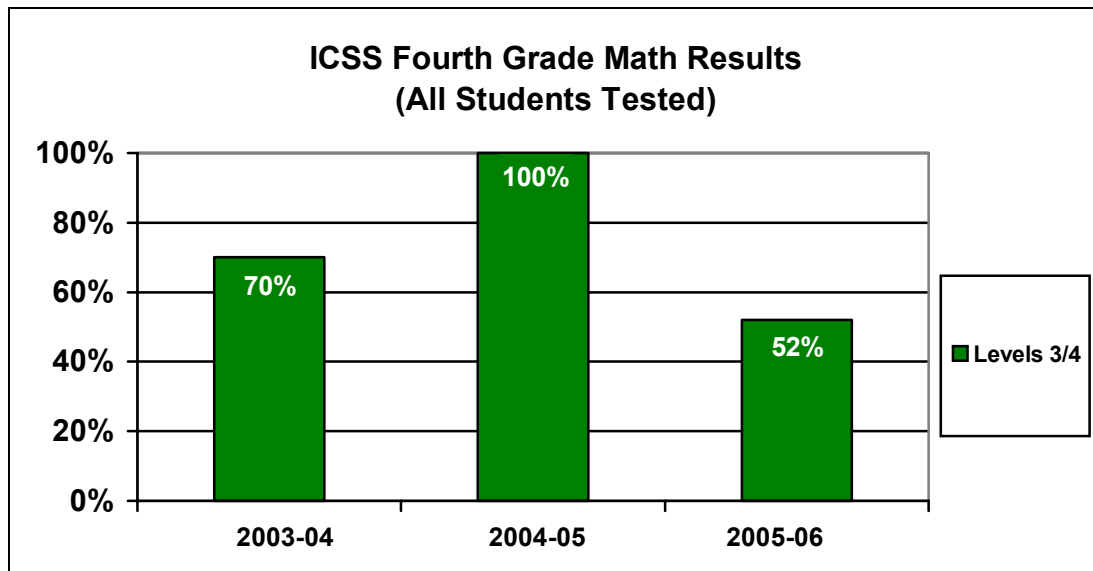
<i>Comparison Schools</i>	<b>Fifth Grade Math Test Year 2005-06</b>	
	<b>Mean Scale Score</b>	<b># Tested</b>
International Charter School	<b>649</b>	57
Schenectady City Schools	643	706

<i>Comparison Schools</i>	<b>Sixth Grade Math Test Year 2005-06</b>	
	<b>Mean Scale Score</b>	<b># Tested</b>
International Charter School	<b>635</b>	56
Schenectady City Schools	634	758

<i>Comparison Schools</i>	<b>Seventh Grade Math Test Year 2005-06</b>	
	<b>Mean Scale Score</b>	<b># Tested</b>
International Charter School	<b>641</b>	60
Schenectady City Schools	634	689

Without exception, ICSS outperformed the SCSD in mathematics by achieving a higher Mean Scale Score in mathematics at every grade level for students in grades three through seven.

Moreover, the only grade level that has been tested for more than one year has been the fourth grade. The chart below shows the results of students at ICSS who scored in Levels 3 or 4 on the New York State mathematics examination in the last three academic years.



After careful investigation we believe the fluctuation shown above of uneven performance in percentages of students at different levels is explained by the changes that occurred in the school. Teachers, administrators, and school location changed enough to have unsettled student performance. Local testing conditions allowed unlimited time for student performance on tests.

Over the past 3-year period, however, ICSS has managed to achieve a high of a staggering 100% rate (in 2004-05) of students scoring in Levels 3 & 4 over that time period while the highest

percentage achieved by its surrounding school district has been almost 30 percentage points lower, at 74%. ICSS shows the potential for greater growth.

The tables below show the mean scale scores on the New York State mathematics examination for all students in fourth grade at ICSS and at the SCSD from 2002/03 through 2005/06. The tables all show the two-year gains made in the Mean Scale Score for both the ICSS and the SCSD.

Comparison Schools	Fourth Grade Math Test Year						Two Year Gains
	2002-03		2003-04		2004-05		Mean Scale Score
	Mean Scale Score	# Tested	Mean Scale Score	# Tested	Mean Scale Score	# Tested	
International Charter School	647	(29)	652	(30)	668	(56)	21
Schenectady City Schools	650	(699)	652	(699)	655	(662)	5

Comparison Schools	Fourth Grade Math Test Year						Two Year Gains
	2003-04		2004-05		2005-06		Mean Scale Score
	Mean Scale Score	# Tested	Mean Scale Score	# Tested	Mean Scale Score	# Tested	
International Charter School	652	(30)	668	(56)	656	(39)	4
Schenectady City Schools	652	(699)	655	(662)	655	(649)	3

The two-year gain was greater for ICSS (21) than for the Schenectady City School District (5) in 2004-05 as well as in 2005-06 where the two year gain in mean scale scores for ICSS (4) was higher than that of the SCSD (3). In both 2004-05 and 2005-06, ICSS achieved a mean scale score that was higher for its fourth graders than the mean scale score achieved by their peers at SCSD.



March, 2006

**SUNY CHARTER SCHOOLS  
COMPARATIVE PERFORMANCE ANALYSIS**

**NEW YORK STATE 2005 MATH EXAMINATION  
GRADE 4**

The chart below displays how students in your school performed compared to other public schools in New York State with a similar population of free-lunch-eligible students.

Charter School	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size**	Comparative Performance***
			Actual	Predicted*			
ICSS	53.6	56	100	81.7	18.3	1.51	Higher than expected to a large degree

\*Predicted Percent of Students at Levels 3&4 was calculated after performing a regression to measure the effect on outcomes of a school's free lunch population, based on all public schools, including charter schools, in New York State in which students were tested in 2005 and applying that effect to each school.

\*\*Effect Size is a statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation difference. It reflects the difference between a school's attained and expected performance, relative to other schools with similar free-lunch statistics.

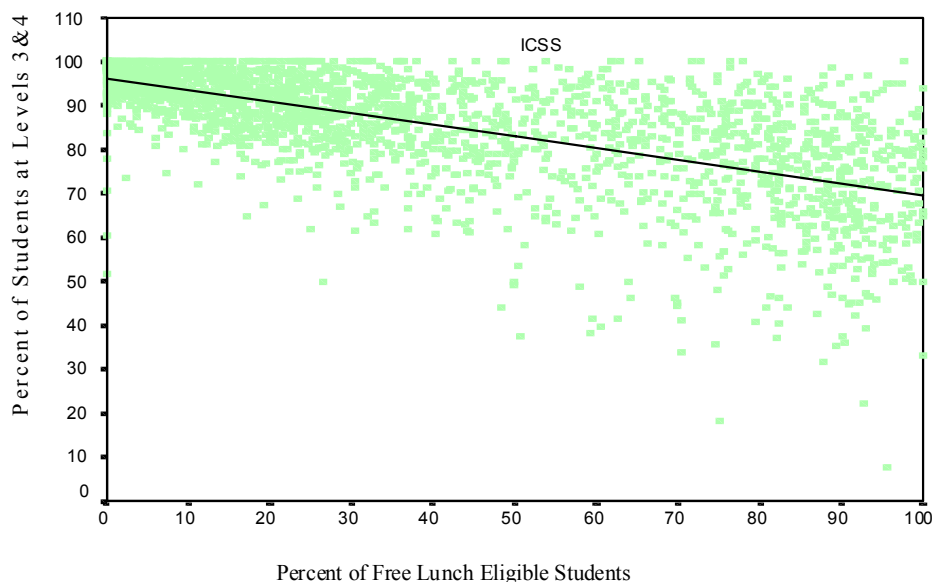
\*\*\*Comparative Performance is based on Effect Size as follows:

Above 0.79	Higher than expected to a large degree
0.5 to 0.79	Higher than expected to a medium degree
0.3 to 0.49	Higher than expected to a small degree
-0.29 to 0.29	About the same as expected
-0.3 to -0.49	Lower than expected to a small degree
-0.5 to -0.79	Lower than expected to a medium degree.
Below -0.79	Lower than expected to a large degree

**Scatter Plot Analysis**

The **scatter plot** below shows the distribution of all public schools in New York State by ELA score and percent of free-lunch-eligible students.

The **solid line** shows schools' predicted performance with a given percent of free-lunch-eligible students. The location of **school name** on the scatter plot indicates the approximate performance of your school in comparison to other New York State public schools.



**VALUE-ADDED MEASURE**

**Measure 4**

For the 2005-06 school year, grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed *math* test, and an NCE of 50 (i.e. at grade level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

**A. Method**

All students at ICSS take the Iowa Test of Basic Skills (ITBS) in the spring of every academic year. For the spring 2005 and spring 2006 tests, scores are reported for the students who took the ITBS tests during both the Spring of 2005 and the Spring of 2006.

**B. Results**

The table below presents the ITBS math battery results for students at each grade level who have spring-to-spring test scores available for their entire ITBS test battery. The Grade Levels show the more recent Grade Level of the students (for example, students who were in Grade 2 in Spring 05 and in Grade 3 in Spring 06 will show as Grade 3 students in the table below).

Math ITBS NCE Scores by Grade Level Spring 2005 Scores & Spring 2006 Scores							
	Grade Level						
Iowa Test of Basic Skills	2nd	3rd	4th	5th	6th	7th	School Total
N	(N=16)	(N=40)	(N=27)	(N=35)	(N=20)	(N=21)	(N=159)
Spring 2005 NCE Score (x)	68.50	29.20	46.48	60.40	47.25	54.33	51.03
Target Spring 2006 Scores $50 - ([50 - x]/2)$	An increase	39.60	48.24	An increase	48.63	An increase	50.51
Spring 2006 NCE Score	41.75	40.83	48.56	50.54	42.55	46.05	45.05
<b>Met Target?</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>

**C. Evaluation**

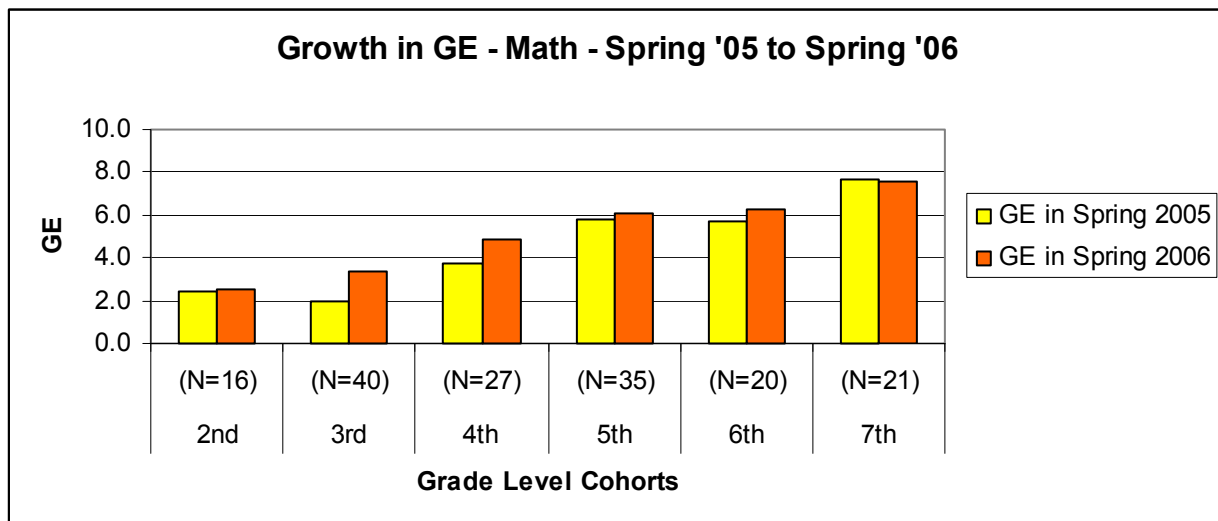
The 3<sup>rd</sup> and 4<sup>th</sup> Grade cohort groups met their outcome measures, putting them nicely above the grade level. Cohorts in Grades 2, 5, 6, and 7 fell short of meeting their outcome measures.

### D. Additional Evidence

The table below presents the growth in Grade Level Equivalency (GE) scores in the ITBS *math* battery for students at each grade level who have spring-to-spring test scores available for their entire ITBS test battery. The Grade Levels show the more recent Grade Level of the students (for example, students who were in Grade 2 in Spring 05 and in Grade 3 in Spring 06 will show as Grade 3 students in the table below).

Math ITBS GE Scores by Grade Level Spring 2005 to Spring 2006						
	Grade Level					
Iowa Test of Basic Skills	2nd	3rd	4th	5th	6th	7th
N	(N=16)	(N=40)	(N=27)	(N=35)	(N=20)	(N=21)
GE in Spring 2005	2.4	2.0	3.7	5.8	5.7	7.7
GE in Spring 2006	2.5	3.4	4.9	6.1	6.3	7.5
Growth?	YES	YES	YES	YES	YES	NO

The chart below represents the growth in Grade Level Equivalency (GE) scores in the ITBS *math* battery for students at each grade level who have spring-to-spring test scores available for their entire ITBS test battery.



All students at ICSS, with the exception of the 7<sup>th</sup> Grade cohorts, showed growth in GE at their respective grade levels from Spring 05 to Spring 06. Grades 3 and 4 in particular showed significant growth during that time period.

## SUMMARY

In 2005/06, ICSS had relatively strong results on its performance in Mathematics. Overall, ICSS outperformed the Schenectady City School District. The following table summarizes our performance on the outcome measures.

<b>Measure</b>	<b>Type</b>	<b>Test</b>	<b>Result</b>
<b>75% at Levels 3 or 4</b>	Absolute	State Math Exam	Not met
<b>PI above AMO</b>	Absolute	State Math Exam	MET
<b>Outperform the District</b>	Comparative	State Math Exam	YES
<b>Each Grade-Cohort Reduces Gap between Baseline &amp; NCE of 50</b>	Value-Added	ITBS	Partially Met (Grades 3 & 4); but growth made in GE at all Grade Levels except 7 <sup>th</sup> Grade cohorts.

While the school did not meet the absolute measure of 75 percent of students performing at Levels 3 or above. The school did, however, outperform its neighboring school district (SCSD). Also, and without exception, ICSS outperformed the SCSD in mathematics by achieving a higher Mean Scale Score in mathematics at every grade level for students in grades three through seven.

Over the past 3-year period, ICSS has managed to achieve a high of a staggering 100% rate (in 2004-05) of students scoring in Levels 3 & 4 over that time period in Grade 4 Mathematics while the highest percentage achieved by its surrounding school district has been almost 30 percentage points lower, at 74%. ICSS shows the potential for greater growth.

## **ACTION PLAN**

ICSS will continue to track performance for students who have been enrolled for 2+ years to make comparisons to new and or total student performance.

ICSS will monitor teacher performance to make sure that the SABIS<sup>®</sup> system of teach-test-re-teach (the SABIS<sup>®</sup> Point System<sup>™</sup> of Instruction) is being followed.

ICSS will monitor teacher performance to ensure that the pacing charts are being used and that teachers understand how the SABIS<sup>®</sup> curriculum has been paced and carefully and thoroughly aligned to New York State Standards.

ICSS will arrange administrators' meetings so that academic administrators schedule time during Academic Quality Controller (AQC) weekly meetings with teachers to discuss SABIS<sup>®</sup> curriculum alignment as it appears on the pacing charts so that faculty can understand how that pacing can assist their weekly lesson planning..

ICSS will monitor student test data throughout the academic year to discover changes so that modifications in teaching and learning can be quickly implemented.

ICSS will introduce SABIS<sup>®</sup>' new student-driven test prep peer group effort (also referred to as the *Student Life Grid Project*) in Mathematics to help prepare students for the state tests in the Spring.

**Goal 3: ICSS students will develop proficiency in Science.**

**ABSOLUT PROFICIENCY MEASURE**

**Measure 1**

In 2005/06, 75 percent of fourth grade students who are enrolled at ICSS in at least their second year will perform at or above Level 3 on the New York State Grade 4 Science Test.

**A. Method**

Students in grade four sat for the New York State Science exam. ICSS has set an ambitious criterion of success for this measure over the course of the academic year 2005-2006.

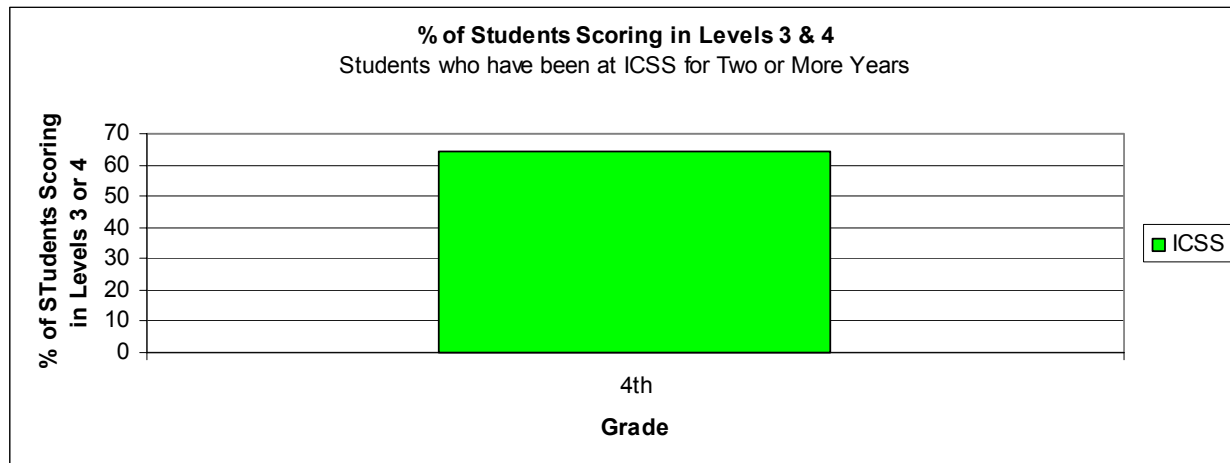
**B. Results**

The following table represents the test results for students in grade four who have been at ICSS for at least two academic years and who have scored at Level 3 or 4 on their New York State science examination.

Science Results - AY2005/2006 - % of Students Scoring in Levels 3 & 4	
Grade	ICSS
4th	64.2
N	18

N = # of Students (for ICSS, N represents the # of students who have been at ICSS for Two or More Years)

The following chart represents the test results for students in grade four who have been at ICSS for at least two academic years and who have scored at Level 3 or 4 on their New York State science examination.



**C. Evaluation**

Sixty four percent of students in grade 4 who were at least enrolled in their second year scored at Levels 3 or 4 on the New York State science assessment in AY2005/06.

## COMPARATIVE PROFICIENCY MEASURE

### Measure 2

Each year, the percent of 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 Schenectady City School District.

#### **A. Method**

Students in fourth grade at ICSS (there was no eighth grade at ICSS in AY2005/06) scoring at Levels 3 or 4 on the New York State science assessment will be compared with students in the Schenectady City School District (SCSD). There were no results accessible for the SCSD at the time when this report was being written. ICSS scores were compared with those of the SCSD for the years where scores are available.

#### **B. Results**

The table below shows the scores for all students tested in fourth grade on the New York State science assessment at ICSS for the academic years of 2002/03 through 2005/06 and the scores of their peers at the SCSD for the academic years 2002/03 through 2004/05 (as no data was available for the SCSD when this report was being written).

School / District	Fourth Grade Science Percent at Levels 3 and 4							
	2003		2004		2005		2006	
	(# Tested)	%	(# Tested)	%	(# Tested)	%	(# Tested)	%
International Charter School	(27)	51.9%	(30)	80%	(56)	85.7%	(39)	71.7%
Schenectady City School District	(615)	56%	(708)	56%	(654)	73%	Data N/A	

#### **C. Evaluation**

In the years where comparative data is available for ICSS and SCSD, fourth grade students at ICSS outperformed their peers at the SCSD in the last two of the three most recent years where such comparative data is available. No data was available for the SCSD for the AY2005/06 at the time when this report was being written.

**Goal 4: ICSS students will develop proficiency in Social Studies.**

**ABSOLUT PROFICIENCY MEASURE**

**Measure 1**

In 2005/06, 75 percent of fifth grade 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.

**A. Method**

Students in grade five sat for the New York State Social Studies exam. ICSS has set an ambitious criterion of success for this measure over the course of the academic year 2005-2006.

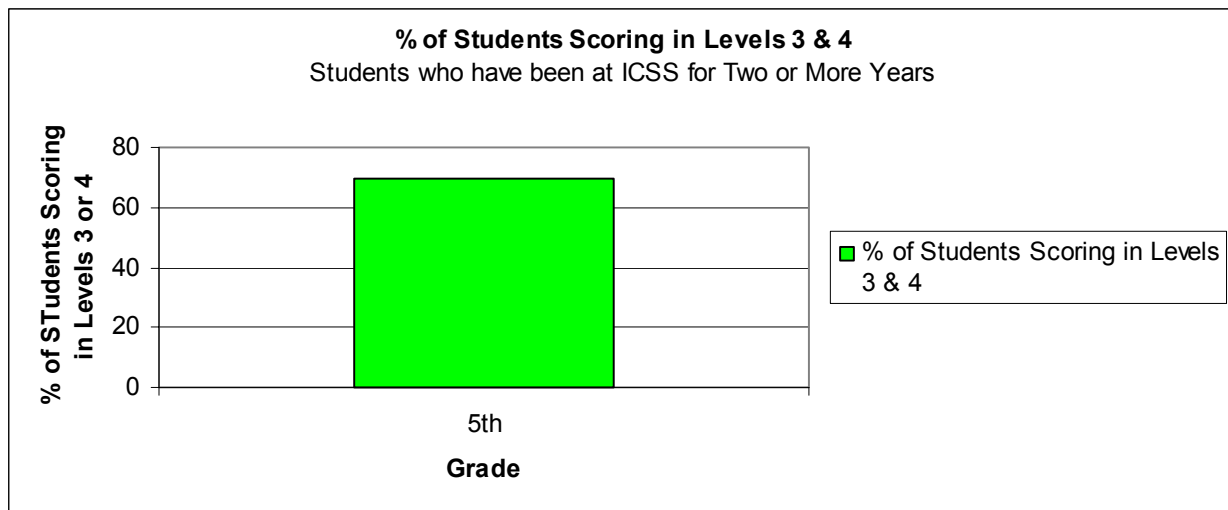
**B. Results**

The following table represents the test results for students in grade five who have been at ICSS for at least two academic years and who have scored at Level 3 or 4 on their New York State social studies examination.

<b>Social Studies Results - AY2005/2006 - % of Students Scoring in Levels 3 &amp; 4</b>	
<b>Grade</b>	<b>% of Students Scoring in Levels 3 &amp; 4</b>
5th	69.3
<b>N</b>	49

N = # of Students (for ICSS, N represents the # of students who have been at ICSS for Two or More Years)

The following chart represents the test results for students in grade five who have been at ICSS for at least two academic years and who have scored at Level 3 or 4 on their New York State social studies examination.



**C. Evaluation**

For students at ICSS who were enrolled in their second year, close to 70% (69.3%) scored at Levels 3 or 4 on the New York State social studies assessment.

#### D. Additional Evidence

The table below shows the performance of fifth grade students at ICSS for the last three academic years in social studies.

<b>All Fifth Graders at ICSS - Social Studies</b>			
<b>Year of Test</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Levels 3 or 4</b>
	<b>%</b>	<b>%</b>	<b>%</b>
2004 Test (30 taking test)	29.1%	14.5%	<b>56.4%</b>
2005 Test (29 taking test)	24.1%	10.3%	<b>65.6%</b>
2006 Test (58 taking test)	13.8%	13.8%	<b>72.4%</b>

The performance of fifth grade students at ICSS on the New York State social studies assessment has been steadily improving over the past three academic years. Each year, a higher percentage of fifth grade students are scoring at levels 3 or 4 on the social studies assessment.

## **COMPARATIVE PROFICIENCY MEASURE**

### **Measure 2**

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the Grade 5 New York State Social Studies exam will be greater than that of Schenectady City School District.

#### **A. Method**

Students in fifth grade at ICSS scoring at Levels 3 or 4 on the New York State Social Studies assessment will be compared with students in the Schenectady City School District (SCSD). There were no results accessible for the SCSD at the time when this report was being written. ICSS scores were compared with those of the SCSD for the years where scores are available.

#### **B. Results**

The table below shows the scores for all students tested in fifth grade on the New York State social studies assessment at ICSS for the academic years of 2003/04 through 2005/06 and the scores of their peers at the SCSD for the academic years 2003/04 and 2004/05 (as no data was available for the SCSD when this report was being written).

School / District	Grade 5 Social Studies – all students Percent at Levels 3 and 4					
	2004		2005		2006	
	(# Tested)	%	(# Tested)	%	(# Tested)	%
International Charter School	(55)	56.4%	(29)	66%	(58)	72%
Schenectady City School District	(629)	56%	(728)	73%	Data not available	

#### **C. Evaluation**

In the years where comparative data is available for ICSS and SCSD, fifth grade students at ICSS outperformed their peers at the SCSD in one of the last two recent years where such comparative data is available. No data was available for the SCSD for the AY2005/06 at the time when this report was being written.