

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

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

International Charter School
Of Schenectady
Accountability Plan
Progress Report
2006-2007

English Language Arts

Goal:

ICSS students will develop proficiency in English Language Arts

Findings

For the 2006-2007 school year, 75 percent of eighth graders who are enrolled for two years or more will perform at or above Level 3 on the New York State ELA examination.

Method

The New York State ELA Exam was administered to grade four students in January 2007. This exam measures skills and knowledge mastered during the student's schooling from Kindergarten through grade 8.

Results

Number at Level and Percent of All Eighth Graders at ICSS Two or More Years								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2006-2007 Test (41 students)	6	12%	27	52%	19	37%	0	0%
Total %	64%				37%			

Grade Eighth ELA Results
Academic Year 2006-2007 Students at ICSS



Evaluation

ICSS has been in existence since 2002. Each year a new grade level has been added. This year, 2006-2007, has been the first year that we have had an eighth grade. Our proficiency in ELA was at 37%. This was the first year our students were exposed to the NYS ELA exam, thus we have not achieved the goal of 75% proficiency.

Measure

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 English Language Arts exam will be greater than that of the Schenectady City School District. Due to the fact that the Schenectady City School District has not yet released their scores, an evaluation can not be made at this time.

Summary

We were not very close to achieving this goal this year and have significant work to do in the areas of instruction and professional development. Consequently, ICSS adopted a new ELA curriculum which is directly aligned with NYS standards as well as exposing students to questions and prompts written in the form of the NYS assessment. This re-alignment of curriculum at ICSS illustrates just some of the changes put into place to ensure that we achieve the goal of 75% of eighth grade students receiving a score of Level 3 or higher on NYS ELA Test. This program will allow us to make considerable progress toward grade level performance and assist with increasing our performance on the State tests.

Action Plan

Looking ahead to the 2007-08 school year, ICSS will be continuing efforts to maintain successful gains as well as to improve in the areas targeted by this research. We will continue to monitor our students' learning through formative and summative assessments.

In addition, our teachers will be working collaboratively in grade level teams to plan lessons, create assessments, as well as analyze data to ensure student learning. A 30-40 minute block of time will be available during the school day for student enrichment and intervention. With these efforts in place, we aim to see an improvement in the areas of reading, writing, speaking and listening, thus increasing academic performance and increasing the number of scores level 3 or higher on the New York State ELA Exam.

Mathematics

Goal

Students enrolled in ICSS for at least two years will demonstrate and gain proficiency in Mathematics.

Findings

For the 2006-2007 school year, 75 percent of fourth graders who are enrolled for two years or more will perform at or above Level 3 on the New York State Mathematics examination.

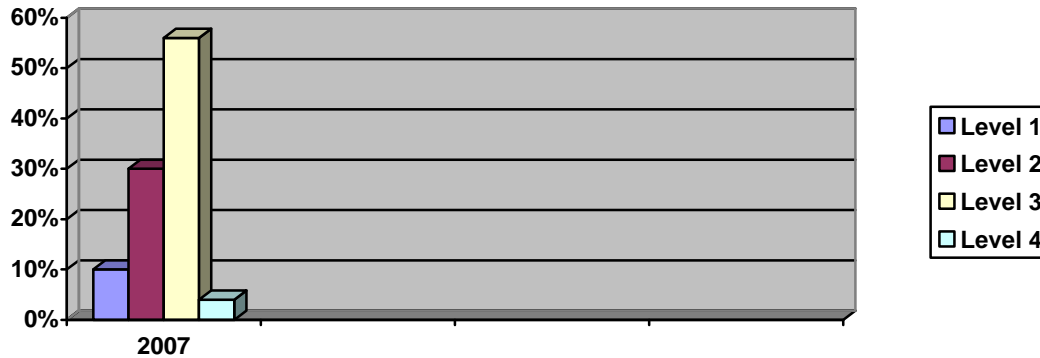
Method

The New York State Mathematics Exam was administered to grade four students in May 2007. This exam measures skills and knowledge mastered during the student's schooling from Kindergarten through grade 4.

Results

Number at Level and Percent of All Fourth Graders at ICSS Two or More Years								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2006-2007 Test (72 students)	7	10%	21	30%	40	56%	2	4%
Total %	40%				60%			

Grade Four Mathematics Results
Academic Year 2006-2007

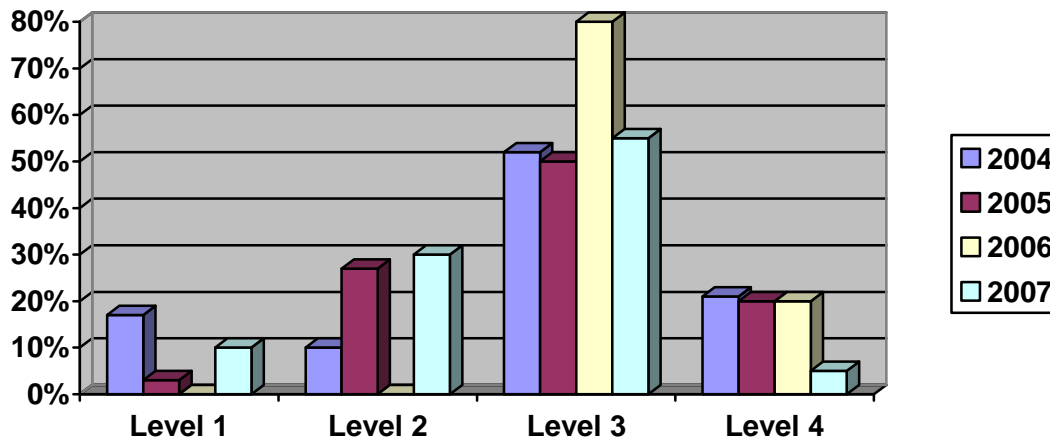


Evaluation

In 2007, 60% of fourth graders who have been enrolled at ICSS for two or more years performed at or above Level 3 on the New York State Mathematics exam. A goal was set for 75% of the students at ICSS would achieve a score of 3 or higher. This goal was not met by a margin of 15%. To ensure that this goal will be achieved, ICSS adopted a new school curriculum across all grade levels. This new math curriculum directly aligns with the New York State Standards. This curriculum was put into action as of April 2007.

Additional Evidence

Grade 4 Mathematics Results Comparison



When comparing scores from 2004-2007 to years previously, ICSS students have performed consistently. Scores in 2006 seem to be an anomaly with 100% of students scoring a 3 or higher.

Measure

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 will be greater than that of the Schenectady City School District. Due to the fact that the Schenectady City School District has not yet released their scores, an evaluation can not be made at this time.

Summary

The re-alignment of curriculum at ICSS illustrates just some of the changes put into place to ensure that we achieve the goal of 75% of fourth grade students receiving a score of Level 3 or higher on NYS Math Test.

Action Plan

Looking ahead to the 2007-08 school year, ICSS will be continuing efforts to maintain successful gains as well as to improve in the areas targeted by this research. We will continue to monitor our students' learning through formative and summative assessments.

In addition, our teachers will be working collaboratively in grade level teams to plan lessons, create assessments, as well as analyze data to ensure student learning. A 30-40 minute block of time will be available during the school day for student enrichment and intervention. With these efforts in place, we aim to see an improvement in the level of math proficiency in academic performance and on the New York State Exam.

English Language Arts

Goal

ICSS students will develop proficiency in English Language Arts

Findings

For the 2006-2007 school year, 75 percent of fourth graders who are enrolled for two years or more will perform at or above Level 3 on the New York State ELA examination.

Method

The New York State ELA Exam was administered to grade four students in January 2007. This exam measures skills and knowledge mastered during the student's schooling from Kindergarten through grade 4.

Results

Number at Level and Percent of All Fourth Graders at ICSS Two or More Years								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2006-2007 Test (72 students)	7	10%	33	46%	30	42%	1	1%
Total %	56%				43%			

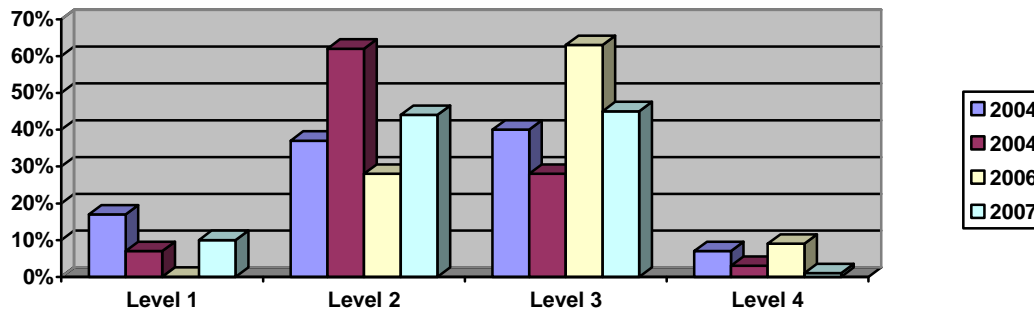
Grade Four English Language Arts Results

Academic Year 2006-2007 Students who have Attended at Least Two Years at ICSS



Grade Four English Language Arts Results

Academic Years 2004-2007



Evaluation

43% of fourth grade students were proficient on the state exam in ELA meaning they scored at level 3 or higher. These are students who have been enrolled at ICSS for two or more years. We were not very close to achieving this goal this year and have significant work to do in the areas of instruction and professional development. Consequently, ICSS adopted a new ELA curriculum which is directly aligned with NYS standards as well as exposing students to questions and prompts written in the form of the NYS assessment.

Measure

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 English Language Arts exam will be greater than that of the Schenectady City School District. Due to the fact that the Schenectady City School District has not yet released their scores, an evaluation can not be made at this time.

Summary

The re-alignment of curriculum at ICSS illustrates just some of the changes put into place to ensure that we achieve the goal of 75% of fourth grade students receiving a score of Level 3 or higher on NYS ELA Test. This program will allow us to make considerable progress toward grade level performance and assist with increasing our performance on the State tests.

Action Plan

Looking ahead to the 2007-08 school year, ICSS will be continuing efforts to maintain successful gains as well as to improve in the areas targeted by this research. We will continue to monitor our students' learning through formative and summative assessments.

In addition, our teachers will be working collaboratively in grade level teams to plan lessons, create assessments, as well as analyze data to ensure student learning. A 30-40 minute block of time will be available during the school day for student enrichment and intervention. With these efforts in place, we aim to see an improvement in the areas of reading, writing, speaking and listening, thus increasing academic performance and increasing the number of scores level 3 or higher on the New York State ELA Exam.

Math

Goal

Students enrolled in ICSS for at least two years will demonstrate and gain proficiency in Mathematics.

Findings

For the 2006-2007 school year, 75 percent of eighth graders who have been enrolled for two years or more will perform at or above Level 3 on the New York State Mathematics examination.

Method

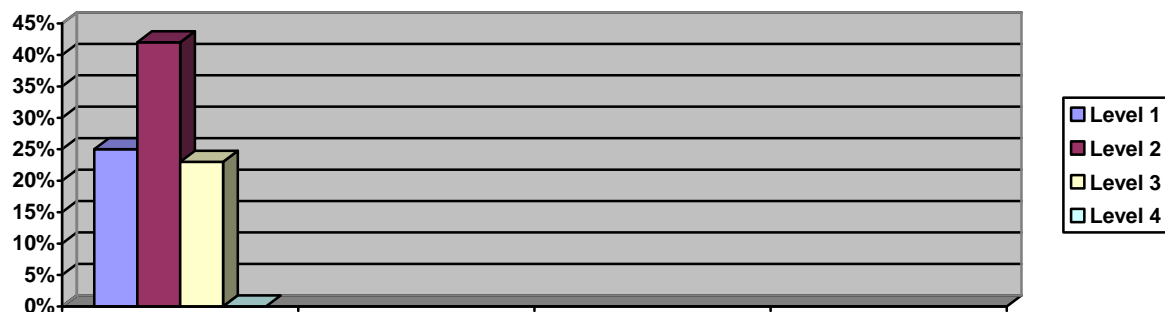
The New York State Mathematics Exam was administered to grade eight students in May 2007. This exam measures math skills and knowledge mastered during the student's schooling from Kindergarten through grade 8.

Results

Number at Level and Percent of All Eighth Graders at ICSS Two or More Years								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2006-2007 Test (52 students)	13	25%	22	42%	12	23%	0	0%
Total %	67%				23%			

Grade Eighth Mathematics Results

Academic Year 2006-2007 Students at ICSS



Evaluation

ICSS has been in existence since 2002. Each year a new grade level has been added. This year, 2006-2007, has been the first year that we have had an eighth grade. Our proficiency in Math was at 37%. This was the first year our students were exposed to the NYS Math exam, thus we have not achieved the goal of 75% proficiency. Comparison with Schenectady City School District cannot be made as of the date of this report due to the fact that their scores have not yet released their scores.

Measure

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 will be greater than that of the Schenectady City School District. Due to the fact that the Schenectady City School District has not yet released their scores, an evaluation can not be made at this time.

Summary

We were not very close to achieving this goal this year and have significant work to do in the areas of instruction and professional development. Consequently, ICSS adopted a new Math curriculum which is directly aligned with NYS standards as well as exposing students to questions and prompts written in the form of the NYS assessment. This re-alignment of curriculum at ICSS illustrates just some of the changes put into place to ensure that we achieve the goal of 75% of eighth grade students receiving a score of Level 3 or higher on NYS Mathematics Test. This program will allow us to make considerable progress toward grade level performance and assist with increasing our performance on the State tests.

Action Plan

Looking ahead to the 2007-08 school year, ICSS will be continuing efforts to maintain successful gains as well as to improve in the areas targeted by this research. We will continue to monitor our students' learning through formative and summative assessments.

In addition, our teachers will be working collaboratively in grade level teams to plan lessons, create assessments, as well as analyze data to ensure student learning. A 30-40 minute block of time will be available during the school day for student enrichment and intervention. With these efforts in place, we aim to see an improvement in academic performance and increasing the number of scores level 3 or higher on the New York State ELA Exam.

Social Studies

1. Goal: ICSS students will develop proficiency in Social Studies.

Findings

1. Measure

For the 2006-2007 school year, 75 percent of fifth graders 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

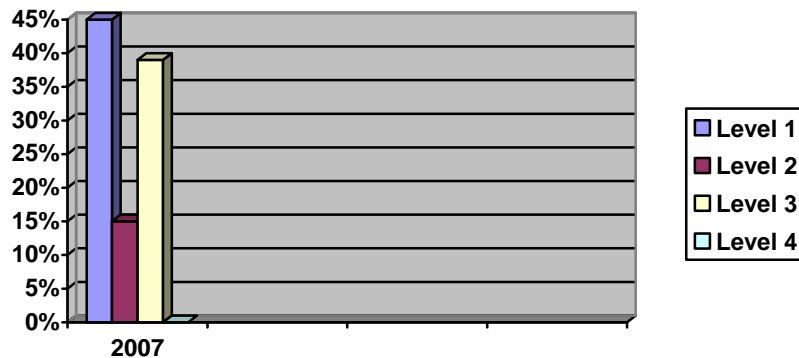
The New York State Social Studies Exam was administered to grade five students in November 2006. This exam measures skills and knowledge mastered during a student's schooling up until that time (K-5).

b. Results

Number at Level and Percent of All Fifth Graders at ICSS Two or More Years								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2006-2007 Test (33 taking test)	15	45%	5	15%	13	40%	0	0%
Total %	60%			40%				

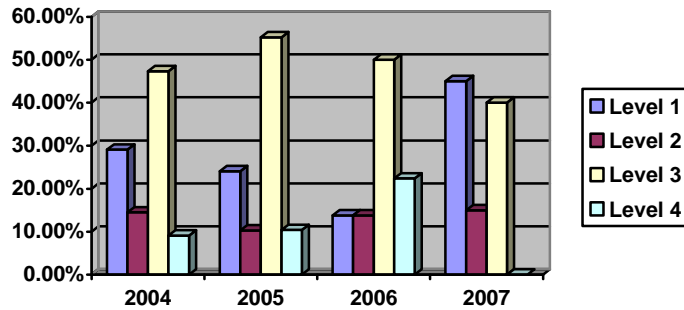
Grade Five Social Studies Results

Academic Year 2006-2007 Students at ICSS for Two or More Years



Grade Five Social Studies Results

Academic Year 2003-2007 Students at ICSS for Two or More Years



C. Evaluation

In the 2006-2007 school year, 40% of fifth-graders who have been enrolled at ICSS for two or more years performed at or above Level 3 on the New York State Social Studies test. Though not meeting our goal of 75%, we are working to improve our scores through a new curriculum more aligned with New York State standards and the introduction of Curriculum Coaches to help teachers with instructional delivery.

While enrollment at ICSS for two or more years did not give students an edge in their performance at Level 3 or 4 in 2007 as in 2005, we are significantly restructuring our academic curriculum and school's administrative team to help generate higher performances on the test.

c. Further evidence

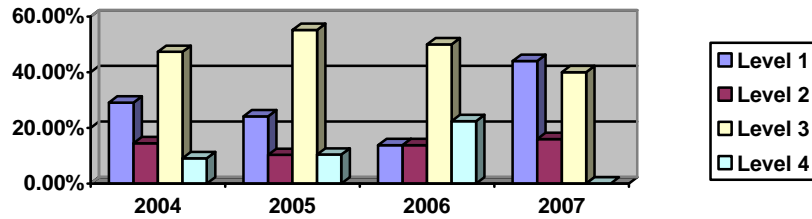
Grade 5 Social Studies Results for Two or More Years

Students at ICSS from 2004-2007

Number at Level and Percent of All Fifth Graders								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2004 Test (30 taking test)	16	29.1 %	8	14.5%	26	47.3%	5	9.1%
2005 Test (29 taking test)	7	24.1%	3	10.3%	17	55.2%	3	10.4%
2006 Test (58 taking test)	8	13.8%	8	13.8%	29	50%	13	22.4%
2007 Test (33 taking test)	15	45%	5	15%	13	40%	0	0%

Grade 5 Social Studies Results

All Students Tested



e. Summary

Fifth-grade ICSS students took the Social studies exam in November. This exam measures skills and knowledge mastered during a student's schooling up until that time (K-5). A comparison of results from 2004, 2005, and 2006 confirm a gain in level 3 and 4 scores from 53.3% of ICSS students enrolled for two or more years scored at Level 3 or better to 69.3%. The results for the 2007 school year show that 60% of our students performed at a Level 1 and 2 and that only 40% of our students passed with a Level 3 or 4. We need to return to our past progress of raising student performance levels and reduce the percent of students scoring in Levels 1 and 2.

2. Goal: Each year, the percent of students who are enrolled in at least their second year and performing at or above a Level 3 on the state social studies exam will be greater than that of the Schenectady City School District.

a. Measure

The purpose of this measure is to show that ICSS's Social Studies instruction enables its fifth graders to achieve at a higher level than students in Schenectady City School District. To accomplish this, we compared our students' performance at the passing levels with that of the city school children.

b. Results

School / District	Percent at Level 3 and 4							
	2004		2005		2006		2007	
	(N)	%	(N)	%	(N)	%	(N)	%
International Charter School	55	56.4%	29	66%	58	72%	45	40%
Schenectady City School District	629	56%	728	73%	650	77%	Results not available	

d. Evaluation

The first State Social Studies test was administered in November of 2003. Three years of data is available for comparison with SCSD performance levels. The 2006 scores for Schenectady City School District have 77% passing at a Level 3 or higher, surpassing ICSS by 5%. Student scores have not yet been released for the 2007 school year by the Schenectady City School District, as such an evaluation cannot be made at this time.

B. Summary

40% of ICSS fifth grade students were proficient on the New York State Social Studies exam. ICSS will use this as a baseline for comparison for the 2007-2008 school year to gauge whether our students are becoming more proficient in the area of social studies.

C. Action Plan

The International Charter School is currently undergoing a change in curriculum to enhance student learning. Our challenge is to continue to pursue a trend of students attaining a Level 3 and 4 on New York State's Social Studies exam. We will continue to monitor student learning through formative and summative assessments, collaborative grade level meetings, shared planning time, and a 30 to 40 minute available block of time during student enrichment to offer tutoring/ intervention. In addition our teachers will create assessments and analyze data to ensure student learning. With these efforts in place, we aim to raise student's proficiency levels to 75% or higher.

Science

1. Goal: ICSS students will develop proficiency in Science.

A. Findings

1. Measure

For the 2006-2007 school year, 75% of fourth graders who are enrolled for two years or more will perform at or above level 3 on the New York State science examination.

a. Method

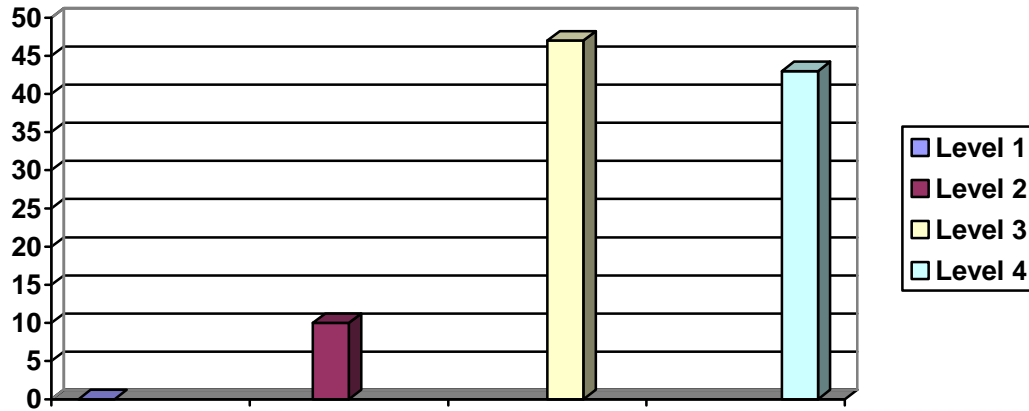
The New York State science examination was administered to grade four students in May. This exam measures skills and knowledge mastered during a student's schooling up until that time (K-4).

b. Results

Number at level and percent of all fourth graders at ICSS two or more Years								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2006-2007 Test (72 students)	0	0	7	10	34	47	31	43
Total %	9.8				90.2			

R

**2007 Grade Four Science Results
For students at ICSS for two or more years
Academic Year 2006-2007 students at ICSS**



c. Evaluation

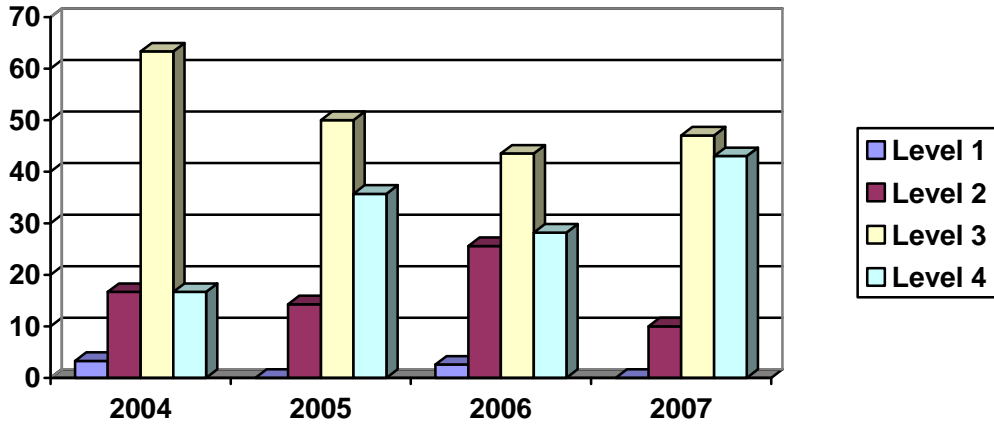
In 2007 90.2% of fourth grade students that have been enrolled at ICSS for two or more years performed at or above a level 3 on the New York State Science Assessment. No students scored below a level 2. This report shows that ICSS exceeded their target of 75% proficiency by 15.2%.

d. Further Evidence

**Grade 4 Science Results for students at ICSS for two or more years
Academic Years 2004-2007 Students at ICSS**

Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2004 Test (30 students)	1	3.3	5	16.7	19	63.3	5	16.7
2005 Test (56 students)	0	0	8	14.3	28	50	20	35.7
2006 Test (39 students)	1	2.6	10	25.6	17	43.5	11	28.2
2007 Test (72 students)	0	0	7	10	34	47	31	43

Grade 4 Science Results for two or more years
Academic Year 2004-2007 Students at ICSS



2. Measure

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 the Schenectady City School District.

a. Method

Since the purpose of this measure is to show that ICSS's science instruction enables its fourth graders to achieve at a higher level than if they had attended a school in the Schenectady City School District, we compared our students' performance at the passing levels with that of the city school children.

b. Results

School/District	Percent of Students at a Level 3 or Level 4							
	2004		2005		2006		2007	
	Number	%	Number	%	Number	%	Number	%
ICSS	30	80	48	74	28	46.2	65	90
Schenectady City School District	708	56	654	73	607	80		

Though the 2007 scores are not available for Schenectady City School District for 2007, we can see by the data provided that the International Charter School of Schenectady achieved better test results in 2004 and 2005 by 24% and 1% respectively. In 2006 Schenectady City School District achieved better results than ICSS by 8.3%.

c. Evaluation

ICSS's scores rebounded dramatically in 2007 with 90% of our fourth grade students scoring on a level 3 or 4. ICSS remains committed to focusing on increasing our student proficiency in science to achieve a level 3 or 4 and decreasing the number of students receiving a 1 or 2 on their NYS assessment exams.

B. Summary

The record of NYS Science assessment scores compiled over the past 4 years shows that our students are continuing to gain scientific skills and knowledge, with a significant 18.3% increase in science proficiency. Data is unavailable at this point to compare results with the Schenectady City School District.

C. Action Plan

International Charter School of Schenectady is currently undergoing a change in curricula to enhance our students understanding of science by providing a more hands-on approach to science.

Our challenge is to continue to persevere a trend toward higher percentages passing by realigning units of study to focus more on the expectations of the SED science exam

Looking ahead to the 2007-08 school year, ICSS will be continuing efforts to maintain successful gains as well as to improve in the areas targeted by this research. We will continue to monitor our students' learning through formative and summative assessments. In addition, our teachers will be working collaboratively in grade level teams to plan lessons, create assessments, and analyze data to ensure student learning. A 30-40 minute block of time will be available during the school day for student enrichment and intervention. With these efforts in place, we aim to keep our proficiency level at 90% or higher.

Science

2. Goal: ICSS students will develop proficiency in Science.

A. Findings

3. Measure

For the 2006-2007 school year, 75% of eighth graders who are enrolled for two years or more will perform at or above level 3 on the New York State science examination.

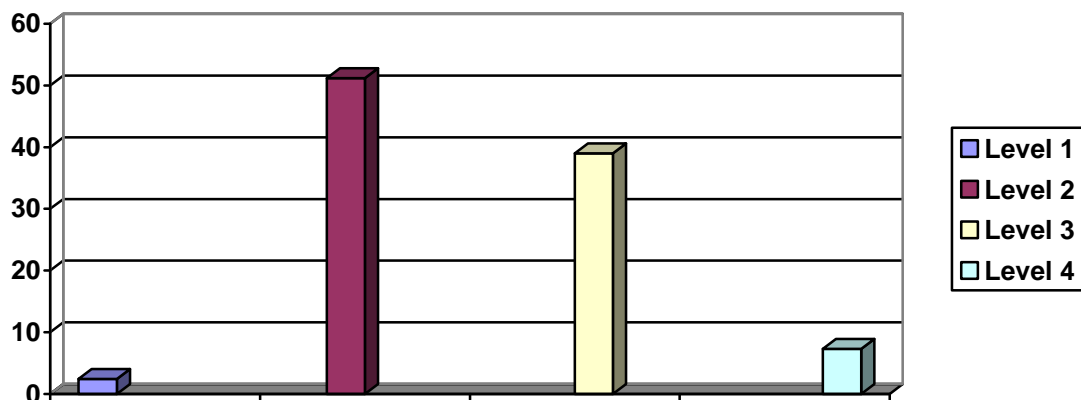
a. Method

The New York State science examination was administered to grade eighth students in May. This exam measures skills and knowledge mastered during a student's schooling up until that time (K-8).

b. Results

Number at level and percent of all eighth graders at ICSS two or more Years								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2006-2007 Test (41 students)	1	2.4	21	51.2	16	39	3	7.3
Total %	53.7				46.3			

2007 Grade Eight Science Results
For students at ICSS for two or more years
Academic Year 2006-2007 students at ICSS



c. Evaluation

In 2007 46.3% of eighth grade students that have been enrolled at ICSS for two or more years were proficient on the New York State Science Assessment. Upon some further research it was discovered that an additional 10 students were within 5 points of proficiency. If those students were to achieve a level 3 score our proficiency rating would have increased from a 46.3% to a 70.7%.

Consequently, we were not close to achieving our goal this year and have significant work to do in the areas of instruction and professional development.

4. Measure

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 the Schenectady City School District. Due to the fact that the Schenectady City School District has not yet released their scores, an evaluation can not be made at this time.

B. Summary

46.3 % of ICSS eighth grade students were proficient in our first year administering the NYS eighth grade assessment exam. ICSS will use this as a baseline for comparison for the 2007-2008 school year to gauge whether our students are becoming more proficient in the area of science.

C. Action Plan

International Charter School of Schenectady is currently undergoing a change in curricula to enhance our students understanding of science by providing a more hands-on approach to science.

Our challenge is to continue to persevere a trend toward higher percentages passing by realigning units of study to focus more on the expectations of the SED science exam

Looking ahead to the 2007-08 school year, ICSS will be continuing efforts to maintain successful gains as well as to improve in the areas targeted by this research. We will continue to monitor our students' learning through formative and summative assessments. In addition, our teachers will be working collaboratively in grade level teams to plan lessons, create assessments, and analyze data to ensure student learning. A 30-40 minute block of time will be available during the school day for student enrichment and intervention. With these efforts in place, we aim to keep our proficiency level at 90% or higher.

Social Studies

1. Goal

ICSS students will develop proficiency in Social Studies.

Findings

1. Measure

For the 2006-2007 School year, 75 percent of eighth graders 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

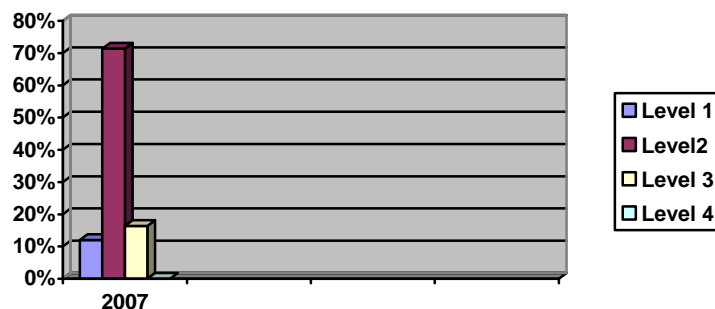
The New York State Social Studies Exam was administered to grade eight students in June 2007. This exam measures skills and knowledge mastered during a student's schooling up until that time (K-8).

b. Results

Number at Level and Percent of All Eighth Graders at ICSS Two or More Years								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2006-2007 Test (42 taking test)	5	12%	30	71.4%	7	16.6%	0	0%
Total %	83.4%			16.6%				

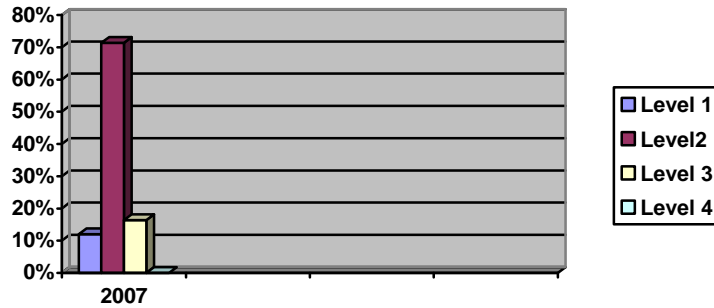
Grade Eight Social Studies Results

Academic Year 2006-2007 Students at ICSS for Two or More Years



Grade Eight Social Studies Results

Academic Year 2006-2007 Students at ICSS for Two or More Years



c. Evaluation

In the 2006-2007 school year, 16.6% of eighth graders who have been enrolled at ICSS for two or more years performed at a Level 3 on the New York State Social Studies test. Though not meeting our goal of 75%, we are working to improve our scores through a new curriculum more aligned with New York State Standards, the introduction of a new grade level teacher, and Curriculum Coaches to help teachers with instructional delivery.

While enrollment at ICSS for two or more years did not give students an edge in their performance at Level 3 or 4 in 2007, we are significantly restructuring our academic curriculum and school’s administrative team to help generate higher performances on our state exam.

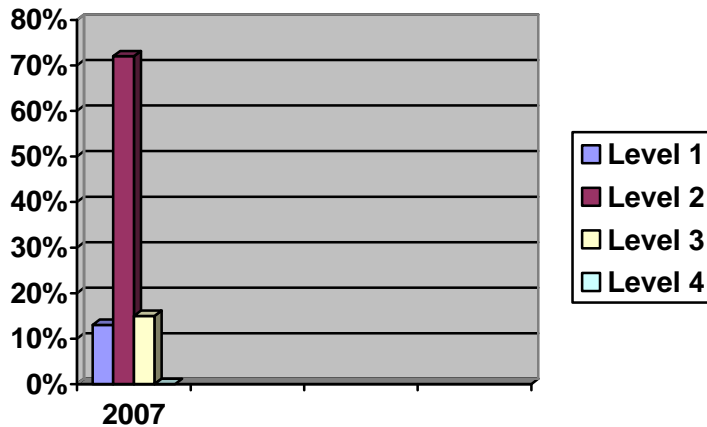
Grade 8 Social Studies Results for Two or More Years

Students at ICSS from 2004-2007

Number at Level and Percent of All Eighth Graders								
Year of Administration	Level 1		Level 2		Level 3		Level 4	
	Number	%	Number	%	Number	%	Number	%
2007 Test (42 taking test)	5	12%	30	71.4%	7	16.6%	0	0%

Grade 8 Social Studies Results

All Students Tested



Summary

Eighth grade ICSS students took the Social Studies Exam in June. This exam measures skills and knowledge mastered during a student's schooling up until that time (K-8). As no comparison results can take place until next year's exam, these results will form a baseline. As only 15% of ICSS students were proficient at a Level 3 or higher, our goal will be to increase student performance in this area and decrease the percentages of students scoring at Level 1 and 2.

b.Goal

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

Measure

The purpose of this measure is to show that ICSS's Social Studies instruction enables its Eighth graders to achieve at a higher level than students in Schenectady City School District. To accomplish this, we compare our students' performance at the passing levels with that of the city school children.

b. Results

School/ District	Percent at Level 3 and 4			
	2006		2007	
	(N)	%	(N)	%
International Charter School	n/a		53	15%
Schenectady City School District	669	49%	not yet available	

c. Summary

As 2007 was our first year with an eighth grade class, our score of 15% proficient will be our baseline to compare next years results with. As Schenectady City School District has not yet released student scores for the 2007 school year, we have no data to compare to see how our students measured to theirs.

Action Plan

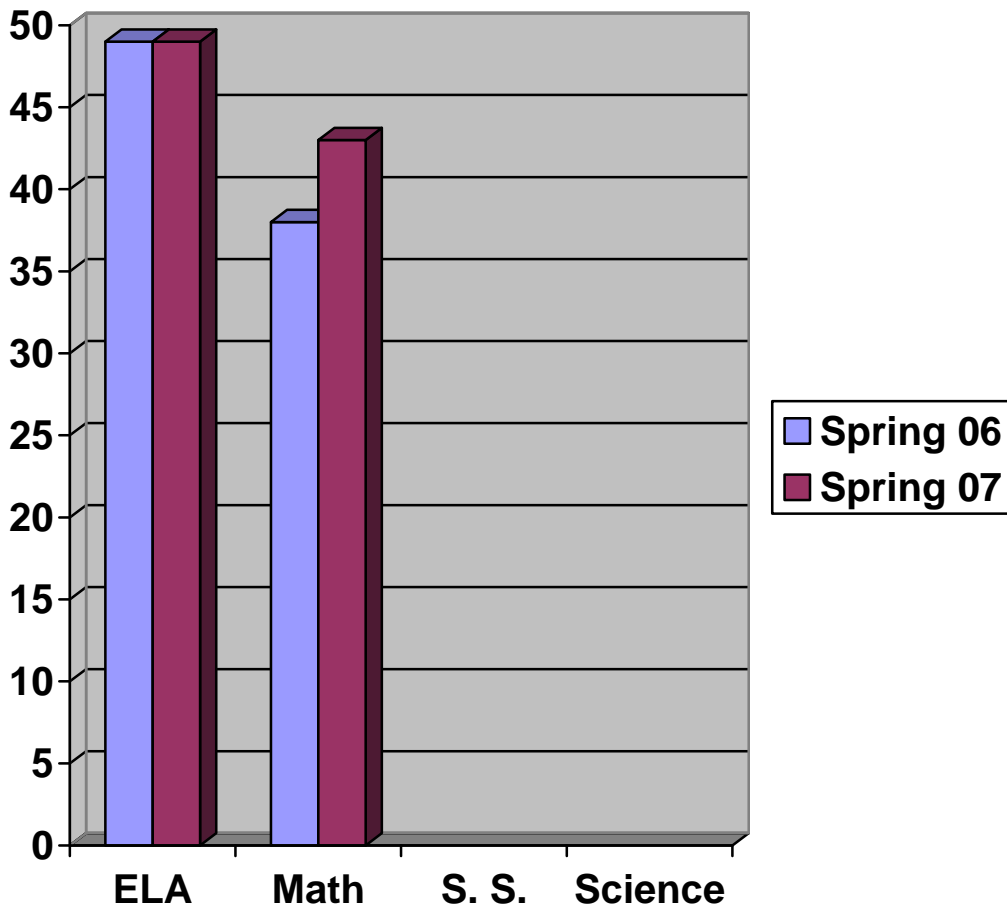
Looking ahead to the 2007-2008 school year, ICSS will continue efforts to maintain gains as well as to improve in the areas targeted by this research. We will continue to monitor our students’ learning through both formative and summative assessments.

In addition, our teachers will be working collaboratively in grade level teams for planning, create assessments and will analyze data to ensure student learning. A 40 minute block for tutoring will be available each day as well as after school tutoring for students. With these efforts in place, we aim to see an improvement in student’s performance in Level 3 and 4 on the New York State Social Studies exam.

International Charter School of Schenectady
ITBS- NCE Scores
Kindergarten 2006 – 1st grade 2007

Cohort Results

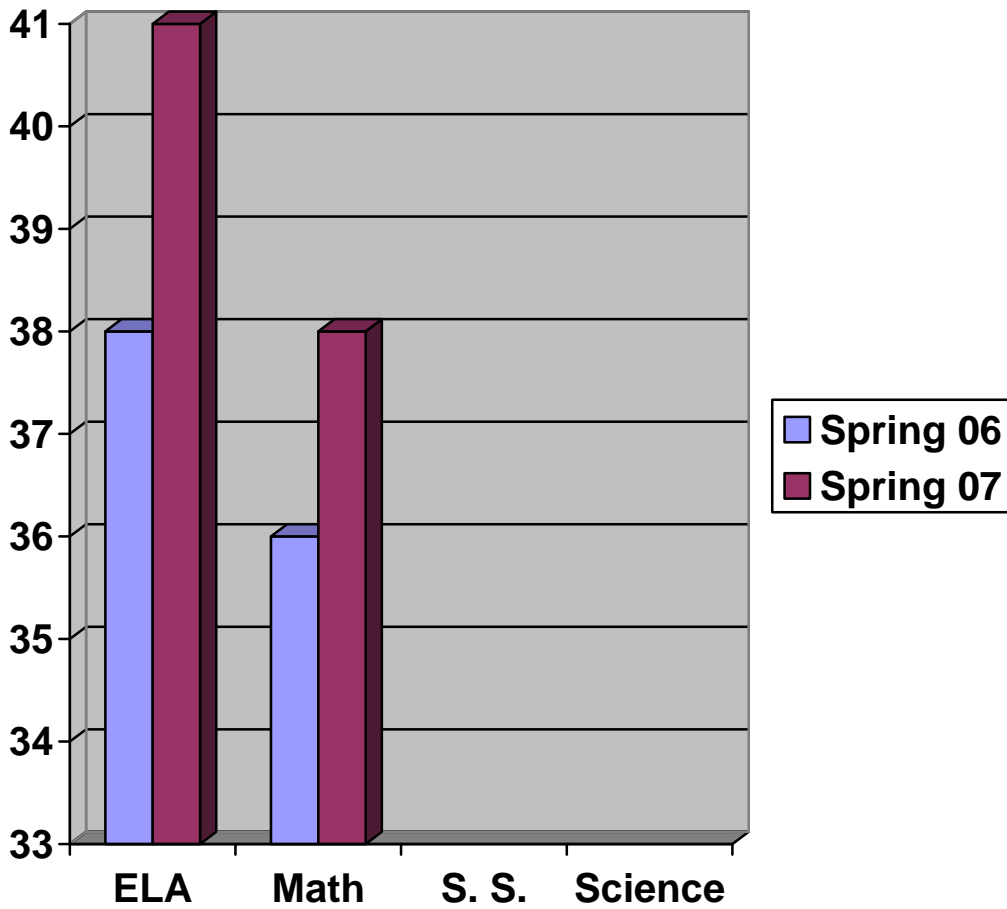
The Students had a 5 point gain in math on the spring IOWA Tests of Basic Skills.



International Charter School of Schenectady
ITBS- NCE Scores
1st grade 2006 – 2nd grade 2007

Cohort Results

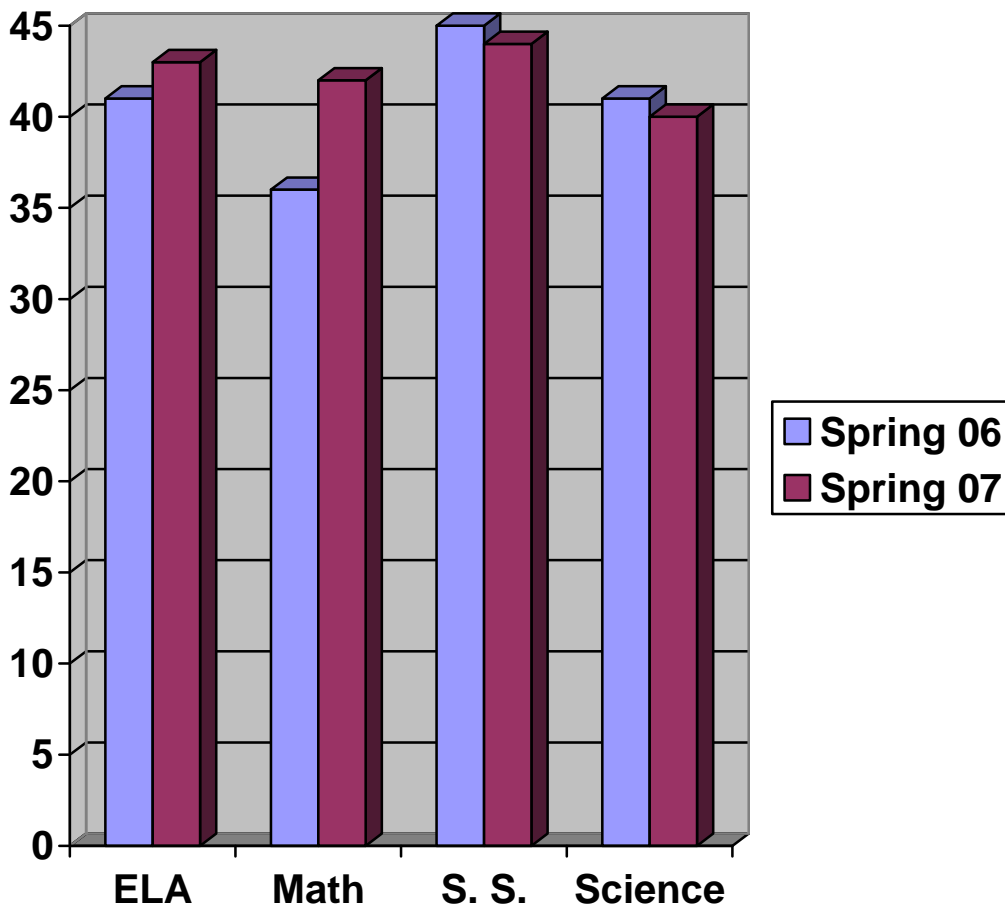
The Students had a 3 point gain in ELA; however, there was a 5 point loss in Math.



International Charter School of Schenectady
ITBS- NCE Scores
2nd grade 2006 – 3rd grade 2007

Cohort Results

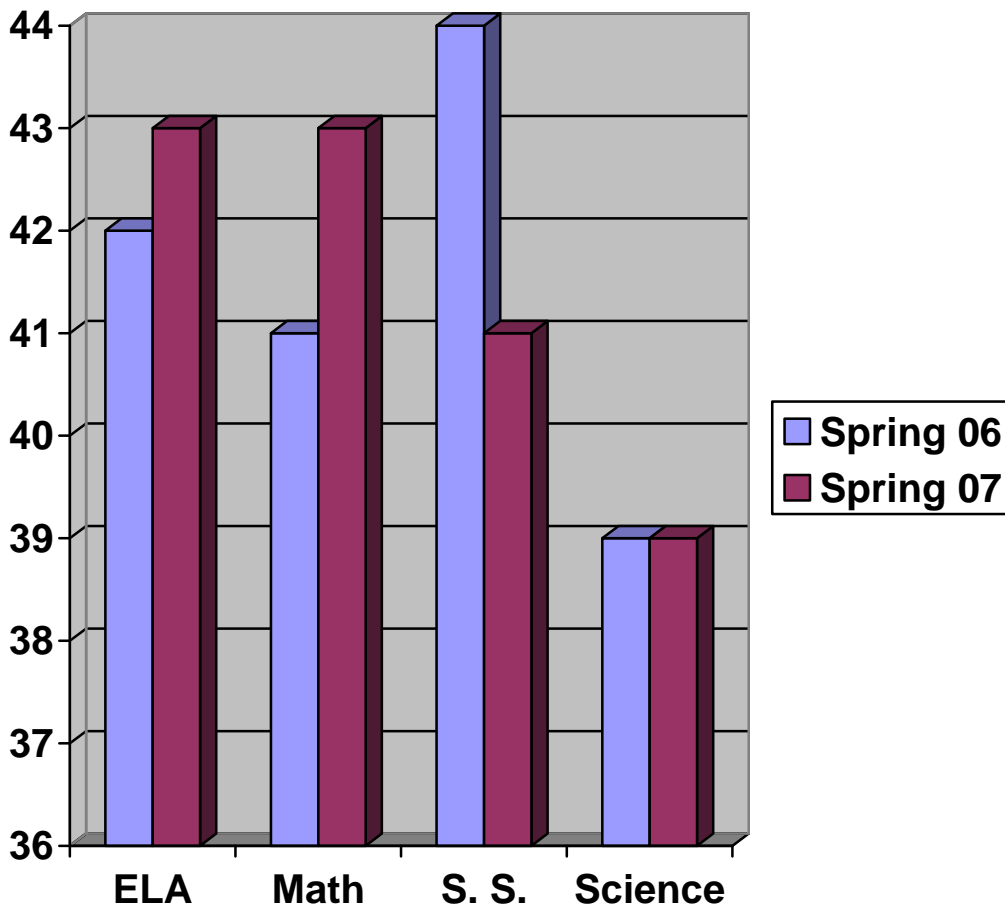
The Students had a 2 point gain in ELA, a 6 point Gain in Math, and a 1 point loss in both Social Studies and Science.



International Charter School of Schenectady
ITBS- NCE Scores
3rd grade 2006 - 4th grade 2007

Cohort Results

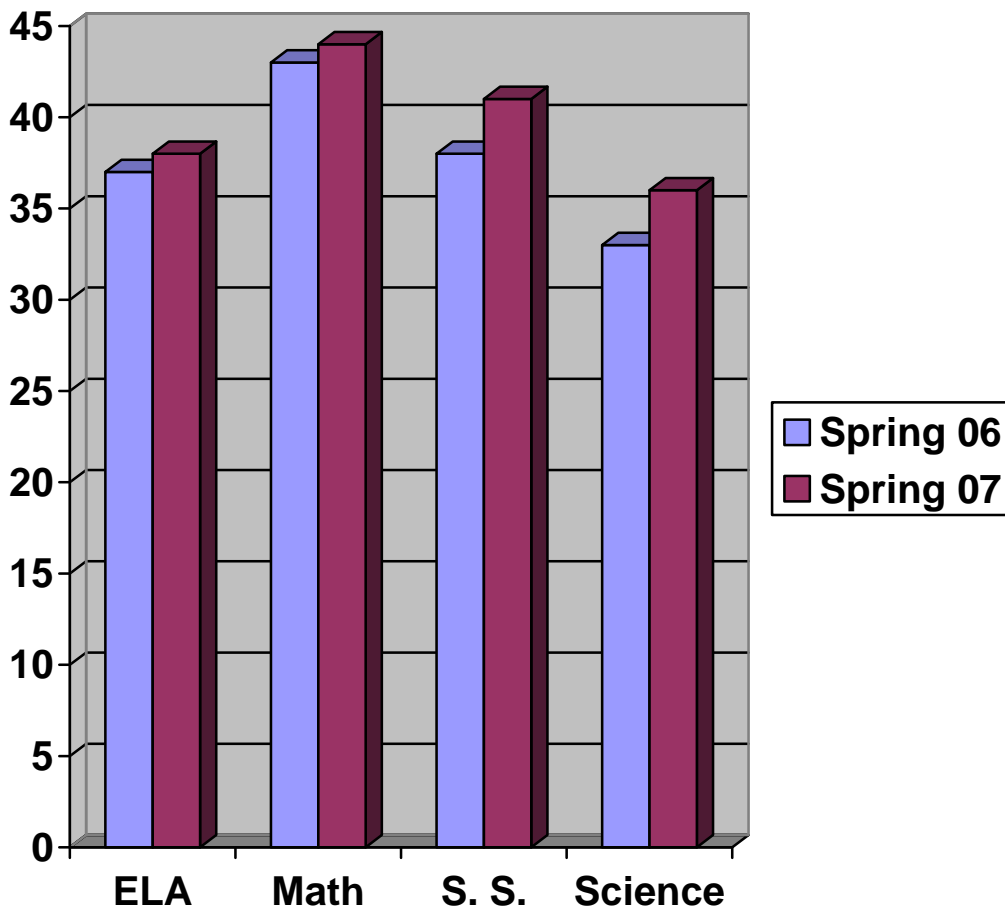
The Students had a 1 point gain in ELA, a 2 point Gain in Math, and a 3 point loss in Social Studies and no loss/gain in Science.



International Charter School of Schenectady
ITBS- NCE Scores
5th grade 2006 - 6th grade 2007

Cohort Results

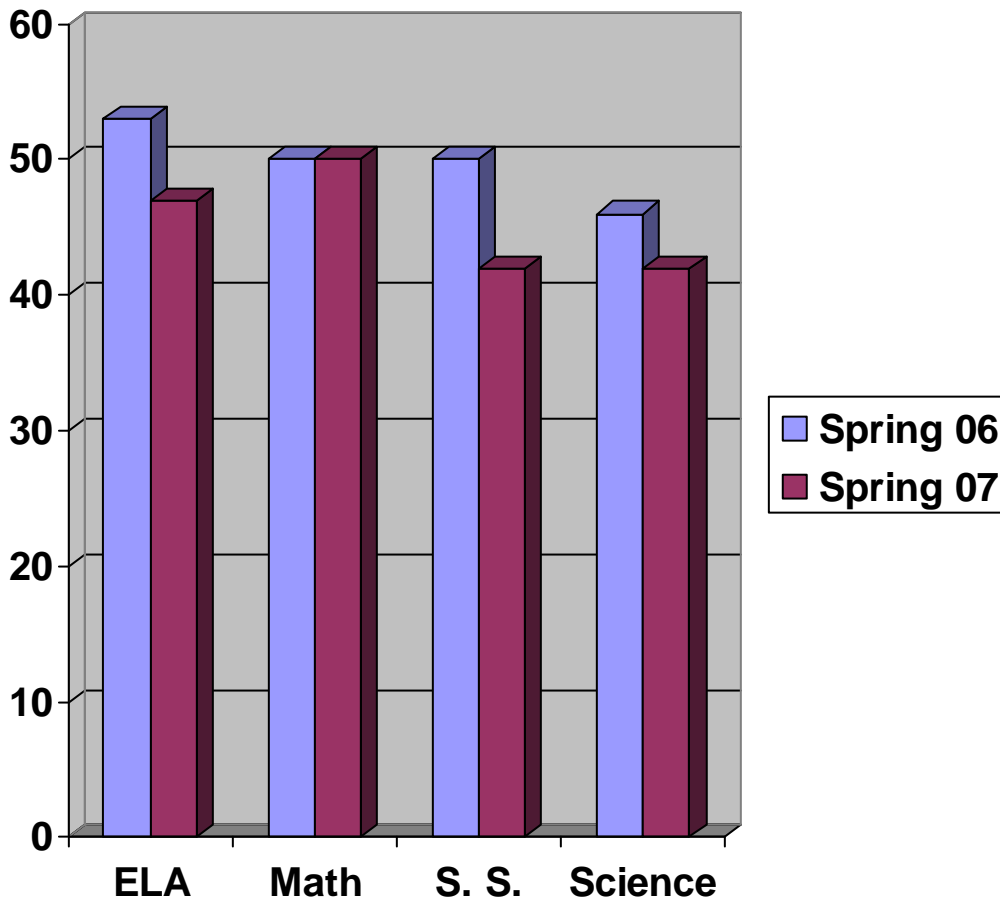
The Students had a 1 point gain in ELA, a 1 point Gain in Math, and a 3 point gain in Social Studies and a 3 point gain in Science.



International Charter School of Schenectady
ITBS- NCE Scores
5th grade 2006 - 6th grade 2007

Cohort Results

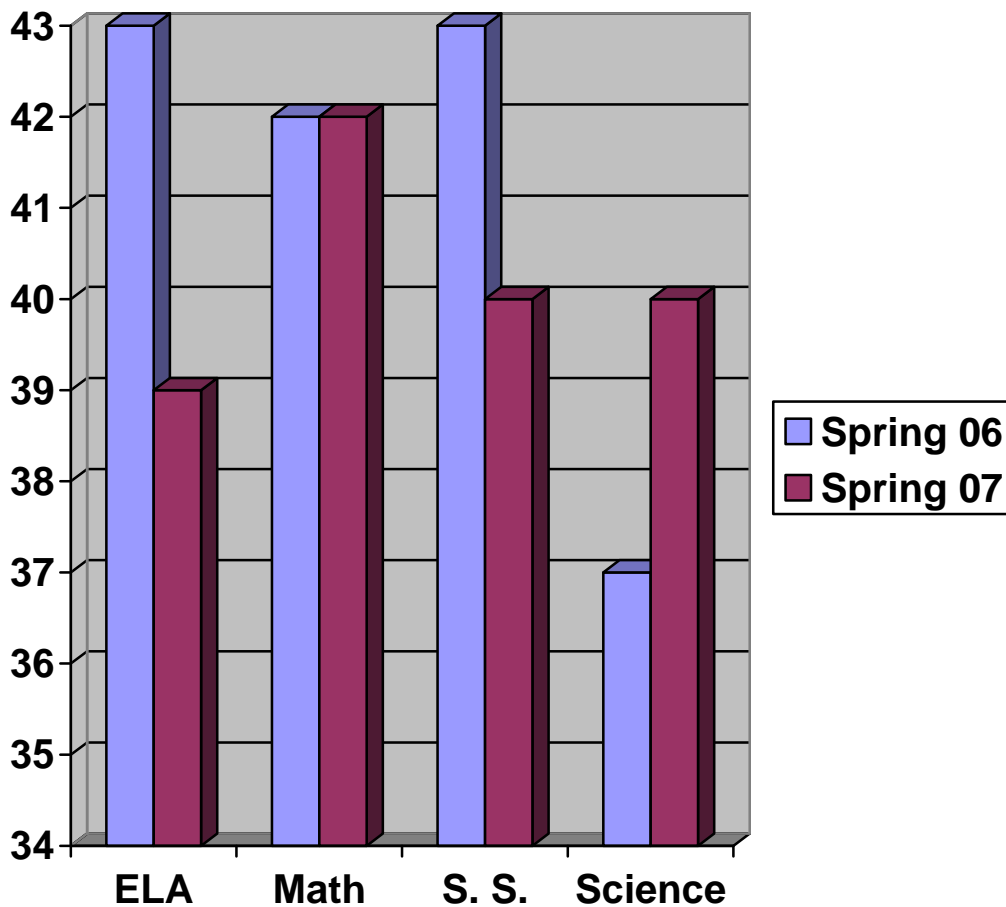
The Students had a 6 point loss in ELA, no loss/gain in Math, and a 8 point loss in Social Studies and a 4 point loss in Science.



International Charter School of Schenectady
ITBS- NCE Scores
6th grade 2006 - 7th grade 2007

Cohort Results

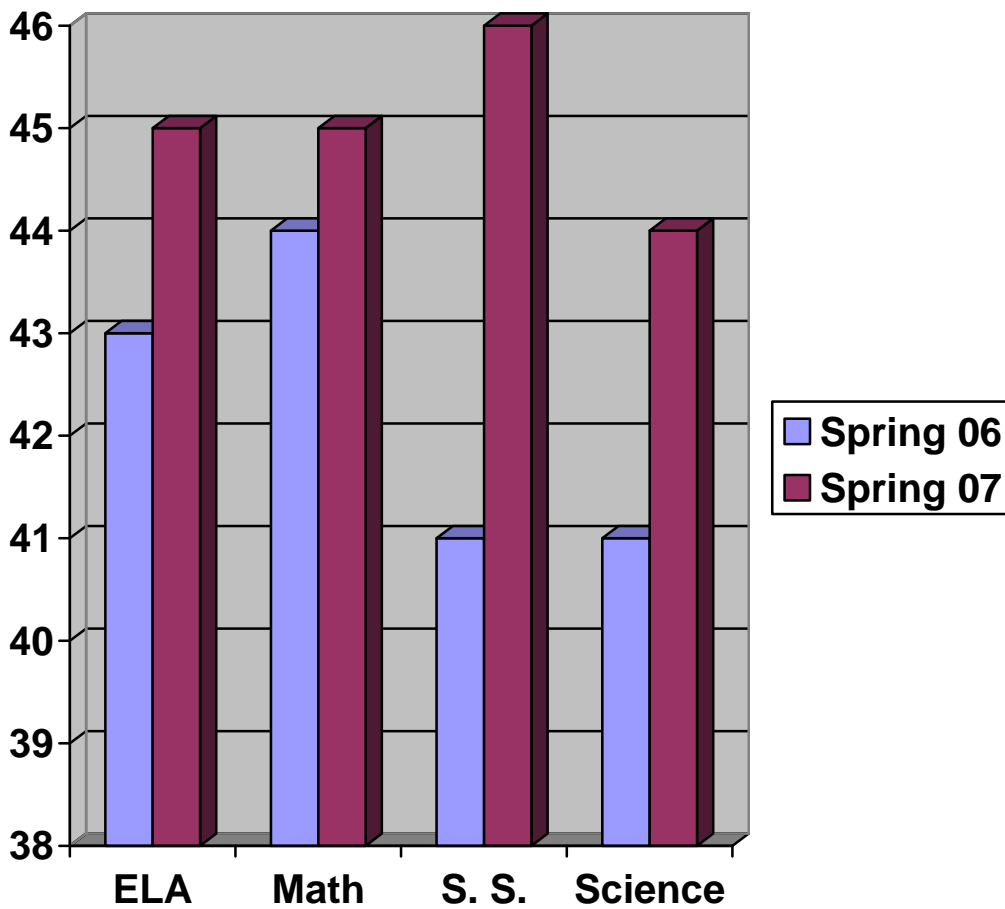
The Students had a 4 point loss in ELA, no loss/gain in Math, and a 3 point loss in Social Studies and a 3 point gain in Science.



International Charter School of Schenectady
ITBS- NCE Scores
7th grade 2006 - 8th grade 2007

Cohort Results

The Students had a 2 point gain in ELA, a 1 point gain in Math, and a 5 point gain in Social Studies and a 3 point gain in Science.



Unique Non-Academic Goals

Goal: Students enrolled in ICSS for at least two years will demonstrate proficiency in a second language through instruction in Spanish, beginning in Kindergarten.

Spanish

Goal: Students enrolled in ICSS for at least two years will demonstrate proficiency in a second language through instruction in Spanish beginning in Kindergarten.

1. Findings

A. Measure

Each year, students enrolled in ICSS for at least two years will demonstrate proficiency in Spanish by attaining grades of 75% or higher on Spanish final examinations that assess reading, writing, speaking, and listening abilities.

B. Method

The Spanish final examination is administered to grades 1-8 in June. This exam measures skills and knowledge mastered during a student's schooling up until that time (K-8).

2006-07 final exam scores for students enrolled at ICSS in Spanish for two or more years were documented.

Final Grades for Spanish 2007 Students Enrolled at ICSS for Two or More Years			
Grade	Students Enrolled Two or More Years	Number of Students Earning 75% and Above	Percent
1	Not Available	Not Available	Not Available
2	Not Available	Not Available	Not Available
3	Not Available	Not Available	Not Available
4	72	55	76%
5	25	8	32%
6	42	26	62%
7	46	27	59%
8	41	20	49%

C. Results

The table indicates that ICSS did not meet the goal of students demonstrating proficiency in Spanish by attaining grades of 75% or higher on Spanish final examinations that assess reading, writing, speaking, and listening abilities.

D. Evaluation

76% of students in grade four scored 75% or higher on the Spanish Final Exam. 32% of students in grade five scored 75% or higher. 62% of students in grade six scored 75% or

higher on the Spanish Final Exam. 59% of students in grade seven scored 75% or higher and 49% of students in grade eight scored 75% or higher on the Spanish Final Exam.

2. Measure

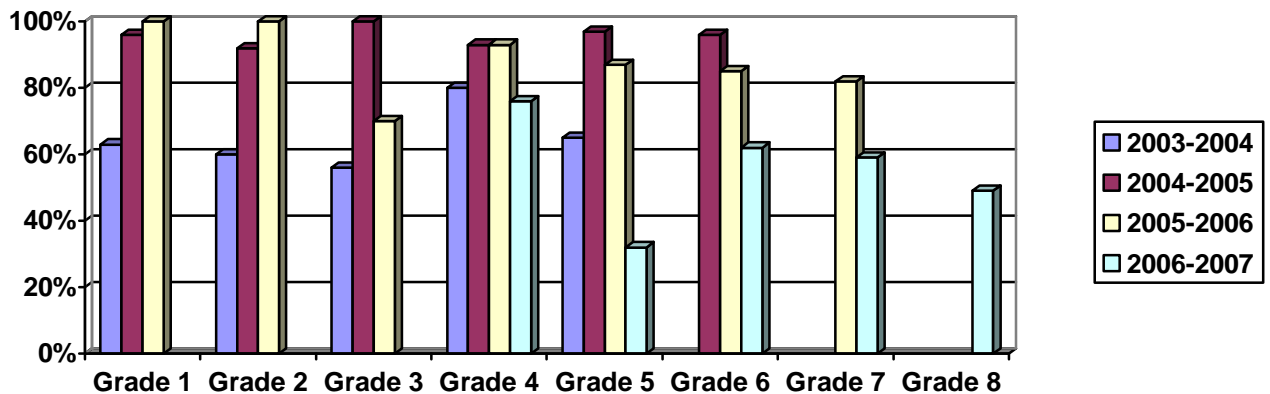
Each year, the percentage of students who have reported grades of 75% or higher in Spanish will increase over the previous year.

A. Method

The table below presents the number and percentages of students over the past four years earning a final grade in Spanish of 75% or higher.

Grade	Total Number of Students in Grade for Year				Number of Students Earning 75% and Above for Year				Percent For Year			
	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07
1	118	97	69		74	93	69		63%	96%	100%	
2	50	99	91		30	91	91		60%	92%	100%	
3	57	45	97		32	45	64		56%	100%	70%	
4	30	54	40	72	24	51	37	55	80%	93%	93%	76%
5	49	29	54	25	32	28	47	8	65%	97%	87%	32%
6		50	55	42		48	47	26		96%	85%	62%
7			60	46			49	27			82%	59%
8				41				20				49%

B. Results



C. Evaluation and Summary

The re-alignment of curriculum at ICSS illustrates just some of the changes put into place to ensure that we achieve the goal of all students who have attended ICSS for two or more years earning a score of 75% or higher on the Spanish Final Exam. This program

will allow us to make considerable progress toward grade level performance and assist with increasing our performance on the exam.

D. Action Plan

Looking ahead to the 2007-08 school year, ICSS will be continuing efforts to maintain successful gains as well as to improve in the areas targeted by this research. We will continue to monitor our students' learning through formative and summative assessments.

In addition, our teachers will be working collaboratively in grade level teams to plan lessons, create assessments, and analyze data to ensure student learning. A 30-40 minute block of time will be available during the school day for student enrichment and intervention. With these efforts in place, we aim to see an improvement in fifth grade scores.

Report of Fiscal Performance

3. Is the school fiscally Sound?

Fiscal Management and Oversight

ICSS has made careful use of financial resources and has continued to follow sound financial practices. ICSS has provided an annual balanced budget by July 1 for the coming school year. The budgets, which have been approved by the Board of Trustees, have fully supported the educational program.

The 2005-2006 financial requirements were met and the required reports were forwarded to the Charter School Institute for review.

A balanced budget was completed and submitted to the ICSS Board of Trustees at the end of April 2007. This budget was reviewed and approved as submitted. The approved budget supported the financial projections and met the needs of the educational program.

Adequate cash reserves were available to meet the financial needs of the school. ICSS' FY07 budget is not only balanced, but projects a surplus of approximately \$190,000. Monthly financial reports have been submitted to the ICSS Board of Trustees that show financial activity month-to-date and year-to-date. These monthly reports also display budget versus actual expenditures.

ICSS has had an independent audit of its financials summarizing the complete operating fiscal results, as well as showing all assets and liabilities for Fiscal Year Ending June 30, 2006. The audit was completed and submitted within the approved timeframe. The FY06 audited financial statements showed that Generally Accepted Accounting Principles were used. It also showed that school spending was within the projected budget and all assets and liabilities were accounted for. Most importantly, the audit states that ICSS did not have any conditions that qualify as a "material weakness."

C. Fiscal Soundness

Goal: ICSS will make careful use of financial resources and follow sound financial practices.

Budgeting

Each year, the school will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.

Original budget amount:	\$6,953,988
Final Revised Budget Amount:	\$
Date revised:	
Actual revenue:	\$9,581,941
Actual expenses:	\$9,722,150
Difference:	\$(140,209)

The 2006-2007 budget year ended with a shortfall of revenue over expenses due to the purchase of new curriculum and computers to support the School's new management model. There were also expenditures relating to construction that were paid and will be covered by the current construction loan when a draw is requested.

Financial Condition

At the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the coming year.

Net Assets	
Unrestricted (retained earnings)	\$ 46,008
Unrestricted restricted (Net Income)	\$ 783,953
Total Unrestricted	\$ 829,961 (11% of 07-08 Budget)
2007-2008 Budget	\$7,843,471

Internal Controls and Compliance

Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

No such deficiencies have been identified.

Fiscal

The Board of Trustees as a whole, and through the regular oversight activities of its Audit Committee, has provided effective financial oversight. Regularly scheduled meetings with the Business Manager as well as monthly financial reports to the Board have enabled the Board to make sound financial decisions that furthered the school's mission, program and goals.

ICSS has operated efficiently within approved budgets. The school has created realistic budgets that are monitored and adjusted when appropriate after careful review and consideration. Actual expenses have been equal to or less than actual revenue.

ICSS remains in compliance with financial reporting requirements and has provided CSI and the State Education Department with required financial reports in a timely manner and these reports have been complete and have followed generally accepted accounting principles. ICSS has also maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow.

ICSS is self-managed by its Board of Trustees with experienced consulting support on a contractual basis. The school is fiscally sound and its future viability is optimistic.

In December 2005, ICSS purchased the Draper Building as a permanent location for the school. The purchase price of the building was \$1,550,000. Renovation costs through June 2007 totaled \$3,089,000. Future renovations are already being planned and scheduled, including \$880,000 for new windows in the Summer of 2008. Outside funding sources have been contacted and secured to finance the project in combination with funds allocated within the 07-08 budget. When complete, the building will be totally renovated and able to accommodate 1,200 students grades K-12, including a new elevator and entrance, renovated auditorium, gymnasium and cafeteria area, state of the art science labs, comprehensive fire safety/security system, new roofs and new windows throughout the building.