



# Initial Renewal Report

## Icahn Charter School 2

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. This report will be posted on the Institute's website at: [www.newyorkcharters.org/pubsReportsRenewals.htm](http://www.newyorkcharters.org/pubsReportsRenewals.htm).

## **REPORT INTRODUCTION**

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).<sup>1</sup>

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/schoolsRenewOverview.htm](http://www.newyorkcharters.org/schoolsRenewOverview.htm).

## **RECOMMENDATION AND SUMMARY DISCUSSION**

### **Recommendation**

### **Full Term Renewal**

The Institute recommends that the SUNY Trustees approve the Application for Renewal of the Icahn Charter School 2 and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8<sup>th</sup> grade in such configuration as set forth in its Application for Renewal, with a maximum projected enrollment of 324 students.

### **Background and Required Findings**

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period<sup>2</sup> and by the quality of the instructional program in place at the school during the charter period, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Charter Renewal Benchmarks available on the Institute’s website at: <http://www.newyorkcharters.org/schoolsRenewOverview.htm>). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcomes-based system of accountability in which a school is held accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

Icahn Charter School 2 (“Icahn 2”) has applied for an Initial, Full-Term Renewal of five years. The SUNY Renewal Practices provide three possible renewal outcomes for Icahn 2: Full-Term Renewal; Short-Term Renewal; or Non-Renewal. In order to earn a Full-Term Renewal, Icahn 2 must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the school must either: (a) have compiled a strong and compelling record of

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<sup>1</sup> The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

<sup>2</sup> For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Practices as the time the Accountability Plan was in effect. In the case of an Initial Renewal, the plan covers the first four years that the school was in operation during the charter period.

meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is generally effective; or (b) have made progress towards meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

Based on the Institute's review of the evidence it gathered and that Icahn 2 provided including, but not limited to, the school's Application for Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted by the Institute in the last year of the charter period, and the school's record of academic performance as determined by the extent to which it has met the academic goals in its Accountability Plan, the Institute finds that the school has compiled a strong and compelling record of meeting its academic Accountability Plan goals, and has in place at the time of the renewal review an educational program that is generally effective.

Based on all the evidence, the Institute makes the following findings required by the Act. Icahn 2 as described in its Application for Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for Initial Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve Icahn 2's Application for Charter Renewal and renew the school's charter for a full term of five years.

### **Consideration of School District Comments**

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Renewal. As of the date of this report, no district comments were received in response.

### **Summary Discussion**

#### *Academic Success*

In the three years that Icahn 2 has administered the state testing program, the school has consistently far exceeded its Accountability Plan mathematics and English Language Arts goals. Throughout these three years, Icahn 2 has essentially met all measures in both subjects and far out-performed its local community school district, as well as demographically similar schools statewide. The school is meeting its science and NCLB goals.

Based on results of the five measures in its Accountability Plan, Icahn 2 has met its English Language Arts goal in the three years of the Accountability Period in which the state test was administered. The school's performance has consistently exceeded the absolute target of 75 percent proficiency, with well over 90 percent scoring proficient each year. The school has continually exceeded the Annual Measureable Objective (AMO) set by the state and outperformed the local community school district, by at least 40 percentage points in the last two years. In comparison to demographically similar schools, the school met its target in the three years, performing better than

expected to a large degree. The school has not met its cohort growth target largely as a result of the high bar set by its consistently strong previous performance.

Based on the results of the five measures in its Accountability Plan, Icahn 2 has met its mathematics goals in the three years for which the school has results. It has consistently far exceeded the absolute target, with essentially all students achieving proficiency each year. The school has consistently exceeded the state's AMO and outperformed the local community school district, doing so by a margin of over 45 percentage points in each of the last two years. In comparison to demographically similar schools, the school met its target all three years, performing better than expected to a large degree. The school met its cohort growth target in the most recent year when 100 percent of the students in each grade-level cohort scored proficient.

Icahn 2 has benefitted from strong and stable leadership over the course of the charter period. Its principal, who has served in that role since the school's founding, leads the school. Under direction of the principal, staff developers assist with instructional leadership. Over the course of the charter, this team has developed routines and procedures to ensure effective instruction. Instructional leaders regularly conduct both formal and informal teacher evaluations providing timely feedback on clear criteria that accurately identify teachers' strengths and weaknesses. Instructional leaders provide sustained and systematic coaching and supervision, including extensive coaching for new teachers. The Icahn network also provides a superintendent who mentors Icahn 2's principal.

The school's professional development program assists teachers in meeting student academic needs and school goals by providing differentiated professional development by addressing individual teacher shortcomings in pedagogy and content knowledge. Teachers use their daily lunch time for 'lunch and learns' to receive professional development from peer teachers. Instructional leaders also provide teachers with weekly professional development training. In addition, teachers receive ongoing feedback and professional development through coaching sessions and staff meetings with instructional leaders as well as from external consultants.

Over the course of the charter period, Icahn 2 has put a system in place to gather assessment and evaluation data and uses it to improve student learning. This system includes the regular administration of diagnostic, formative and summative assessments continually realigned to the school's curriculum and state standards. The Icahn network's director of assessment works with the principal to analyze whole school data. School leaders, teachers and an external consultant analyze classroom and grade level results weekly to identify opportunities for re-teaching and targeted assistance for individual students, as well as identification of at-risk students and determining topics for professional development. The school shares assessment results with parents six times a year to inform them of student progress and prospects for grade promotion.

Throughout its charter period, Icahn 2 has relied primarily on curriculum products and guidance provided by Icahn Charter School 1, which uses the Macmillan McGraw math and reading series and Core Knowledge curriculum framework as a foundation for its English language arts, social studies, and science programs. This curriculum, framework and other resources from Icahn 1 have effectively guided teachers in what to teach, how to deliver content and when to introduce new material, ultimately to prepare students to meet state performance standards. When needed, Icahn 2 teachers may adjust the curriculum to meet the pacing needs of its students and to propose curriculum changes through an approval process with Icahn 1 teachers. At the time of the renewal visit, the mathematics and English language arts curriculum appeared to be cohesive, aligned across grade levels and consistent with the emerging Common Core Standards.

Throughout the charter period, Icahn 2 has displayed rigorous high quality teaching in most classrooms. Teachers provide whole class, small group and individualized instruction. Teachers implement purposeful lessons aligned to the school's curriculum. Teachers create opportunities to challenge students by requiring them to explain their answers and answer questions in complete sentences. The school has a culture of scholarship and high expectations as evidenced by classroom routines that promote learning, the level of student respect and engagement, and the absence of misbehavior throughout all grades.

Icahn 2 has comprehensive and effective intervention programs to meet the needs of its at-risk students. Through a school-wide, academic targeted assistance program, Icahn 2 has effectively addressed throughout the charter period the educational needs of academically struggling students, English language learners and students with Individualized Education Programs (IEPs). The school has clearly defined procedures for identifying students at-risk and adequately monitors their progress and success. In conjunction with the Icahn network, the school provides appropriate training to help teachers meet student' needs. At the time of the renewal inspection visit, teachers understood these processes, policies and guidelines.

Icahn 2 promotes a culture of learning and scholarship. A documented discipline policy has been in place and consistently implemented throughout the charter period. In addition, over the charter period teachers have displayed effective classroom management.

#### *Organizational Effectiveness and Viability*

Over the course of the charter period, Icahn 2 has faithfully followed its mission, most notably by the extent to which it has met its Accountability Plan goals in support of its intent to arm students "with the skills and knowledge to participate successfully in the most rigorous academic environments." Additionally, the school has effectively implemented the key design elements in its charter including small class size, a longer school day and year, use of the Core Knowledge curriculum and effective academic interventions.

Based on interviews and surveys, parents have been satisfied with the school throughout the charter period. Parental satisfaction is extremely important to Icahn 2 to the extent that the school has chosen to include it in its Accountability Plan. The school has set annual parental satisfaction targets requiring them to meet student daily attendance goals of 95 percent, annual student persistence goals of at least 90 percent as well as a requirement that at least 66 percent of parents report satisfaction with the school on annual surveys. Icahn 2 has met and often exceeded these goals. When given, more than 90 percent of parents participate in satisfaction surveys and an overwhelming majority of respondents express a high degree of satisfaction with the school. Student persistence rates have risen throughout the charter period from 91.6 percent in the 2008-09 academic year to 95.4 percent in the 2010-11 academic year. Moreover, the school met the daily attendance rate of 95 percent for the first time in the 2010-11 academic year. In prior years, student daily attendance hovered above 94 percent.

Icahn 2 has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its proposed academic program. School and network staff have competently managed day-to-day operations and the school's priorities have clearly aligned to the school's mission throughout the charter period. The school's organizational structure supports distinct lines of accountability with clearly defined roles and responsibilities.

The composition of Icahn 2's board includes individuals with a diverse set of skills in critical areas including management, business, education, real estate and financial expertise. As a result, the school board has no current plans to add members or change its existing committee structure. The school board, who has the same trustees as all of the other Icahn schools with the exception of the parent trustee, has worked effectively to oversee the educational program and achieve the school's mission. In 2009-10, the school board oversaw the move of the school from a shared New York City Department of Education ("DOE") space to a new building designed specifically for Icahn 2 with a 15-year lease from the Foundation for Greater Opportunity in conjunction with Civic Builders and the DOE. When the SUNY Trustees initially approved the school, it granted a waiver such that more than 40 percent of the school's board may be affiliated with the Foundation for Greater Opportunity. If approved, the school would seek to maintain the affiliation waiver, which the Institute recommends.

The school board conducts annual evaluations of the school's principal with the assistance and guidance of the superintendent of the charter school network. The school board holds school leaders and the network accountable for measurable student performance results. The school board receives regular reports at each board meeting from school leaders on academic performance, finance, staff updates, enrollment, discipline issues, as well as any other areas of concern. The school board has generally abided by its by-laws and has held its meetings generally in compliance with the Open Meetings Law.

The Icahn 2 board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal. In material respects, the school board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. Due to the school board's common oversight of multiple charter schools, school and network staff meet regularly to share best practices and to collectively amend school policies and procedures. The school board demonstrates a thorough understanding of its role in holding both the network and school leadership accountable for academic results.

Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in material respect Icahn 2 has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations. Minor deficiencies were noted in the areas of Open Meetings Law compliance and Gun Free Schools Act compliance. At the time of the renewal inspection visit, minor deficiencies were also noted with respect to Freedom of Information Law compliance; however, these deficiencies were corrected prior to the finalization of this report.

The school board has generally maintained a relationship with outside counsel including the solicitation of pro bono services, for advice on legal, compliance, and real estate matters. The school has substantially followed the terms of its monitoring plan.

The school's Application for Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. Other key aspects of the renewal application, to include the proposed bylaws and code of ethics, have been amended to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law, and the General Municipal Law, as appropriate.

## *Fiscal Soundness*

Icahn 2 has created realistic budgets over the course of the charter period that it has monitored and adjusted when appropriate. The school develops annual budgets as a collaborative effort between the Icahn network's director of operations ("DOO") and business managers ("BMs") with appropriate input from the school's principal, key staff and members of the school board. The Icahn network's DOO and other business office staff routinely analyze budget variances and discuss material variances with the principal and the board on a regular basis. The Icahn network and the school have implemented a strategic approach when considering spending trends, staffing and instructional needs in the development of its budgets. Actual expenses have been equal to or less than actual revenue over the course of this charter period without exception.

Icahn 2 has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. The school has accurately recorded and appropriately documented transactions in accordance with management's direction. The Icahn network DOO and BMs work with the school's principals and key staff along with the school board to ensure that school staff document and follow fiscal policies and procedures. The school's Fiscal Year (FY) 2007-08 – 2010-11 audit reports of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses or instances of non-compliance. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

The school has complied with financial reporting requirements during the charter period. Icahn 2 filed budget, quarterly and annual financial statement audit reports in a timely, accurate and complete manner. Each of the school's annual financial audits indicate that school staff conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board has reviewed and approved various monthly and quarterly reports along with the annual financial audit report.

The school has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed the FY 2010-11 in stable financial condition slightly increasing the school's total net assets while maintaining and slightly increasing cash reserves.

As illustrated in the Institute's Fiscal Dashboard,<sup>3</sup> which appears as an appendix to this report, the school has averaged a "fiscally strong" financial responsibility composite score rating over the current charter term along with its most recent year of operation, 2010-11, indicating a constant level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score allows a school's sources of financial strength to offset areas of financial weakness. The school has also averaged a "medium risk/good" rating in its working capital ratio, which indicates the school has had enough short term assets to cover immediate liabilities/short-term debt. Further,

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<sup>3</sup> The Institute's Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/FiscalDashboard.htm>. A memo explaining the metrics used within the dashboard is also available at that web address.

Icahn 2 has averaged a “medium risk/good” rating debt-to-asset ratio, indicating the proportion of debt the school has relative to its assets. The school has no short or long-term debt. Finally, the school has averaged a “medium risk/good” rating in regards to the months-of-cash ratio, demonstrating it has had more than the suggested three months of annual expenses in reserves. The school has no major investments and leaves all cash in savings and/or various money market accounts to ensure the school has sufficient cash available to pay current bills and other payables that are shortly due.

The school averaged slightly under 86 percent of all expenses being allocated to program services over the current charter term. The school also saw revenue slightly exceed expenses per student on an average of just over 11 percent a year, consistent with its effective operational plan on a year-to-year basis.

Based on all of the foregoing the school has demonstrated fiscal soundness over the course of its charter term.

### *Plans for the Next Charter Period*

Icahn 2 has provided all of the key structural elements for a renewal charter and those elements are deemed to be reasonable, feasible and achievable. The school proposes to continue implementing the core features of its educational program while expanding into middle school and increasing enrollment.

Icahn 2 would continue to instruct 36 students split into two classes of 18 for Kindergarten through 6<sup>th</sup> grade. In the 2012-2013 academic year, the school would provide instruction to 7<sup>th</sup> grade students and instruct 8<sup>th</sup> grade students in the 2013-2014 academic year. Maximum student enrollment during the charter period would grow from 252 to 324 students. The school would continue to lease space at its current location.

As Icahn 2 grows to serve additional grades, it plans to maintain the small classes, extended school day and year, rigorous academic program and individualized student attention that are hallmarks of its elementary school educational program. The school would continue to base its calendar off of the New York City conventional public school schedule to maximize transportation and food service opportunities. Icahn 2 would continue to provide 192 days of instruction in each academic year.

Members of the current board of trustees expressed their interest in continuing their service to the school. The school board would maintain its existing committee structure to carry out its responsibilities.

Icahn 2 has presented a reasonable and appropriate fiscal plan for the term of the next charter period including adequate and achievable budgets. The school has taken a strong and extremely conservative strategic approach to budgeting and planning for the next charter period. Due to state deficit problems and the uncertainty of per-pupil funding beyond 2012-13, the school has developed a working budget that uses the 2009-10 funding level as a baseline for the 2012-13 academic year projections, instead of the 2010-11 rate. This base line would increase one percent in year two and two percent in years three through five.

The current 2010-11 per pupil rate for the school’s primary district, New York City, is 8.7 percent higher than the 2009-10 rate and is frozen for 2011-12 and 2012-13. The school and the Icahn

Network use the 2009-10 per pupil amount in their projections for the next charter term as an ultra conservative starting point. Even using this conservative 2009-10 rate, the school shows minor projected surpluses during the next charter term. Consequently, any increase to the rate or rate continuance at the 2010-11 levels will only have a positive effect on the school. The slight surpluses projected are contingent upon the school continuing to meet enrollment goals as it has done in the past. The surpluses would also help the school continue its current trend of increasing fiscal steadiness; however, the school will need to maintain current reserves and resources to ensure this stability.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school would be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's track record of fiscal soundness to date, the Institute finds that the school has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

## SCHOOL OVERVIEW

### School Name

	Name	Date
Chartered Name	Carl C. Icahn Charter School Bronx North	January, 2006
Revised Name	Icahn Charter School 2	March, 2009

### Opening Information

Date Initial Charter Approved by SUNY Trustees	January 24, 2006
Date Initial Charter Approved by Operation of Law	September 12, 2006
School Opening Date	September, 2007

### Location

School Year(s)	Location(s)	Grades	District
2007-08 through 2009-10	1535 Story Avenue Bronx, NY	All	New York City CSD 8
2010-11 through present	1640 Bronxdale Ave Bronx, NY	All	New York City CSD 8

### Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Foundation for Greater Opportunity	Non-profit	2006 through present

### Current Mission Statement

Icahn Charter School 2, using the Core Knowledge curriculum developed by E.D. Hirsch, will provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.
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### Current Key Design Elements

• Core Knowledge curriculum
• Small class size
• Extended school day and year
• High standards for instruction through ongoing professional development
• Encouraging strong parental involvement
• Offering after-school as well as Saturday Academy classes in English Language Arts and Mathematics

## School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment <sup>4</sup>	Original Chartered Grades	Actual Grades
2006-07	Planning Year				
2007-08	108	N/A	109	K-2	K-2
2008-09	144	N/A	147	K-3	K-3
2009-10	180	N/A	176	K-4	K-4
2010-11	216	N/A	217	K-5	K-5
2011-12	252	N/A		K-6	K-6

## Student Demographics

	2007-08		2008-09		2009-10	
	Percent of School Enrollment	Percent of NYC CSD 8 Enrollment	Percent of School Enrollment	Percent of NYC CSD 8 Enrollment	Percent of School Enrollment	Percent of NYC CSD 8 Enrollment
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	53.0%	28.0%	46.0%	27.0%	44.0%	27.0%
Hispanic	44.0%	62.0%	49.0%	62.0%	52.0%	63.0%
Asian, Native Hawaiian, or Pacific Islander	2.0%	4.0%	1.0%	4.0%	0.0%	4.0%
White	2.0%	6.0%	0.0%	6.0%	1.0%	6.0%
Multiracial	0.0%	0.0%	5.0%	0.0%	2%	0.0%
<b>Special Populations</b>						
Students with Disabilities <sup>5</sup>	4.1%		3.0%		5.6%	
Limited English Proficient	10.0%	12.0%	4.0%	12.0%	4.0%	12.0%
<b>Free/Reduced Lunch</b>						
Eligible for Free Lunch	57.0%	75.0%	52.0%	76.0%	50.0%	77.0%
Eligible for Reduced-Price Lunch	24.0%	9.0%	19.0%	9.0%	21.0%	8.0%

<sup>4</sup> Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

<sup>5</sup> New York State Education Department does not report special education data. Statistics given were provided by the school.

### Current Board of Trustees<sup>6</sup>

Board Member Name	Term	Position
Carl C. Iahn	October 2016	President
Gail Golden	October 2016	Chair
Julie Clark Goodyear	October 2016	Secretary
Tina Marsh	October 2016	Treasurer
Edward Shanahan	October 2016	Trustee
Seymour Fliegel	October 2016	Trustee
Robert Sancho	October 2016	Trustee
Karen Mandelbaum	October 2016	Trustee
Tamara Delgado-DeJesus	October 2016	Parent Representative

### School Leader(s)

School Year	School Leader(s) Name and Title
2007-08	B. Silen – Carrasquillo, Principal
2008-09	B. Silen – Carrasquillo, Principal
2009-10	B. Silen – Carrasquillo, Principal
2010-11	B. Silen – Carrasquillo, Principal
2011-12	B. Silen – Carrasquillo, Principal

### School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2007-08	First-Year Visit	Institute	February 26, 2008
2008-09	Second-Year Visit	External	May 19-20, 2009
2009-10	Third-Year Visit	Institute	February 25, 2010
2010-11	Renewal Visit	Institute	September 22, 2011

<sup>6</sup> Source: Institute Board Records.

## ACADEMIC ATTAINMENT AND IMPROVEMENT

### Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics. The plan also includes science and NCLB goals. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. The required outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

<b>Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans</b>					
<b>GOAL</b>	<b>Required Outcome Measures</b>				
	<b>Absolute<sup>7</sup></b>		<b>Comparative</b>		<b>Growth</b>
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
<b>English Language Arts</b>	◆	◆	◆	◆	◆
<b>Mathematics</b>	◆	◆	◆	◆	◆
<b>Science</b>	◆		◆		
<b>NCLB</b>	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals, as well as an analysis of the respective measures for each goal during the four years of the Accountability Period.<sup>8</sup> Italicized text indicates goals or measures as written in the school's Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a

<sup>7</sup> Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the English language arts and mathematics exams. In order to maintain a consistent standard for determining meeting the absolute measure, the Institute has adapted SED's "time-adjusted" cut-offs. In the presentation of English language arts and mathematics results below, we use the "time-adjusted" Level 3 cut-offs, where noted, for 2009-10 and 2010-11.

<sup>8</sup> Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

**English Language Arts**

**Accountability Plan Goal:** All Icahn Charter School 2 students will become proficient readers of the English language.

**Outcome:** Icahn 2 has met its English Language Arts goal.

**Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>Each year, 75 percent of 3-5 graders who are enrolled in at least their second year by the time of the New York State (NYS) test administration will perform at or above a Level 3<sup>9</sup> on the New York State ELA examination.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2007-08</b>	<b>2008-09</b> (Tested: 26)	<b>2009-10</b> (Tested: 54)	<b>2010-11</b> (Tested: 80)
<b>3</b>	-	100.0	100.00	96.3
<b>4</b>	-	-	91.3	100.0
<b>5</b>	-	-	-	100.0
<b>6</b>	-	-	-	-
<b>7</b>	-	-	-	-
<b>8</b>	-	-	-	-
<b>All</b>	-	<b>100.0</b>	<b>96.3</b>	<b>98.8</b>

Icahn 2 has consistently exceeded the absolute target of 75 percent proficiency in English Language Arts, with well over 90 percent scoring proficient each year.

<b>Absolute Measure:</b> <i>Each year, the school’s aggregate Performance Index on the state ELA exam will meet that year’s Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system<sup>10</sup>.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2007-08</b>	<b>2008-09</b> (Tested: 26)	<b>2009-10</b> (Tested: 54)	<b>2010-11</b> (Tested: 80)
<b>PI</b>	-	<b>194</b>	<b>197</b>	<b>185</b>
<b>AMO</b>	-	<b>144</b>	<b>155</b>	<b>122</b>

Icahn 2’s Performance Index (PI) has surpassed the English language arts Annual Measurable Objective (AMO) established by the state’s NCLB accountability system for the three years of its Accountability Period for which it has state test results.

<sup>9</sup> In 2009-10 and 2010-11, this standard is based upon the state determined “time adjusted cut scores” instead of Level 3 cut scores as in previous years.

<sup>10</sup> In 2009-10, the Performance Index was based on “time adjusted cut scores” instead of Level 3 cut scores used in the other years. In 2010-11, the state adjusted the AMO to reflect the higher standard used in setting the Level 3 cut score.

<b>Comparative Measure:</b> <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state ELA exam will be greater than that of students in the same tested grades in the local school district (New York City CSD 8 in 2008-09 and 2009-10; CSD 11 in 2010-11).</i>				
<b>Results (in percents)</b>				
<b>School Year</b>				
<b>Comparison</b>	<b>2007-08</b>	<b>2008-09</b> (Grades 3)	<b>2009-10</b> (Grades 3-4)	<b>2010-11</b> (Grades 3-5)
<b>School</b>	-	<b>100.0</b>	<b>83.3</b>	<b>82.5</b>
<b>District</b>	-	<b>66.5</b>	<b>35.6</b>	<b>42.9</b>

Icahn 2 has outperformed the local community school district (District 11) in English Language Arts by almost 40 percentage points in the most recent year.

<b>Comparative Measure:</b> <i>Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
<b>Results (in percents)</b>				
<b>School Year</b>				
<b>Index</b>	<b>2007-08</b>	<b>2008-09</b> (Grades 3) (Tested: 26)	<b>2009-10</b> (Grades 3-4) (Tested: 54)	<b>2010-11</b> (Grades 3-5) (Tested: 80)
<b>Predicted</b>	-	69.4	52	49.4
<b>Actual</b>	-	100.0	81.0	84.7
<b>Effect Size</b>	-	<b>1.80</b>	<b>2.15</b>	<b>2.29</b>

In comparison to demographically similar schools statewide, Icahn 2 has met its target in the three years, performing better than expected to a large degree each year.

<b>Growth Measure:</b> <i>Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.</i>				
<b>Results (in percents)</b>				
<b>School Year</b>				
<b>Percent Level 3 &amp; 4</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10<sup>11</sup></b> (Grade 4) (N= 23)	<b>2010-11</b> (Grade 4-5) (N= 53)
Baseline	-	-	100	79.2
Target	-	-	100	79.3
Actual	-	-	91.3	77.4
Cohorts Made Target	-	-	<b>0 of 1</b>	<b>1 of 2</b>

Icahn 2 met one of two individual grade growth targets in 2010-11. The school has not met its cohort growth target largely as a result of the high bar set by its consistently strong previous performance.

<sup>11</sup> In 2009-10, cohort growth is based on the state determined "time adjusted cut scores" instead of the Level 3 cut scores used in other years.

### Optional Measures:

The school's Accountability plan did not include any optional measure related to its English Language Arts goal.

### Mathematics

**Accountability Plan Goal:** All Icahn Charter School 2 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

**Outcome:** Icahn 2 has met its mathematics goal.

### Analysis of Accountability Plan Measures:

<b>Absolute Measure:</b> <i>Each year, 75% of 3-5 graders who are enrolled in at least their second year by the time of the NYS test administration will perform at or above Level 3<sup>12</sup> on the New York State Mathematics examination.</i>				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2007-08</b>	<b>2008-09</b> (Tested: 22)	<b>2009-10</b> (Tested: 54)	<b>2010-11</b> (Tested: 80)
3	-	100.0	100.0	100.0
4	-	-	95.7	100.0
5	-	-	-	100.0
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	100.0	98.2	100.0

Icahn 2 has consistently far exceeded the absolute target of 75 percent proficiency in mathematics, with essentially *all* students achieving proficiency each year.

<b>Absolute Measure:</b> <i>Each year, the school's aggregate Performance Index<sup>13</sup> on the state math exam will meet that year's Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2007-08</b>	<b>2008-09</b> (Tested: 22)	<b>2009-10</b> (Tested: 3-4)	<b>2010-11</b> (Tested: 3-5)
PI	-	200	198	197
AMO	-	119	135	137

Icahn 2's Performance Index (PI) has far surpassed the mathematics Annual Measurable Objective (AMO) established by the state's NCLB accountability system for the three years of its Accountability Period for which it has state test results.

<sup>12</sup> In 2009-10 and 2010-11, this standard is based upon the state determined "time adjusted cut scores" instead of Level 3 cut scores as in previous years.

<sup>13</sup> In 2009-10, the Performance Index was based on "time adjusted cut scores" instead of Level 3 cut scores used in the other years. In 2010-11, the state adjusted the AMO to reflect the higher standard used in setting the Level 3 cut score.

<b>Comparative Measure:</b> <i>Each year, the percent of all tested students who are enrolled in at least their second year by the time of NYS test administration and performing at or above Level 3 on the state Mathematics exam will be greater than that of students in the same tested grades in the local school district (New York City CSD 8 in 2008-09 and 2009-10; CSD 11 in 2010-11).</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2007-08</b>	<b>2008-09</b> (Grades 3)	<b>2009-10</b> (Grades 3-4)	<b>2010-11</b> (Grades 3-5)
<b>School</b>	-	<b>100.0</b>	<b>94.4</b>	<b>97.5</b>
<b>District</b>	-	<b>90.9</b>	<b>46.1</b>	<b>52.9</b>

Icahn 2 has outperformed the local community school district (District 11) in mathematics, doing so by a margin of over 40 percentage points.

<b>Comparative Measure:</b> <i>Each year, the school will exceed its expected level of performance on the State Mathematics exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2007-08</b>	<b>2008-09</b> (Grades 3) (Tested: 22)	<b>2009-10</b> (Grades 3-4) (Tested: 54)	<b>2010-11</b> (Grades 3-5) (Tested: 80)
<b>Predicted</b>	-	91.9	57.8	59.0
<b>Actual</b>	-	100	94.8	96.9
<b>Effect Size</b>	-	<b>1.21</b>	<b>2.21</b>	<b>2.19</b>

In comparison to demographically similar schools statewide, Icahn 2 has met its target in the three years, performing better than expected to a large degree each year.

<b>Growth Measure:</b> <i>Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Percent Level 3 &amp; 4</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10<sup>14</sup></b> (Grade 4) (N= 23)	<b>2010-11</b> (Grade 4-5) (N= 53)
Baseline	-	-	95.7	94.3
Target	-	-	95.8	94.4
Actual	-	-	95.7	100.0
Cohorts Made Target	-	-	<b>0 of 1</b>	<b>2 of 2</b>

Icahn 2 met its cohort growth target in the most recent year when 100 percent of the students in each grade-level cohort scored proficient.

<sup>14</sup> In 2009-10, cohort growth is based on the state determined "time adjusted cut scores" instead of the Level 3 cut scores used in other years.

### Optional Measures:

The school's Accountability plan included an optional measure related to its mathematics goal.

**Accountability Plan Goal:** Each year, each Kindergarten, Grade 1 and Grade 2 cohort will halve the difference between their previous year's average NCE and 50 NCE based on the IOWA/ITBS assessments. Cohorts that have already achieved an average NCE of 50 will show an increase in their average NCE.

**Outcome:** With the Institute's knowledge the school did not report an outcome for this goal.

### Science

**Accountability Plan Goal:** All Icahn Charter School 2 students will demonstrate competency in the understanding and application of scientific reasoning.

**Outcome:** Icahn 2 has met its science goal.

### Analysis of Accountability Plan Measures:

<b>Absolute Measure:</b> <i>Each year, the percent of fourth grade students who are enrolled in at least their second year by the time of NYS test administration will perform at or above Level 3 on the New York State Science examination.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2007-08</b> (Tested: )	<b>2008-09</b> (Tested: )	<b>2009-10</b> (Tested: 39)	<b>2010-11</b> (Tested: 31)
4	-	-	<b>97.0</b>	<b>100.0</b>
8	-	-	-	-

Icahn 2 has far exceeded its Accountability Plan absolute measure for each year that it has administered the state science exams with nearly all students obtaining proficiency.

<b>Comparative Measure:</b> <i>Each year, the percent of fourth grade students who are enrolled in at least their second year by the time of NYS test administration and performing at or above Level 3 on the State Science exam will be greater than that of fourth grade students in the local school district, New York City Community School District 8 in 2009-10 and CSD 11 in 2010-11.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2007-08</b> (Grade 4)	<b>2008-09</b> (Grade 4)	<b>2009-10</b> (Grade 4)	<b>2010-11</b> (Grade 4)
<b>School</b>	-	-	<b>97.0</b>	<b>100.0</b>
<b>District</b>	-	-	<b>82.0</b>	N/A

In 2009-10, nearly all Icahn 2 students scored proficient on the state science exam compared to only 82 percent of the local district students. While 2010-11 district results are not yet available, the school is likely to again outperform the district.

## NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to made adequate yearly progress towards enabling all students to score at the proficient level on the state English Language Arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

**Accountability Plan Goal:** Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**Outcome:** The school met the goal. Icahn 2 was deemed to be in good standing in each of the four years of the Accountability Period.

<b>Absolute Measure:</b> <i>Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.</i>				
<b>Results</b>				
<b>Status</b>	<b>School Year</b>			
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Good Standing</b>	Yes	Yes	Yes	Yes

## Analysis of Additional Evidence

Icahn 2 received a letter grade of "A" on its 2010-11 DOE Progress Report. According to the DOE, overall Progress Report scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in grades, the overall cut scores were determined for 2010-11 based on a pre-determined scoring distribution: 25 percent A, 35 percent B, 30 percent C, 7 percent D, and 3 percent E.

The school received the "A" based on the composite score of three categories. The school received an "A" in school environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys which are used to measure the conditions necessary for learning. Icahn 2 performed relatively well on communication and engagement, but lower on academic expectations. In the category that measures student performance, the school also received an "A", indicating that the school's absolute performance is noteworthy. As a result of the school's continued high performance compared to the previous year, it also received an "A" in Student Growth.

These results are consistent with the Institute's analysis above.

APPENDIX: FISCAL DASHBOARD



