



Renewal Recommendation Report Icahn Charter School 1

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INTRODUCTION AND REPORT FORMAT

INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding an education corporation’s Application for Charter Renewal, and more broadly, details the merits of an education corporation’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf).

REPORT FORMAT

The Institute makes all renewal recommendations based on a school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not-for-profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),¹ which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the school fiscally sound?
4. If the SUNY Trustees renew the education corporation’s authority to operate the school, are its plans for the school reasonable, feasible and achievable?

This report contains Appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation, additional information about the education corporation and its schools, and additional evidence on student achievement of those schools.

¹ Version 5.0, May 2012, available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf.

INTRODUCTION AND REPORT FORMAT

Additional 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/operate/existing-schools/renewal/.

RENEWAL RECOMMENDATION

RECOMMENDATION: **FULL-TERM RENEWAL**

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Icahn Charter School 1 for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 324 students.

To earn a Subsequent Full-Term Renewal, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.²

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 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 of the Act.³

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation.

² SUNY Renewal Policies (p. 14).

³ See New York Education Law § 2852(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

Icahn Charter School 1 (“Icahn 1”) plans to use the following strategies to meet its targets:

- posting flyers and placing notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- conducting open houses at after-school programs and youth centers;
- visiting local organizations in surrounding neighborhoods; and,
- canvassing neighborhoods to further reach interested families.

Specific measures will be designed and implemented to reach parents for/of:

- whom English is not their primary language;
- students with disabilities; and,
- students who would qualify for FRPL.

Also noted in the application, Icahn 1 is highly effective in helping at-risk students, and the school will employ these efforts to attempt to meet its student retention targets in the next charter term. Its supports for students with disabilities, ELLs and children eligible to receive FRPL are strong and include:

- after school programs;
- targeted assistance;
- Saturday Academy; and,
- guidance programs.

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal processes (August 2010 – present) and to charter schools that *applied* for renewal after January 1, 2011. Icahn 1 applied for a subsequent renewal in fall 2010. Thus, it is not yet accountable for enrollment and retention targets. Please refer to Appendix A for more details about the school’s future targets including a comparison of how it would have performed if it currently had targets.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments. As of the date of this report, the Institute has received no district comments in response.

Icahn Charter School 1

BACKGROUND

The SUNY Trustees approved the charter for the Carl C. Icahn Charter School⁵ on January 23, 2001. The school opened its doors to serve 108 students in Kindergarten through 2nd grade in fall 2001. Having posted strong student outcomes in its initial charter term, the school earned an initial renewal charter for a full-term of five years in 2006. The SUNY Trustees again renewed the school's charter in 2011, also for a full-term of five years.

The mission of Icahn 1 is:

The mission of Icahn Charter School 1 is to use the Core Knowledge curriculum, developed by E.D. Hirsch, to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.

Icahn 1 is the flagship school for the Icahn Charter Schools network ("Icahn network" or the "network"). The seven SUNY authorized charter schools that affiliate with the Icahn network are independent not-for-profit education corporation charters and are not merged. All network schools operate in the Bronx. All Icahn schools partner with the Foundation for a Greater Opportunity (the "Foundation"), a Delaware not-for-profit corporation based in New York City, which provides facilities and other business and educational supports. Icahn 1 formally employs network staff including a superintendent of schools and financial, human resources and other back office staff. Each other Icahn charter enters into a mutually beneficial agreement with Icahn 1 to share the cost of personnel and services across the network. In addition, the network assists in the implementation of the core academic program. Network leaders oversee day-to-day school operations in addition to coaching and evaluating school principals. As noted earlier, Icahn 1 remains a standalone not-for-profit charter school education corporation (the "education corporation").

Icahn 1 uses the Core Knowledge Curriculum, which serves as the foundation of its academic program. Icahn 1's program, consistent with that of other Icahn schools, has proven successful in meeting the needs of both general education students and students traditionally considered at risk of academic failure.

Icahn 1 operates in two leased facilities in New York City's Community School District ("CSD") 9. Kindergarten through 4th grade students receive instruction at 1525 Brook Avenue; 5th through 8th grade students receive instruction at 1506 Brook Avenue. In the final year of its third charter term, Icahn 1 serves 324 students in Kindergarten through 8th grade.

⁵ Now legally named the "Icahn Charter School 1."

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Icahn 1 has demonstrated success in producing strong student outcomes in each of its three charter terms. Throughout the current term, the school consistently outperformed both the local district and demographically similar schools statewide by large margins in English language arts (“ELA”) and mathematics. The school met its ELA growth measure in three of five years, and came close to meeting the measure in two years. In mathematics, Icahn 1 exceeded the state’s median growth percentiles in four of five years, falling just slightly below the target in 2014-15. Strong leadership at the school and network level ensures the organization’s effective delivery of the educational program. The engaged and knowledgeable education corporation board (the “board”) supports the school in achieving its Accountability Plan goals while remaining true to its mission.

Based on the Institute’s review of the school’s performance as posted over the charter term, a review of the Application for Charter Renewal submitted by the school, a review of academic, organizational, governance and financial documentation as well as a renewal visit to the school, the Institute finds that the program as implemented is strong and likely to continue to increase student achievement in an additional charter term. For these reasons, the Institute recommends that the SUNY Trustees grant Icahn 1 a Subsequent Full-Term Renewal.

NOTEWORTHY

Icahn 1 student teams placed 1st and 2nd in the New York City division of the Securities Industry and Financial Markets Association (“SIFMA”) Stock Market game four years in a row. The SIFMA Stock Market game is a 10 week online program that mirrors global capital markets and is designed to increase financial literacy amongst participating students.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Icahn 1 has proven itself an academic success by meeting and exceeding its key Accountability Plan goals throughout the charter term. Strong instructional leadership practices employed by school and network leaders, a rigorous curriculum and high quality instruction form the foundation of the demonstrably effective educational program.

The Act outlines the requirement that authorizers “change from rule-based to performance-based accountability systems by holding [charter] schools . . . accountable for meeting measurable student achievement results.”⁶ As described in this report, Icahn 1 has satisfied the requirements of the Act as well as the SUNY Renewal Policies⁷ as it has posted consistently strong outcomes as measured by performance on state assessments. This performance indicates Icahn 1’s curriculum, assessment system, instructional design and leadership combine into a demonstrably successful implementation of the Icahn network model. The strength of that model, detailed in Appendix E, along with the strong and sustained student performance outcomes posted by Icahn 1 provide the foundation for the Institute’s analysis that: 1) the school posts sufficient evidence to support the conclusion it meets the academic and organizational criteria called for in the SUNY Renewal Benchmarks; and, 2) the school’s strong performance merits a five-year renewal recommendation.

At the beginning of the Accountability Period,⁸ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁹ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”¹⁰ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how much did the school grow student performance as compared to the growth of similarly situated students?

⁶ Education Law § 2850(2)(f).

⁷ SUNY Renewal Policies (pp. 12-15).

⁸ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of subsequent renewal, the Accountability Period covers the last year of the previous charter term through the second to last year of the charter term under review.

⁹ Education Law § 2850(2)(f).

¹⁰ Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Icahn 1 did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective ("AMO") attainment,¹¹ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Accountability Plan also includes science and No Child Left Behind Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

SUNY Renewal Benchmark 1A:

Has the school met or come close to meeting its Academic Accountability Plan Goals?

Icahn 1 has consistently demonstrated high levels of student achievement throughout the Accountability Period. During the charter term, Icahn 1 outperformed the local district as well as schools statewide with demographically similar students.

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Icahn 1 relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Icahn 1's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Icahn 1's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. To signal the school's ability to help students make one year's worth of growth in one year's time, the

¹¹ The state did not calculate an AMO for 2012-13. As such, the Institute will only report on the 2013-14 and 2014-15 results.

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expected percentile performance is 50. To signal a school is increasing students' performance above the peers of its students (in terms of students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

Over the course of Icahn 1's third charter term, the school has consistently met its ELA Accountability Plan goal. Icahn 1 exceeded its growth measure during the majority of its charter term and came close to the state median in 2012-13 and 2014-15. During every year, the school outperformed the local school district. Additionally, compared to demographically similar schools across the state, Icahn 1 scored higher than expected to large degree over the entire charter term.

Icahn 1 has also demonstrated robust performance in mathematics throughout the charter term. For the past five years, the school posted mathematics outcomes higher than the local school district and performed higher than expected to a large degree compared to similarly disadvantaged schools across New York State. While the school's mean growth percentile dipped just below the target of the state median in 2014-15, Icahn 1 met its growth measure every other year of the charter term, notably exceeding the state median by at least 22 percentile points in 2012-13. For the balance of the charter term, Icahn 1 met every comparative and growth measure in its mathematics goal.

Icahn 1 met its science goal throughout the charter term. Each year the school posted proficiency rates that exceed the absolute benchmark of 75%. Additionally, the school's proficiency rate exceeded the rate of the local district over the entire charter term.

Although not tied to separate goals in the school's formal Accountability Plan, academic data about the school's students receiving special education services and ELLs are presented below for informational purposes.

		2012-13	2013-14	2014-15
Enrollment (N) Receiving Mandated Academic Services		(25)	(31)	(32)
Results	Tested on State Exams (N)	(17)	(18)	(20)
	School Percent Proficient on ELA Exam	11.8	11.1	10.0
	Percent Proficient Statewide	5.0	5.2	5.8

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		2012-13	2013-14	2014-15
ELL Enrollment (N)		(4)	(7)	(8)
Results	Tested on NYSESLAT ¹² Exam (N)	(3)	(7)	(7)
	School Percent 'Commanding' or Making Progress ¹³ on NYSESLAT	s ¹⁴	28.6	0

¹² New York State English as a Second Language Achievement Test, a standardized state exam.

¹³ Defined as moving up at least one level of proficiency. As of 2014-15, student scores can fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

¹⁴ In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

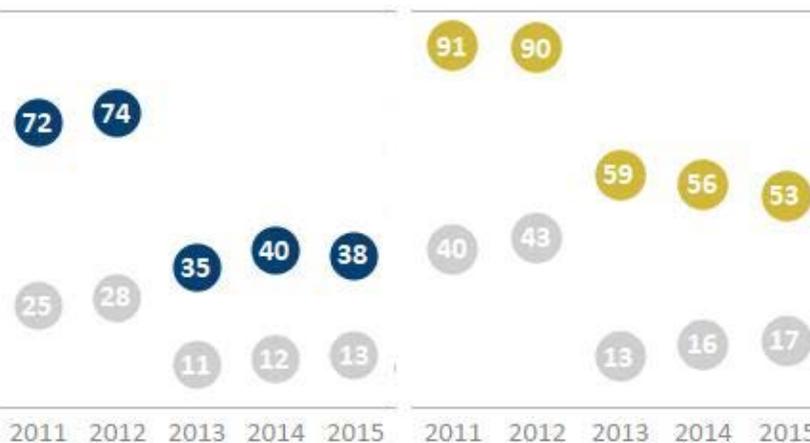
ACADEMIC PERFORMANCE

DESCRIPTION

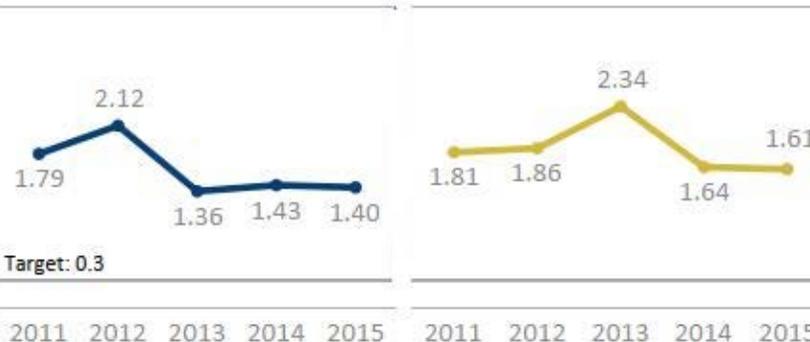
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

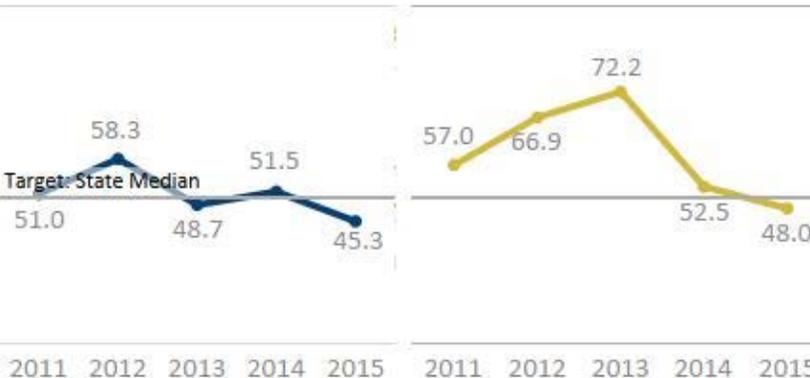
Comparative Measure: District Comparison. Each year, the percentage of students at Icahn 1 in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in **CSD 9**.



Comparative Measure: Effect Size. Each year, Icahn 1 will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, Icahn 1's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



SCIENCE

Science: Comparative Measure. Each year, the percentage of students at Icahn 1 in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



ACADEMIC PERFORMANCE

Academic Program Summary. With assistance from the network, Icahn 1 has a strong academic program that undergirds the school in meeting its academic goals. The network deputy superintendent provides supports to the school's new principal, allowing her to effectively coach and develop teachers. Leaders continue to establish an environment of high expectations for teacher performance, which they communicate through one-on-one meetings during the school year. An example of these expectations is the principal's goal for 90% of students to score at least a three out of four on interim ELA and mathematics assessments. Grade level and content area teams meet weekly to discuss instruction. These meetings help to ensure lesson planning sufficient to meet student needs.

The network and Icahn 1 provide teachers with sufficient curricular materials from the Core Knowledge framework to support instructional planning. The school regularly assesses students to track their progress toward meeting academic goals. Teachers use this data to make appropriate adjustments to lesson materials to meet student needs. Icahn 1 also has robust supports to meet the needs of at-risk students, particularly its 18 students with disabilities and 8 ELLs, including push-in and pull-out services. For a more in-depth analysis of the network's program, please see Appendix E.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Icahn 1 is an effective and viable organization with a strong history of producing high levels of student achievement. The board governs the school effectively and acts with urgency to sustain Icahn 1's academic success. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

SUNY Renewal Benchmark 2A:

Is the school faithful to its mission and does it implement the key design elements included in its charter?

Icahn 1 is faithful to its mission and key design elements. These are found in the School Background section at the beginning of this report and identified in Appendix A, respectively. Icahn 1 is highly effective in implementing the school design and has produced the academic results promised at the time it was chartered by the SUNY Trustees.

SUNY Renewal Benchmark 2B:

Are parents/guardians and students satisfied with the school?

To report on parent satisfaction with the school's program, the Institute used survey data as well as data gathered from a focus group of parents representing a cross section of students.

Parent Survey Data. The parent participation rate of 81.5% for the New York City Department of Education's ("NYCDOE's") 2014-2015 NYC School Survey and survey responses indicate high parent satisfaction with Icahn 1. The Institute compiled data from the survey the NYCDOE distributes to families each year to collect information about school culture, instruction, and systems for improvement. The survey response rate is high enough that it is useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. During the focus group, the seven parents present unanimously declared that the school more than satisfies their expectations in providing students with a solid educational foundation. When one parent stated, "I feel like she's getting a private school education for free," others readily agreed. Parents repeatedly referenced the strong sense of community at the school and almost constant communication from teachers. Asked if they would recommend the school to friends and loved ones, participants provided lists of multiple family members who attended or are current students at Icahn 1. Participants did note their view that the school's calendar creates challenges for families with regard to planning summer activities and that limited extracurricular activities necessitate supplementing.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2014-15, 99% of Icahn 1's students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. The Institute

ORGANIZATIONAL PERFORMANCE

derived the statistical information on persistence in enrollment from its database. No comparative data from NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district wide or CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUNY Renewal Benchmark 2E:

Does the board implement, maintain and abide by appropriate policies, systems and processes?

In material respects, the Icahn 1 board has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. The board demonstrates a thorough understanding of its role in holding Icahn 1 and the network accountable for both academic results and fiscal soundness.

- The board has avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a transparent manner.
- The board has materially complied with the terms of its by-laws and code of ethics.
- As reflected in the corporate minutes, the board generally acts as an effective committee of the whole but uses finance and grievance committees as needed.
- The board consistently receives a variety of relevant reports on fiscal and academic performance keeping close tabs on the school’s overall academic and fiscal performance.
- The board is aware of leadership succession issues and appropriately plans for future transition.
- The board uses different legal counsel effectively when legal issues arise.

SUNY Renewal Benchmark 2F:

Has the school substantially complied with applicable laws, rules and regulations, and provisions of its charter?

The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter including the monitoring plan.

- **Complaints.** A review of Institute files yielded no formal complaints. Three informal complaints during 2013-2014 regarding sufficiency of instructional time were referred to the education corporation for resolution. A change in schedule that slightly shortened the school day and replaced a half-day with a full day triggered the concerns. At all times, the school had more than sufficient instructional time under state law.
- **Open Meetings Law.** A review of education board minutes showed compliance with the New York Open Meetings Law including notice of trustee participation from video sites, and proper approval of minutes.
- **Litigation.** The education corporation has not been involved in litigation during the current charter term.
- **Compliance.** The Institute did not send the education corporation any violation letters or place the corporation on corrective action during the charter term.
- **By-laws.** The Institute found the education corporation’s by-laws were in need of revision for both changes in the law and a charter revision.

ORGANIZATIONAL PERFORMANCE

- **Code of Ethics.** The education corporation's code of ethics needed to be updated to fully comply with the New York General Municipal Law.

The Institute will work with Icahn 1 to ensure the by-laws and code of ethics are updated to full alignment with applicable law.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Icahn 1 is fiscally sound. The SUNY Fiscal Dashboard shown below in Appendix D and presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the course of the charter term.¹⁵

SUNY Renewal Benchmark 3A:

Does the school operate pursuant to a fiscal plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

Icahn 1 has adequate financial resources to ensure stable operations and has maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses and by making appropriate adjustments when necessary.

- The Icahn network's deputy superintendent of finance and operations and accountants develop annual budgets in collaboration with the school's principal and key staff and members of the education corporation board. The Icahn network and other business office staff routinely analyze budget variances and discuss material variances with the principal and board as necessary.
- The next charter term projection reflects steady enrollment and stable budgets.
- The financial function is largely centralized among all the seven Icahn charter schools. The positions of superintendent, deputy superintendent, accountants, facility manager and human resources manager are considered shared services. This helps to ensure that fiscal policies and procedures are consistently applied. Compensation for these shared service positions (including salary, bonus and benefits) is paid by Icahn 1, but the expenses are allocated among all of the Icahn charter schools, based on student enrollment, and reimbursements are made to Icahn 1.

SUNY Renewal Benchmark 3B:

Does the school maintain appropriate internal controls and procedures?

The education corporation has generally established and maintained appropriate fiscal policies, procedures and internal controls.

- Written policies address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations, fixed assets, grants/contributions, capitalization and accounting, procurement and investments.
- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The network works with the principal, key staff and the board to help ensure that the school follows established policies and procedures.

¹⁵ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

FISCAL PERFORMANCE

- The education corporation's most recent audit report of internal control over financial reporting related to financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.

SUNY Renewal Benchmark 3C:

Does the school comply with financial reporting requirements?

The education corporation has complied with reporting requirements.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation's independent auditor meets with the board to discuss the annual financial statements and answer any questions about the process and results.

SUNY Renewal Benchmark 3D:

Does the school maintain adequate financial resources to ensure stable operations?

The education corporation maintains adequate financial resources to ensure stable operations.

- Icahn 1 posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- Icahn 1 has relied primarily on recurring operating revenues and accumulated surpluses to cover any operating deficits and is not dependent upon variable income for its financial needs. Program needs are met without budgetary restraints.
- In 2006, the Foundation entered into an agreement with the New York City School Construction Authority to construct a charter public middle school in the Bronx, NY. Upon completion of the construction and issuance of the certificate of occupancy, title to the middle school building was transferred to the NYCDOE and leased back to the Foundation. Although the lease is between the Foundation and New York City School Construction Authority, the lease agreement designates Icahn 1 as the initial user of the premises under the 30 year lease for \$1 per year.
- The financial statements reflect imputed fair market value of the building of approximately \$14.7 million within the capital assets and recognized temporarily restricted contributions revenue, which is amortized over the 30-year term and released from the restrictions accordingly.
- Icahn 1 prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly, and retains a healthy 4.9 months of cash on hand.
- As a newer requirement of charter agreements, Icahn 1 has established the separate bank account for the dissolution fund escrow of \$75,000.

FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

Icahn 1 has met and exceeded its key Accountability Plan goals throughout the charter term and maintains a strong educational program that supports the continued achievement of those goals. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

Plans for the Educational Program. Icahn 1 plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its key academic goals in the future.

	Current Charter Term	End of Next Charter Term
Enrollment	324	324
Grade Span	K-8	K-8
Teaching Staff	23	23
Days of Instruction	190	190

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve Icahn 1 in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review including a review of the 5-year financial plan, Icahn 1 presents a reasonable and appropriate fiscal plan for the next charter term including education corporation budgets that are feasible and achievable.

The school intends to continue to provide instruction for Kindergarten through 8th grade students in its current, leased facilities in the Bronx.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time 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. The education corporation has amended or will amend other key aspects of the renewal application - including by-laws and code of ethics - to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

Appendix A

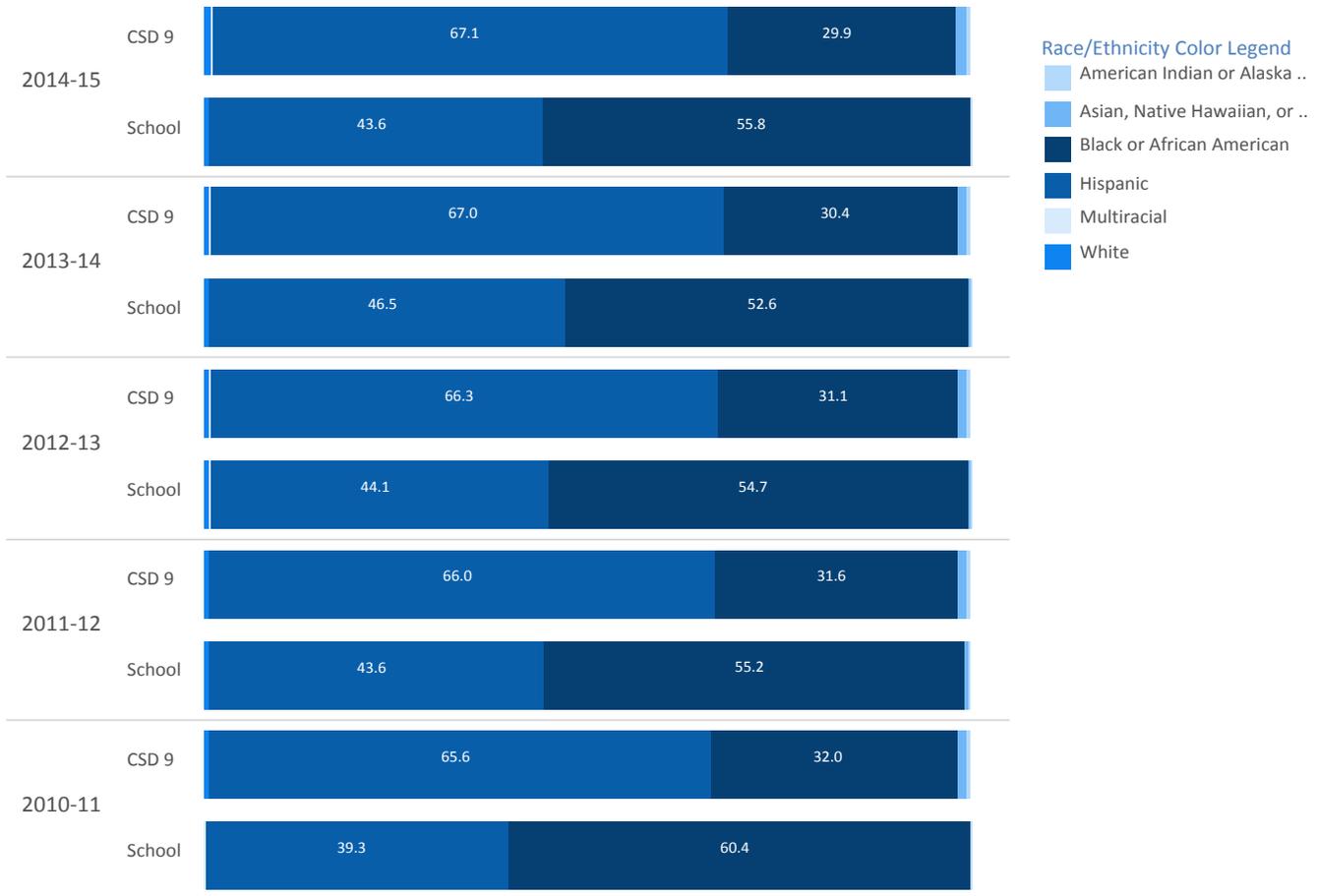
Icahn 1 School Overview

APPENDIX A: ICAHN 1 SCHOOL OVERVIEW

Board of Trustees¹⁶

Board Member Name	Position	Board Member Name	Position
Gail Golden	Chair	Robert Sancho	Trustee
Julie Clark Goodyear	Secretary	Edward Shanahan	Trustee
Seymour Fliegel	Trustee	Robin Williams	Parent Trustee
Karen Mandelbaum	Trustee		

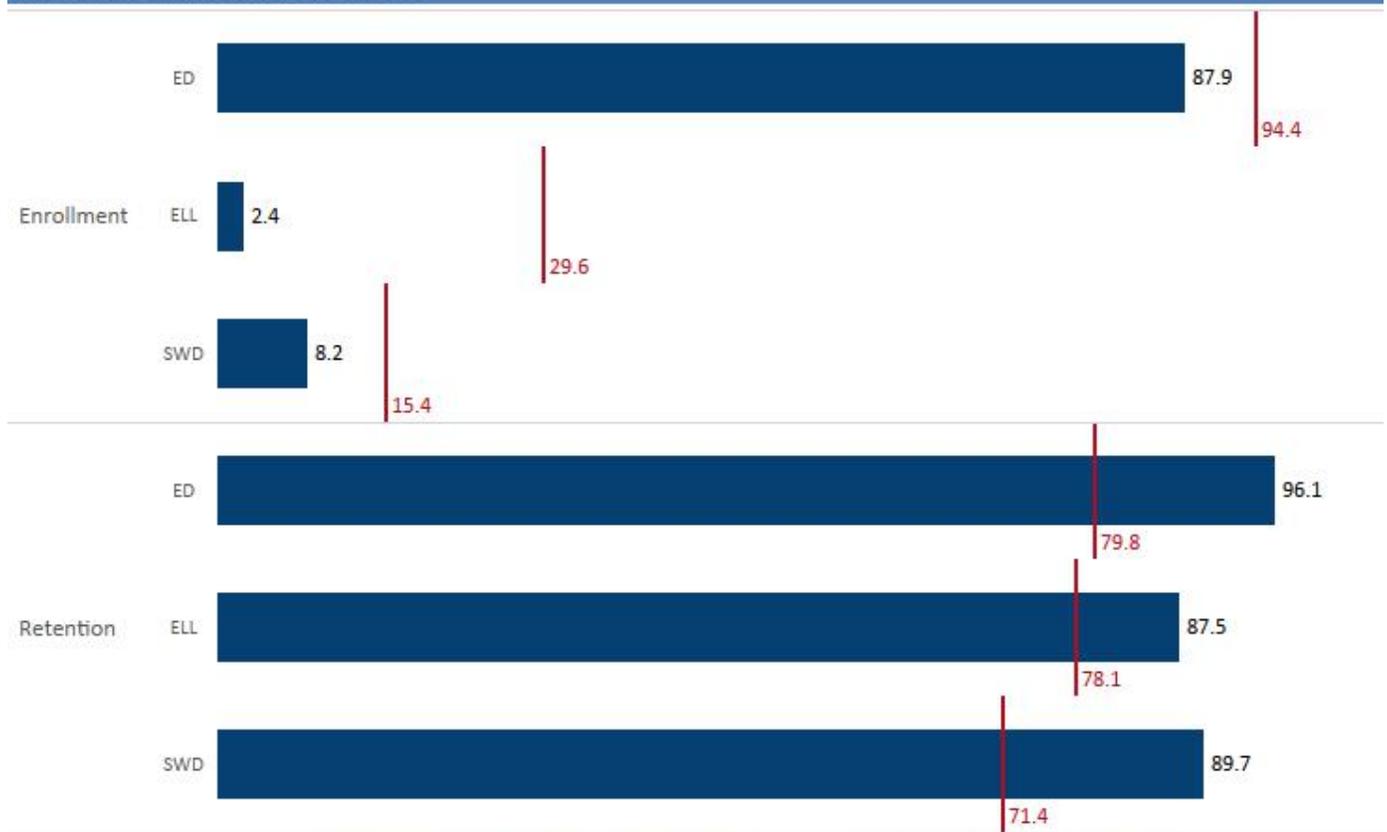
Student Demographics: Race/Ethnicity



¹⁶ Source: The Institute's board records at the time of the renewal review.

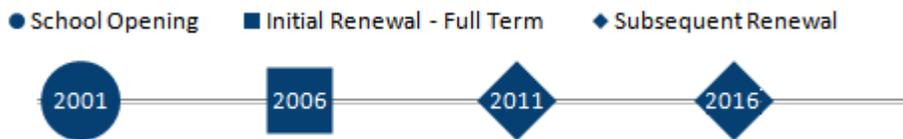
APPENDIX A: ICAHN 1 SCHOOL OVERVIEW

Enrollment and Retention Targets



The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the most recently available data from NYSED.

Timeline of Charter School Renewal



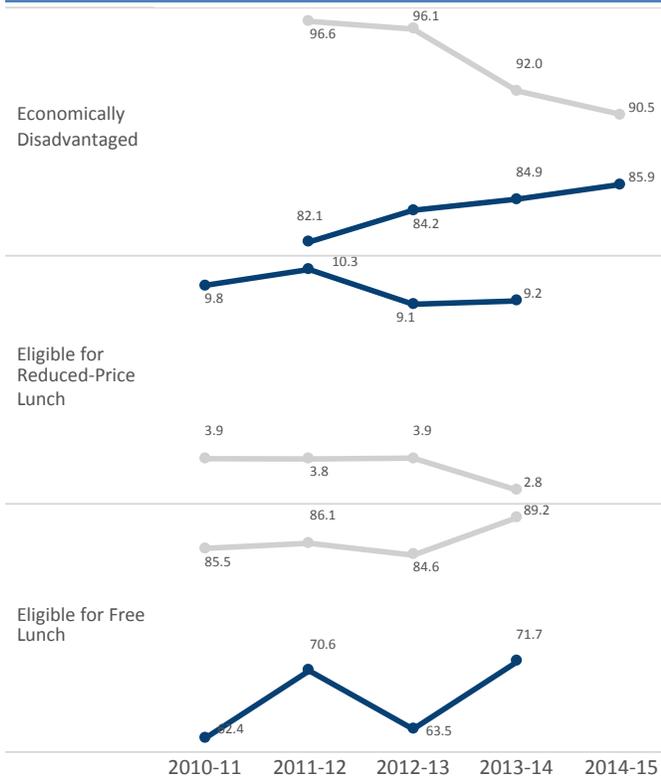
APPENDIX A: ICAHN 1 SCHOOL OVERVIEW

Persistence in Enrollment



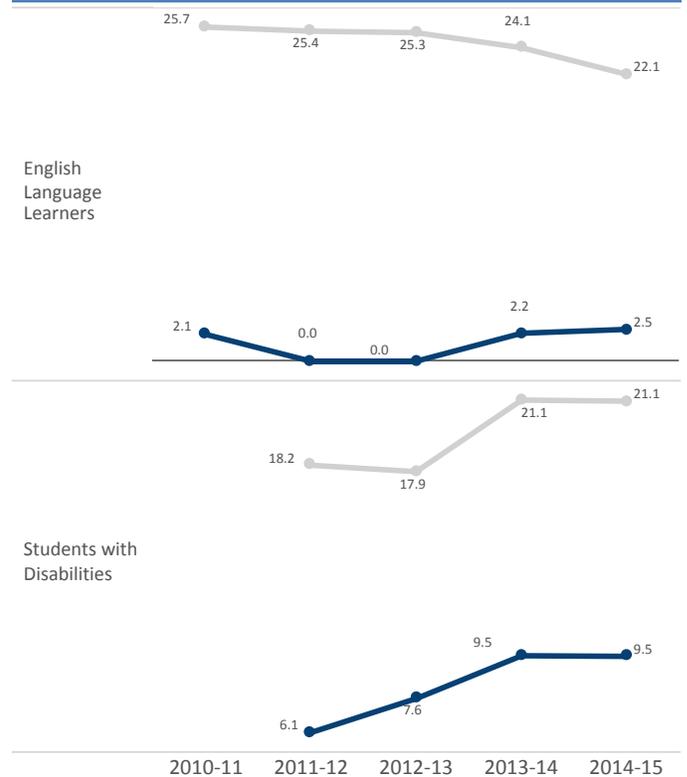
Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

Student Demographics: Free/Reduced Lunch



The charts show the trends in enrollment in the **school** and the **district** for each subgroup over the charter term. Reduced-Price and Free Lunch data are not available for 2014-15. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

Student Demographics: Special Populations



The charts show trends in enrollment in the **school** and the **district** for each subgroup over the charter term.

APPENDIX A: ICAHN 1 SCHOOL OVERVIEW

Suspensions: Icahn Charter School 1's in school suspension rate and **out of school suspension rate** and the district overall suspension rate.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX A: ICAHN 1 SCHOOL OVERVIEW

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ¹⁷	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
2001-02	108	105	97%	K-2	K-2
2002-03	144	143	99%	K-3	K-3
2003-04	180	180	100%	K-4	K-4
2004-05	216	216	100%	K-5	K-5
2005-06	252	252	100%	K-6	K-6
2006-07	288	280	97%	K-7	K-7
2007-08	324	317	98%	K-8	K-8
2008-09	324	314	97%	K-8	K-8
2009-10	324	328	101%	K-8	K-8
2010-11	324	332	102%	K-8	K-8
2011-12	324	331	102%	K-8	K-8
2012-13	324	328	101%	K-8	K-8
2013-14	324	329	102%	K-8	K-8
2014-15	324	326	101%	K-8	K-8
2015-16	324	328	101%	K-8	K-8

¹⁷ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: ICAHN 1 SCHOOL OVERVIEW

Key Design Elements

Element	Evident?
<ul style="list-style-type: none"> Curriculum based on the Core Knowledge Sequence. 	+
<ul style="list-style-type: none"> A robust remediation program including a Saturday Academy, and after school program, targeted assistance for students at-risk of academic failure, and a mentor program. 	+
<ul style="list-style-type: none"> Enrichment opportunities including an extended school day and summer camp. 	+
<ul style="list-style-type: none"> A school culture focused on the enjoyment of hard work, the promotion of good character and respect for learning. 	+
<ul style="list-style-type: none"> Encouraging parental involvement through a parent teacher association and the placement of one parent on the school board, as well as strongly encouraging parents to enter into a contract with the school each year. 	+
<ul style="list-style-type: none"> A commitment to providing the bulk of special education and related services to our students at our school facility. 	+
<ul style="list-style-type: none"> A commitment to fiscal stability through budgeting conservatively and provide a surplus year after year. 	+
<ul style="list-style-type: none"> Effectively using data by employing a director of assessment, who collects and organizes student performance data, and facilitates its use in instructional decision making among teachers. 	+
<ul style="list-style-type: none"> A robust professional development system including a full time staff developer, who works with staff members and the director of assessment to ensure that support for high student performance is maximized and a relationship with the Institute for Literacy Studies and Mathematics Studies at Lehman College. 	+

APPENDIX A: ICAHN 1 SCHOOL OVERVIEW

School Leaders

School Year(s)	Name(s) and Title(s)
2001-02 to October 2007	Jeffrey Litt, Principal
October 2007 to 2012-13	Daniel Garcia, Principal
2013-14	Sandra Lugo, Principal
2014-2015 to Present	Rose Arocho-Fullam, Principal

Parent Satisfaction: Survey Results

Response Rate: 81.5%

Rigorous Instruction: 97%

Effective School Leadership: 84%

Supportive Environment: 89%

School Visit History

School Year	Visit Type	Date
2001-02	First Year Visit	May 29, 2002
2002-03	Evaluation Visit	May 19, 2003
2003-04	Evaluation Visit	February 24-25, 2004
2005-06	Initial Renewal Visit	September 27-28, 2005
2008-09	Evaluation Visit	April 23, 2009
2009-10	Comprehensive Monitoring Visit	November 19, 2009
2010-11	Subsequent Renewal Visit	October 28, 2010
2013-14	Evaluation Visit	December 3-4, 2013
2015-16	Subsequent Renewal Visit	September 16, 2015

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
September 16, 2015	Natasha Howard, PhD	Managing Director of Program
	Aaron Campbell	Senior Analyst

Appendix B

School Performance Summaries

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Icahn Charter School 1



	2012-13			MET	2013-14			MET	2014-15			MET			
	Grades Served: K-8				Grades Served: K-8				Grades Served: K-8						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	38.2 (34)	39.4 (33)	NA	3	37.8 (37)	37.1 (35)	NA	3	33.3 (39)	30.6 (36)	NO			
	4	40.0 (40)	42.1 (38)		4	64.7 (34)	65.6 (32)		4	47.2 (36)	50.0 (34)				
	5	63.6 (33)	65.6 (32)		5	37.8 (37)	38.9 (36)		5	35.3 (34)	35.3 (34)				
	6	40.0 (35)	38.2 (34)		6	56.3 (32)	58.1 (31)		6	36.1 (36)	36.1 (36)				
	7	8.3 (36)	8.3 (36)		7	27.8 (36)	25.7 (35)		7	36.7 (30)	37.9 (29)				
	8	16.7 (30)	16.7 (30)		8	16.7 (36)	16.7 (36)		8	39.4 (33)	39.4 (33)				
	All	34.6 (208)	35.0 (203)		All	39.6 (212)	39.5 (205)		All	38.0 (208)	38.1 (202)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO	YES	Grades	PLI	AMO	YES			
	3-8	123			3-8	126	89		3-8	126	97				
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 9			YES	Comparison: Bronx District 9			YES	Comparison: Bronx District 9			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	35.0	10.5		3-8	39.5	11.9		3-8	38.1	13.0				
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	82.2	34.6	19.1	1.36		82.2	39.6	20.2	1.43		84.7	38.0	18.7	1.40	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	NO	Grades	School	State	YES	Grades	School	State	NO			
	4	55.4			4	65.4			4	49.3					
	5	54.9			5	50.7			5	43.7					
	6	58.3			6	50.8			6	46.7					
	7	35.76			7	45.7			7	38.6					
	8	37.3			8	45.3			8	46.9					
	All	48.7	50.0		All	51.5	50.0		All	45.3	50.0				

SCHOOL PERFORMANCE SUMMARY: Mathematics
Icahn Charter School 1



	2012-13 Grades Served: K-8			MET	2013-14 Grades Served: K-8			MET	2014-15 Grades Served: K-8			MET			
	Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students				
		% (N)	% (N)			% (N)	% (N)			% (N)					
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	55.9 (34)	57.6 (33)	NA	3	43.2 (37)	40.0 (35)	NA	3	33.3 (39)	30.6 (36)	NO			
	4	50.0 (40)	52.6 (38)		4	91.2 (34)	90.6 (32)		4	50.0 (36)	50.0 (34)				
	5	72.7 (33)	75.0 (32)		5	54.1 (37)	52.8 (36)		5	85.3 (34)	85.3 (34)				
	6	77.1 (35)	76.5 (34)		6	90.6 (32)	93.5 (31)		6	61.1 (36)	61.1 (36)				
	7	44.4 (36)	44.4 (36)		7	36.1 (36)	37.1 (35)		7	45.2 (31)	46.7 (30)				
	8	46.7 (30)	46.7 (30)		8	30.6 (36)	30.6 (36)		8	45.5 (33)	45.5 (33)				
	All	57.7 (208)	58.6 (203)		All	56.6 (212)	56.1 (205)		All	53.1 (209)	53.2 (203)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PLI	AMO	YES	Grades	PLI	AMO	YES			
	3-8	154			3-8	149	86		3-8	145	94				
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 9			YES	Comparison: Bronx District 9			YES	Comparison: Bronx District 9			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	58.6	12.6		3-8	56.1	15.9		3-8	53.2	16.6				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	82.1	57.7	20.4	2.34		82.2	56.6	25.3	1.64		84.7	53.1	23.3	1.61	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	NO			
	4	68.9			4	77.3			4	55.2					
	5	73.3			5	55.0			5	49.9					
	6	85.9			6	81.8			6	61.7					
	7	63.9			7	22.9			7	16.7					
	8	68.5			8	29.5			8	50.8					
	All	72.2	50.0		All	52.5	50.0		All	48.0	50.0				

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Appendix C

School District Comments

APPENDIX C: SCHOOL DISTRICT COMMENTS

The Institute received no district or public comments.

Appendix D

Fiscal Dashboard

APPENDIX D: FISCAL DASHBOARD



Icahn Charter School 1

SCHOOL INFORMATION

		Opened 2001-02				
		2010-11	2011-12	2012-13	2013-14	2014-15
BALANCE SHEET						
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 1		2,254,449	2,438,462	2,548,219	2,288,154	2,374,566
Grants and Contracts Receivable		216,305	212,830	82,407	81,160	15,808
Accounts Receivable		17,879	3,359	5,545	-	-
Prepaid Expenses		67,228	82,183	72,666	73,599	80,244
Contributions and Other Receivables		38,500	40,020	59,928	60,967	132,863
Total Current Assets - GRAPH 1		2,594,361	2,776,854	2,768,765	2,503,880	2,603,481
Property, Building and Equipment, net		13,451,731	12,982,947	12,483,406	12,025,875	11,581,621
Other Assets		-	3,965	8,295	8,295	8,295
Total Assets - GRAPH 1		16,046,092	15,763,766	15,260,466	14,538,050	14,193,397
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses		291,501	183,714	153,100	109,020	168,971
Accrued Payroll and Benefits		700,721	835,096	885,951	908,650	947,303
Deferred Revenue		217,535	203,135	197,023	178,127	160,306
Current Maturities of Long-Term Debt		-	-	-	-	-
Short Term Debt - Bonds, Notes Payable		-	-	-	-	-
Other		58,419	37,834	64,097	88,089	67,307
Total Current Liabilities - GRAPH 1		1,268,176	1,259,779	1,300,171	1,283,886	1,343,887
L-T Debt and Notes Payable, net current maturities		-	-	-	-	-
Total Liabilities - GRAPH 1		1,268,176	1,259,779	1,300,171	1,283,886	1,343,887
Net Assets						
Unrestricted		1,560,986	1,776,573	1,722,397	1,505,782	1,590,644
Temporarily restricted		13,216,930	12,727,414	12,237,898	11,748,382	11,258,866
Total Net Assets		14,777,916	14,503,987	13,960,295	13,254,164	12,849,510
Total Liabilities and Net Assets		16,046,092	15,763,766	15,260,466	14,538,050	14,193,397
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment		4,504,494	4,499,546	4,433,319	4,472,066	4,526,427
Students with Disabilities		1,738	17,125	22,775	16,300	18,798
Grants and Contracts						
State and local		54,092	57,146	26,245	25,416	25,091
Federal - Title and IDEA		342,145	297,623	261,117	195,509	193,532
Federal - Other		-	-	-	-	36,009
Other		67,892	68,872	59,838	49,230	-
Food Service/Child Nutrition Program		-	-	-	-	-
Total Operating Revenue		4,970,361	4,940,312	4,803,296	4,758,521	4,799,857
Expenses						
Regular Education		4,002,275	4,352,821	4,224,215	4,442,882	4,150,568
SPED		35,300	79,176	104,297	143,739	127,224
Regular Education & SPED (combined)		-	-	-	-	-
Other		-	-	-	-	-
Total Program Services		4,037,575	4,431,997	4,328,512	4,586,621	4,277,792
Management and General		1,044,323	902,283	1,096,333	1,009,070	987,629
Fundraising		-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4		5,081,898	5,334,280	5,424,845	5,595,691	5,265,421
Surplus / (Deficit) From School Operations		(111,537)	(393,968)	(621,549)	(837,170)	(465,564)
Support and Other Revenue						
Contributions		77,658	112,899	76,822	128,400	58,463
Fundraising		-	-	-	-	-
Miscellaneous Income		2,200	7,140	1,035	2,639	2,447
Net assets released from restriction		-	-	-	-	-
Total Support and Other Revenue		79,858	120,039	77,857	131,039	60,910
Total Unrestricted Revenue		5,539,735	5,549,867	5,370,669	5,379,076	5,350,283
Total Temporarily Restricted Revenue		(489,516)	(489,516)	(489,516)	(489,516)	(489,516)
Total Revenue - GRAPHS 2 & 3		5,050,219	5,060,351	4,881,153	4,889,560	4,860,767
Change in Net Assets		(31,679)	(273,929)	(543,692)	(706,131)	(404,654)
Net Assets - Beginning of Year - GRAPH 2		14,809,595	14,777,916	14,503,987	13,960,295	13,254,164
Prior Year Adjustment(s)		-	-	-	-	-
Net Assets - End of Year - GRAPH 2		14,777,916	14,503,987	13,960,295	13,254,164	12,849,510

APPENDIX D: FISCAL DASHBOARD



Icahn Charter School 1

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	804,157	475,904	394,841	474,282	389,955
Instructional Personnel	2,054,655	2,202,699	2,279,634	2,230,473	2,241,009
Non-Instructional Personnel	40,559	345,360	362,798	363,918	361,003
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,899,371	3,023,963	3,037,273	3,068,673	2,991,967
Fringe Benefits & Payroll Taxes	480,653	527,867	519,014	540,747	512,379
Retirement	110,375	101,943	93,876	101,442	79,494
Management Company Fees	-	-	275	-	-
Building and Land Rent / Lease	50,001	50,000	50,000	50,000	41,000
Staff Development	171,191	205,775	166,191	150,880	168,744
Professional Fees, Consultant & Purchased Services	77,304	74,484	72,860	62,279	67,565
Marketing / Recruitment	-	5,062	1,611	1,824	2,062
Student Supplies, Materials & Services	219,530	219,510	266,147	353,340	225,526
Depreciation	598,140	599,970	629,591	643,223	627,550
Other	475,333	525,706	588,009	623,282	540,134
Total Expenses	5,081,898	5,334,280	5,424,845	5,595,691	5,256,421

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	324	324	324	324	324
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	332	331	328	329	326
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Revised Grades	-	-	-	-	-

Primary School District: N/A

Per Pupil Funding (Weighted Avg of All Districts)	2010-11	2011-12	2012-13	2013-14	2014-15
Increase over prior year	13,527	13,527	13,527	13,527	13,777
	8.0%	0.0%	0.0%	0.0%	1.8%

PER STUDENT BREAKDOWN

Revenue

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Operating	14,971	14,925	14,657	14,464	14,723	14,748
Other Revenue and Support	241	363	238	398	187	285
TOTAL - GRAPH 3	15,212	15,288	14,894	14,862	14,910	15,033

Expenses

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Program Services	12,161	13,390	13,208	13,941	13,122	13,164
Management and General, Fundraising	3,146	2,726	3,345	3,067	3,030	3,063
TOTAL - GRAPH 3	15,307	16,116	16,553	17,008	16,152	16,227
% of Program Services	79.5%	83.1%	79.8%	82.0%	81.2%	81.1%
% of Management and Other	20.5%	16.9%	20.2%	18.0%	18.8%	18.9%
% of Revenue Exceeding Expenses - GRAPH 5	-0.6%	-5.1%	-10.0%	-12.6%	-7.7%	-7.4%

Student to Faculty Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
Student to Faculty Ratio	9.5	10.7	10.1	11.0	10.4

Faculty to Admin Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty to Admin Ratio	4.7	3.3	3.4	7.5	3.8

Financial Responsibility Composite Scores - GRAPH 6

Score	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Score	2.4	2.3	2.1	1.9	2.0	2.1
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong					

Working Capital - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Net Working Capital	1,326,185	1,517,075	1,468,594	1,219,994	1,259,594	1,358,288
As % of Unrestricted Revenue	23.9%	27.3%	27.3%	22.7%	23.5%	25.0%
Working Capital (Current) Ratio Score	2.0	2.2	2.1	2.0	1.9	2.1
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	Good	Good

Quick (Acid Test) Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Score	2.0	2.1	2.1	1.9	1.9	2.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Score	0.1	0.1	0.1	0.1	0.1	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

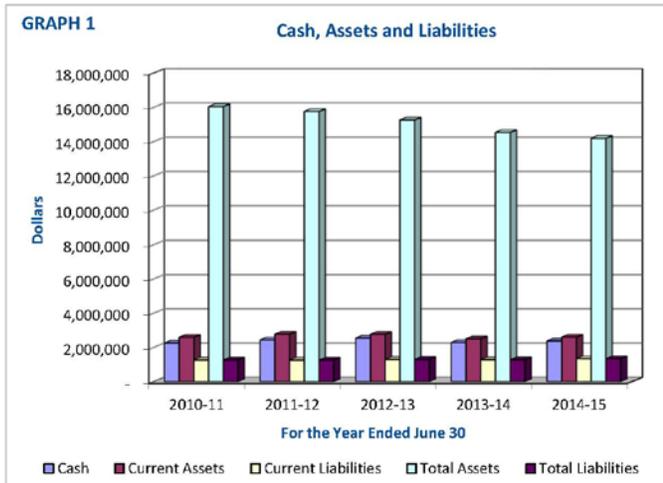
Months of Cash - GRAPH 8

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Score	5.3	5.5	5.6	4.9	5.4	5.4
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

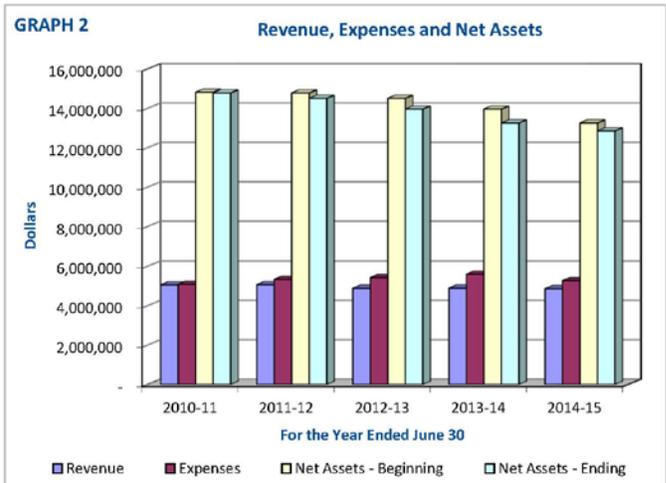
APPENDIX D: FISCAL DASHBOARD



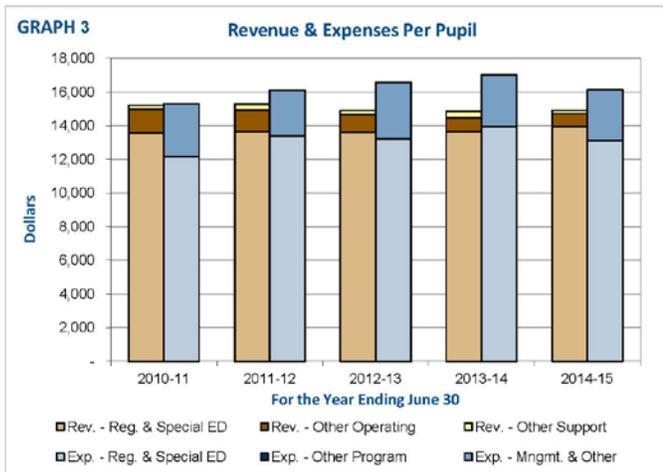
Icahn Charter School 1



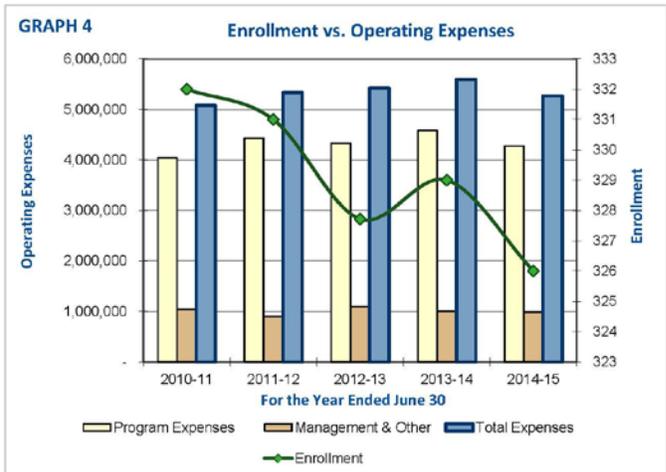
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

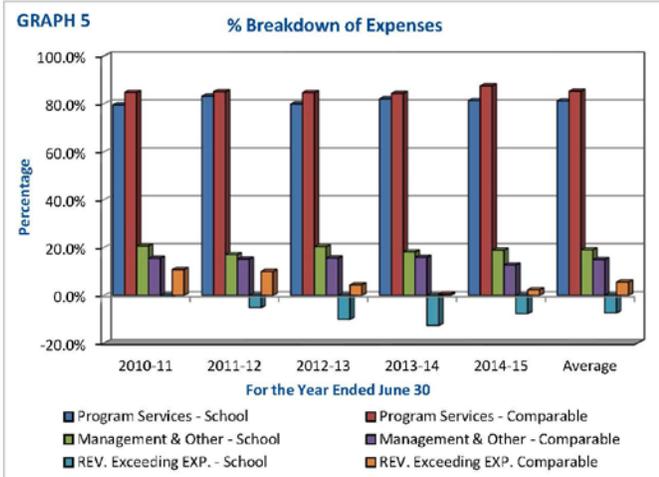
APPENDIX D: FISCAL DASHBOARD



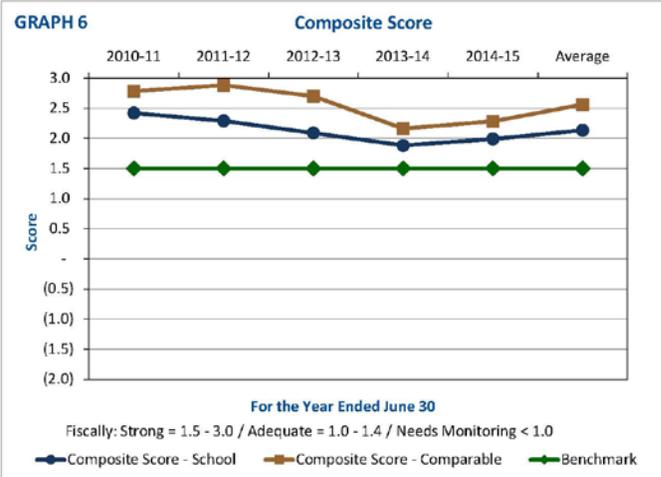
Icahn Charter School 1

Comparable School, Region or Network: New York City & Long Island Schools

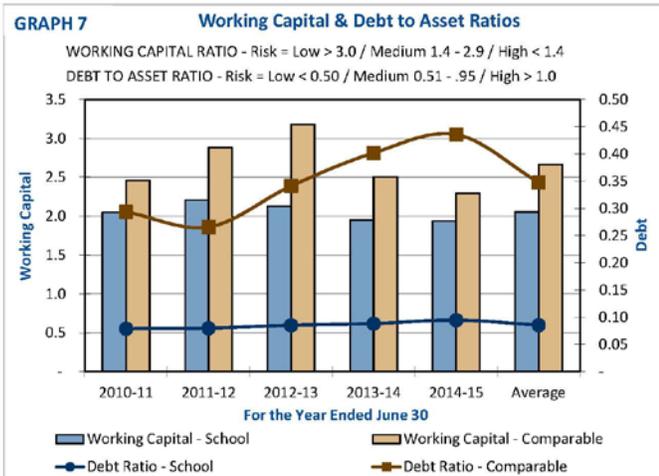
* Average = Average - 5 Yrs. OR Charter Term



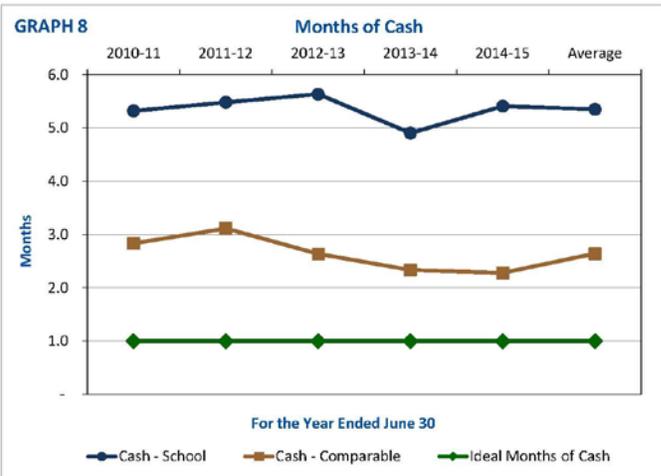
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

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Appendix E

Icahn Network Overview

ICAHN CHARTER SCHOOLS¹⁸

For strong performing SUNY authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the schools' academic design structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on instruction, assessment, curriculum and leadership. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report. The analysis below reflects information gathered from the schools' charters and founding documents and Institute visits across all schools implementing the common design as well as information submitted in annual and other reports required of New York charter schools.

SUNY Renewal Benchmark 1B:

Does Icahn have an assessment system that improves instructional effectiveness and student learning?

Icahn schools' systematic use of assessment data improves instructional effectiveness and student learning. Using a variety of diagnostic, formative and summative assessments, teachers understand well students' instructional needs and adjust lessons accordingly. Principals and network leaders use student assessment data as a key indicator of teacher effectiveness.

Icahn uses the Iowa Tests of Basic Skills ("ITBS")¹⁹ to identify students' skill deficiencies and to identify students in need of academic intervention services. To prepare students for annual state assessments, Icahn schools administer three practice tests during the school year. Schools also administer network-created interim assessments in addition to weekly tests and unit assessments embedded in commercial curricula. Icahn schools use SuccessMaker, a computerized reading and math intervention that adapts to students' individual needs, as a diagnostic tool and for ongoing progress monitoring.²⁰

Network leaders compile assessment information across all seven Icahn schools and prepare detailed analyses at multiple levels (e.g., student, grade, school). These analyses inform instructional planning and professional development activities. For example, analysis of a baseline assessment showed that students across schools performed below mastery on multiple choice items related to a particular standard but performed quite well on extended response questions related to the same standard. The action plan resulting from this analysis included additional time for students to practice strategies for answering multiple-choice items but did not include lessons to re-teach the standard.

SUNY Renewal Benchmark 1C:

Does the Icahn curriculum support teachers in their instructional planning?

Icahn schools implement a rigorous curriculum that prepares students to meet state performance standards and supports teachers in instructional planning. The shared curriculum framework provides

¹⁸ For additional information, refer to www.icahncharterschools.org.

¹⁹ The ITBS are standardized, nationally normed achievement tests. For additional information, refer to www.riverpub.com/products/itbs.

²⁰ Multiple research studies have found the program effective in supporting student achievement. For additional information, refer to: www.pearsonschool.com.

APPENDIX E: ICAHN NETWORK OVERVIEW

a fixed, underlying structure that aligns to state grade-level performance standards. The curriculum framework includes student performance expectations across subject areas in each grade, and the network provides teachers with scope and sequence documents to aid in daily lesson planning. On an ongoing basis, network leaders work with principals and teachers to review curricular materials and make changes deemed necessary based on student outcome data.

Core Knowledge²¹ is the foundation of Icahn schools' educational program. Developed by E.D. Hirsch, the Core Knowledge curriculum builds students' knowledge and skills year to year through 8th grade, ensuring that all students who have completed the curriculum are familiar with a specific body of knowledge and facts necessary for cultural literacy. In addition to the accumulation of knowledge and skills in the core subject areas of mathematics, English language arts ("ELA"), history and science, Core Knowledge provides students with rich exposure to music and art. The curriculum sequence for each grade includes an overview of the topics and skills taught throughout the year as well as specific objectives in each content area.

Icahn schools supplement Core Knowledge with a variety of commercial curricula products. For Kindergarten through 5th grade ELA, Icahn schools use the Reading Wonders program,²² created specifically to align with Common Core standards. For mathematics, Icahn supplements the enVisionMATH program²³ with lesson modules from Eureka Math,²⁴ which takes a sequential approach to building students' mathematical fluency.

High school readiness is an indicator of the strength of the Icahn curriculum. In 2014-15, 25 students earned high school credits while still in 8th grade by passing Living Environment and/or Integrated Algebra Regents tests, or by completing coursework and passing a second language proficiency test. Additionally, 33 Icahn 8th graders received admissions offers to specialized high schools, private schools or parochial schools.

SUNY Renewal Benchmark 1D: Is high quality instruction evident throughout Icahn schools?

Consistently high levels of student achievement as demonstrated by state assessment results reflect the quality of instruction in Icahn classrooms. In the last five school years, Institute teams conducted more than 50 classroom observations across all seven Icahn schools during first year visits, mid charter term visits and renewal visits. Invariably, visit teams have found teachers maximizing learning time while delivering engaging lessons that create opportunities for students to apply concepts to real life situations. Lesson activities encourage depth of understanding and align to stated learning objectives, which align to the curriculum.

The Icahn school design does not prescribe a particular pedagogical style but does require teachers to adapt instruction to meet the needs of all students. Small class sizes (typically no more than 18 students) and the use of co-teaching models facilitate individualized instruction. Teachers present

²¹ For additional information, please visit www.coreknowledge.org.

²² Additional information available at: www.mhreadingwonders.com.

²³ For additional information, please visit www.pearsonschool.com/envisionmath.

²⁴ Additional information available at: <http://greatminds.net/maps/math/home>.

APPENDIX E: ICAHN NETWORK OVERVIEW

new concepts with clarity using age-appropriate language and building on students' prior knowledge. Teachers convey high expectations for what students will know and be able to do at the end of each lesson.

Most lessons include independent learning time as well as whole class and small group instruction. Students understand behavioral expectations and remain focused on lesson activities without direct teacher instruction. Teachers circulate throughout classrooms to monitor students' progress toward lesson objectives. The use of a variety of techniques such as cold-calling, one-on-one conferencing and monitoring students' work allows teachers to check for understanding and to make ad hoc adjustments to instruction as necessary to ensure that students achieve lesson objectives.

Icahn instruction challenges students to develop higher order thinking and problem-solving skills as teachers routinely require students to elaborate on and defend their answers. Frequently, teachers promote enriching student interactions with pair shares and turn and talks, techniques that deepen students' understanding as they discuss elements of text or explain their positions to one another.

SUNY Renewal Benchmark 1E:

Do Icahn schools have strong instructional leadership?

High expectations for student achievement permeate the halls of Icahn schools. Frequent classroom observations and timely, actionable feedback are hallmarks of the Icahn approach to strong instructional leadership that develops the skills and competencies of all teachers. Leaders hold teachers accountable for high quality instruction and student achievement with evaluations that accurately identify teachers' strengths and areas of weakness.

Icahn schools benefit from robust school and network level instructional leadership that is more than adequate to support the development of the teaching staff. In addition to a principal, each school has a staff developer responsible for coaching teachers, assisting with instructional planning and collaborating with the principal to determine school-wide professional development needs. Staff developers and principals observe teachers frequently and maintain a network-wide culture of continual improvement with sustained and systematic coaching.

Network and school level professional development activities interrelate with classroom practice and align to the Icahn network's expectations for teacher performance. Two weeks of summer pre-service training includes sessions prepared exclusively for teachers new to Icahn. Instructional leaders follow up on professional development activities with focused observations of instructional delivery to support the development of all teachers.

Network support for school leaders largely mirrors school-based structures that support teachers. The superintendent and deputy superintendent ensure consistency of instructional practices with frequent walk through observations followed by feedback to principals and staff developers. The network's "Fly-In Squad," comprised of three master teachers from different Icahn schools, conducts instructional rounds during which school leaders receive support aligned to instructional goals developed in conjunction with the network.

APPENDIX E: ICAHN NETWORK OVERVIEW

Across the network, school leaders conduct regular teacher evaluations that accurately identify teachers' strengths and areas for improvement, and that hold teachers accountable for student achievement. The evaluation process for teachers with three or fewer years of experience within the network includes four formal classroom observations whereas the process for more experienced teachers requires two formal observations.

SUNY Renewal Benchmark 1F:

Do Icahn schools meet the educational needs of at-risk students?

As evidenced by strong academic outcomes, Icahn schools implement effective intervention programs to meet the educational needs of students struggling academically, students with disabilities and ELLs. The network and individual schools provide teachers with abundant professional development opportunities that build teachers' abilities to support students with a wide range of educational needs.

All Icahn schools implement an intensive targeted assistance ("TA") program, which it uses to provide robust daily (generally 40 minutes per day) supports for students at risk of academic failure. Schools rely primarily on ITBS and state assessment scores to identify students in need of academic interventions early in the school year. Teacher referrals admit students to the program on an ongoing basis as needed throughout the year. The core components of the TA program are small group instruction (push-in or pull-out), Saturday Academy and tutoring scheduled before and/or after school. Saturday Academy and tutoring sessions are mandatory for all students identified for TA. Ongoing monitoring of progress enables schools to cycle students out of TA after making sufficient performance gains.

Because school leaders feel passionately about not contributing to the over-classification of poor and minority students, the Icahn TA program aims to avoid identifying students for special education services whenever possible; however, the schools do have clear and appropriate referral procedures in place. To serve students who do not have identified disabilities but who do require more intensive supports than available in TA, Icahn schools provide some of the same services available to students with Individualized Education Programs ("IEPs") such as special education teacher support services ("SETSS") and classrooms co-taught by certified special education teachers. For students with IEPs, classroom teachers meet regularly with specialists and actively engage in monitoring students' progress toward meeting IEP goals.

To identify students in need of English language acquisition supports, schools use the Home Language Survey and New York State Identification Test for English Language Learners ("NYSITELL"). Identified ELLs receive ability-based small group instruction from certified English to Speakers of Other Languages teachers. Classroom teachers support ELLs within the core academic program using strategies such as picture walks and other techniques practiced during professional development sessions. In addition, classroom teachers meet regularly with specialists and actively engage in monitoring students' progress toward reaching English proficiency on the New York State English as a Second Language Achievement Test ("NYSESLAT").

SUNY Renewal Benchmark 2C:

Do Icahn school organizations effectively support the delivery of the educational program?

APPENDIX E: ICAHN NETWORK OVERVIEW

Icahn schools recruit and retain high quality staff. Low turnover at the leadership level has resulted in tremendous institutional knowledge shared across the network team and in individual schools and in consistent implementation of the school design. The founding principal of the first Icahn school now serves as the network's superintendent and the school's second leader is the deputy superintendent. In 15 years of operation, the flagship school has had only four school leaders. The founding leader of the first replication remains the school's principal. This stability in leadership is not the result of a failure to hold leaders accountable for results: principals who fail to meet expectations do not continue to lead Icahn schools. Following the 2013-14 school year, Icahn trustees accepted network leaders' recommendation and dismissed two principals.

Icahn school organizations effectively support the delivery of the high quality educational program and maintain fidelity to the schools' mission and key design elements. The organizational structure deployed across schools establishes distinct lines of accountability with clearly defined roles and responsibilities, and the operational systems, policies and procedures developed at the network level ease the conduct of day-to-day operations thus enabling school leaders to focus on teaching and learning.

In the first two years of an Icahn school's operation, the principal serves as the instructional leader. The addition of a staff developer in a school's third year of operations increases instructional leadership capacity for teacher development and supervision. All Icahn schools have staff dedicated to at-risk programs. Staff in some roles such as ELL teacher may work in multiple schools while others, such as reading specialist and TA teacher, provide services in just one school.

The staff developer role, similar to that of an assistant principal, is the network's key means of preparing staff members to serve as school principals. The typical pathway to school leadership at Icahn includes demonstrated success as a classroom teacher followed by service as a master teacher and staff developer. Teacher turnover at individual schools is generally low, with some maintaining more than 90% of high performing teachers year-to-year.

Demand for Icahn schools exceeds capacity. According to network leaders, families submitted more than 16,500 applications for fewer than 200 available seats for the 2015-16 school year.

Icahn monitors the schools' programs and makes changes as necessary. For example, after being disappointed in ELA results in the middle grades, network staff and school leaders selected a new commercial curriculum that they believe provides better alignment of daily assignments and periodic assessments with Common Core standards.

SUNY Renewal Benchmark 2D:

Does the Icahn board work effectively to achieve the schools' Accountability Plan goals?

Although each of the network schools remains an independent not-for-profit education corporation, six trustees serve on the governing boards for all Icahn schools. Additionally, each school's Parent/Guardian Association president serves as a trustee for the respective school. Board members' professional backgrounds, which include finance and education experience, position them well to

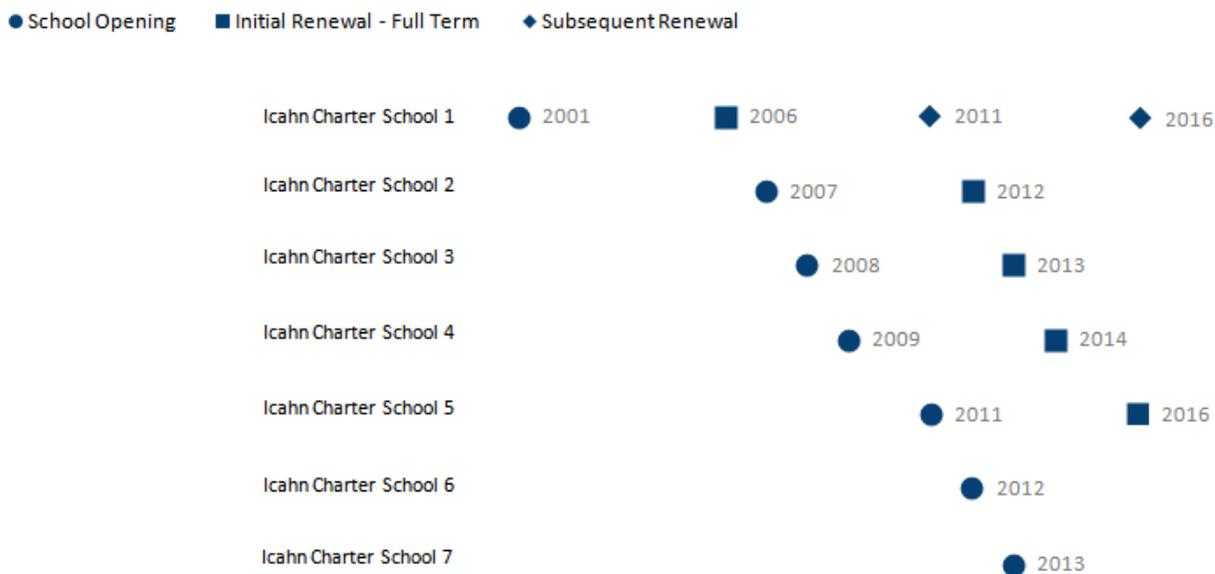
APPENDIX E: ICAHN NETWORK OVERVIEW

provide rigorous oversight to the total educational program. Each board acts with urgency to establish goals and achieve the schools' Accountability Plan goals.

Each board requires detailed data reports from network leaders prior to each board meeting. Board members review assessment, attendance and financial information closely and ask precise questions to put the information in context. Each board avoids involvement in the minutia of day-to-day school operations and focuses instead on the schools' central purpose: improving student outcomes. To that end, each board expects high levels of student achievement at all Icahn schools and is not satisfied by schools outperforming local districts. Illustrating this point at a recent board meeting, one member commented that being in the top 20 percent of schools is not impressive if low performing schools dominate the comparison pool.

No board has a formal process in place to evaluate its performance or that of the network. However, each board holds leaders accountable for student achievement by using assessment results to determine pay bonuses.

Education Corporation Timeline of Charter Renewal



School	Local District	Co-located School	Chartered Enrollment ²⁵	Grade Span
Icahn Charter School 1	CSD 9	No	324	K-8
Icahn Charter School 2	CSD 11	Yes	324	K-8
Icahn Charter School 3	CSD 9	No	324	K-8
Icahn Charter School 4	CSD 11	No	324	K-8
Icahn Charter School 5	CSD 11	No	252	K-6

²⁵ Enrollment does not include Pre-K enrollment.

APPENDIX E: ICAHN NETWORK OVERVIEW

School	Local District	Co-located School	Chartered Enrollment ²⁵	Grade Span
Icahn Charter School 6	CSD 9	Yes	216	K-5
Icahn Charter School 7	CSD 8	Yes	180	K-4

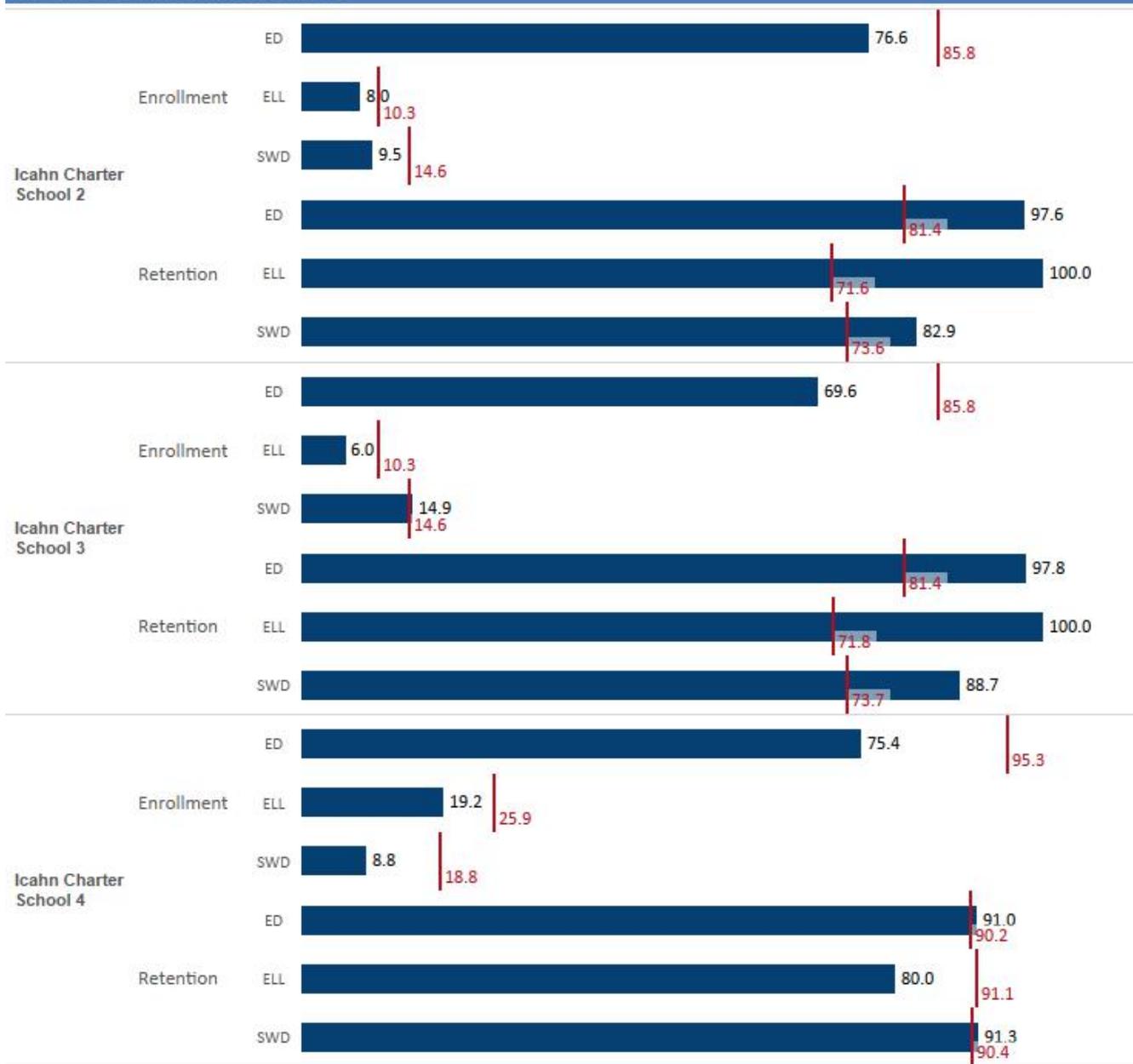
Persistence in Enrollment



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

APPENDIX E: ICAHN NETWORK OVERVIEW

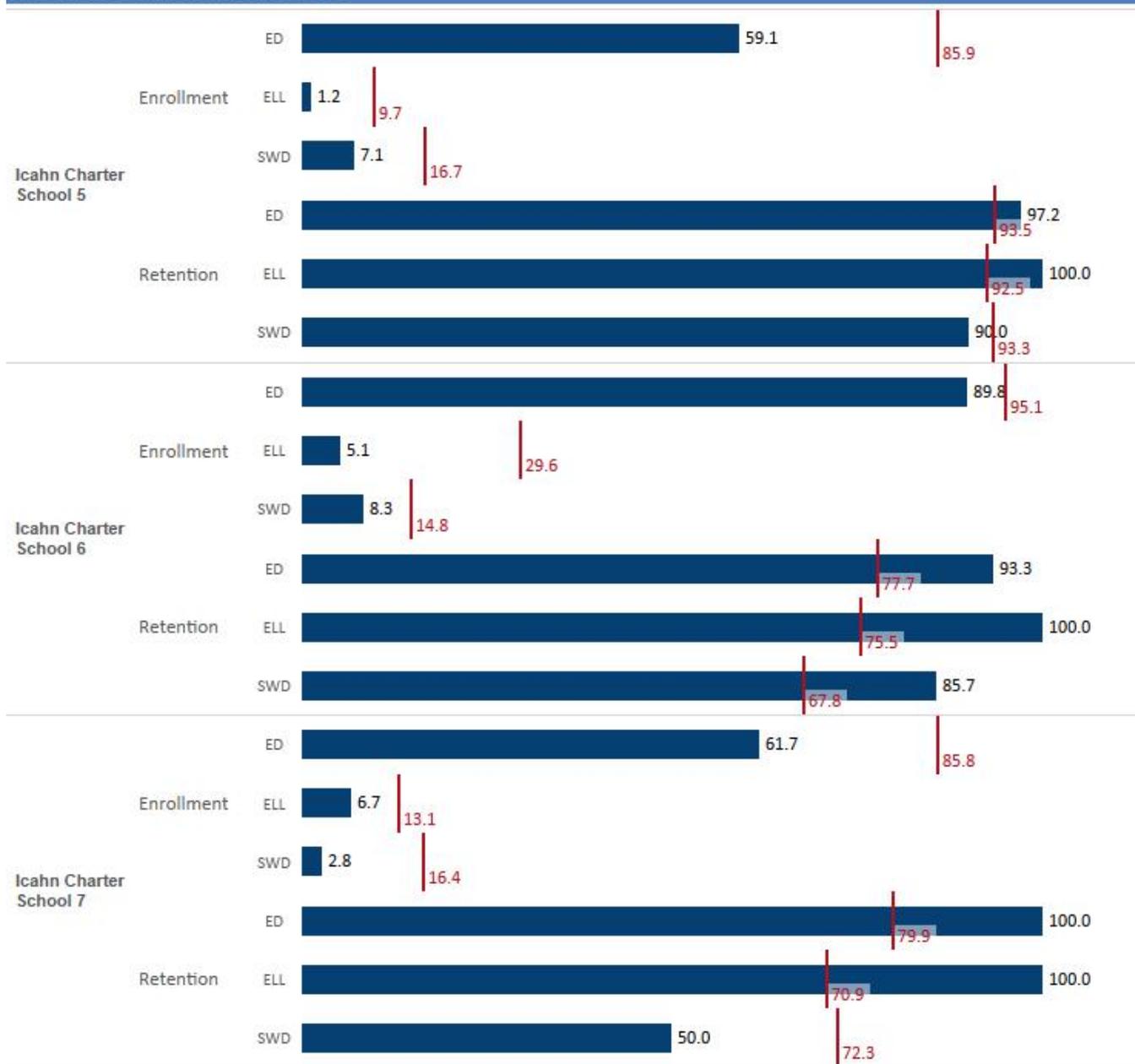
Enrollment and Retention Targets



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on 2015-16 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: ICAHN NETWORK OVERVIEW

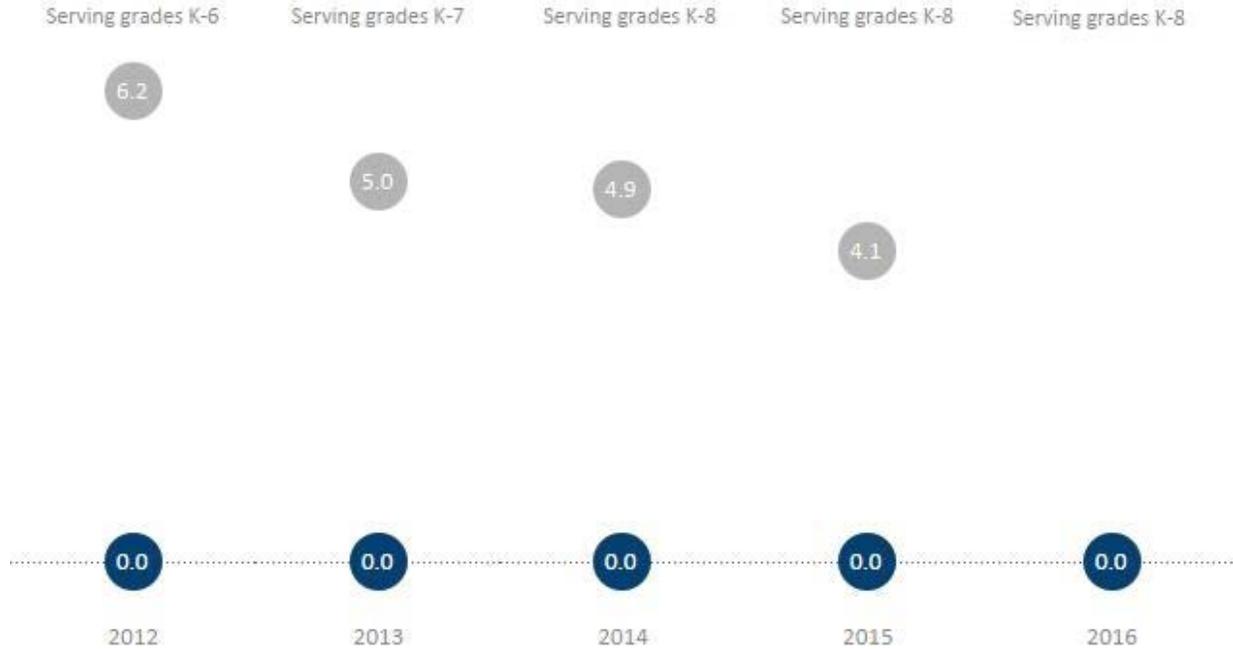
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APPENDIX E: ICAHN NETWORK OVERVIEW

Suspensions: Icahn Charter School 2's in school suspension rate and out of school suspension rate and the district overall suspension rate.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: ICAHN NETWORK OVERVIEW

Suspensions: Icahn Charter School 3's in school suspension rate and out of school suspension rate and the district overall suspension rate.



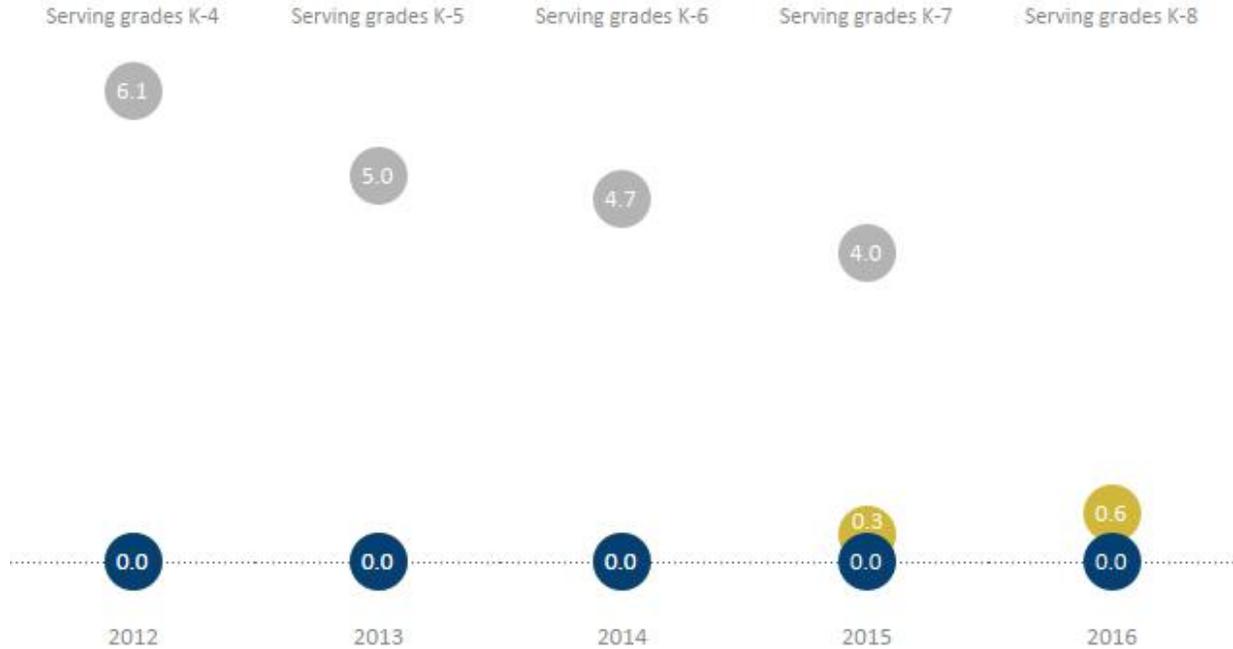
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Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: ICAHN NETWORK OVERVIEW

Suspensions: Icahn Charter School 4's in school suspension rate and out of school suspension rate and the district overall suspension rate.



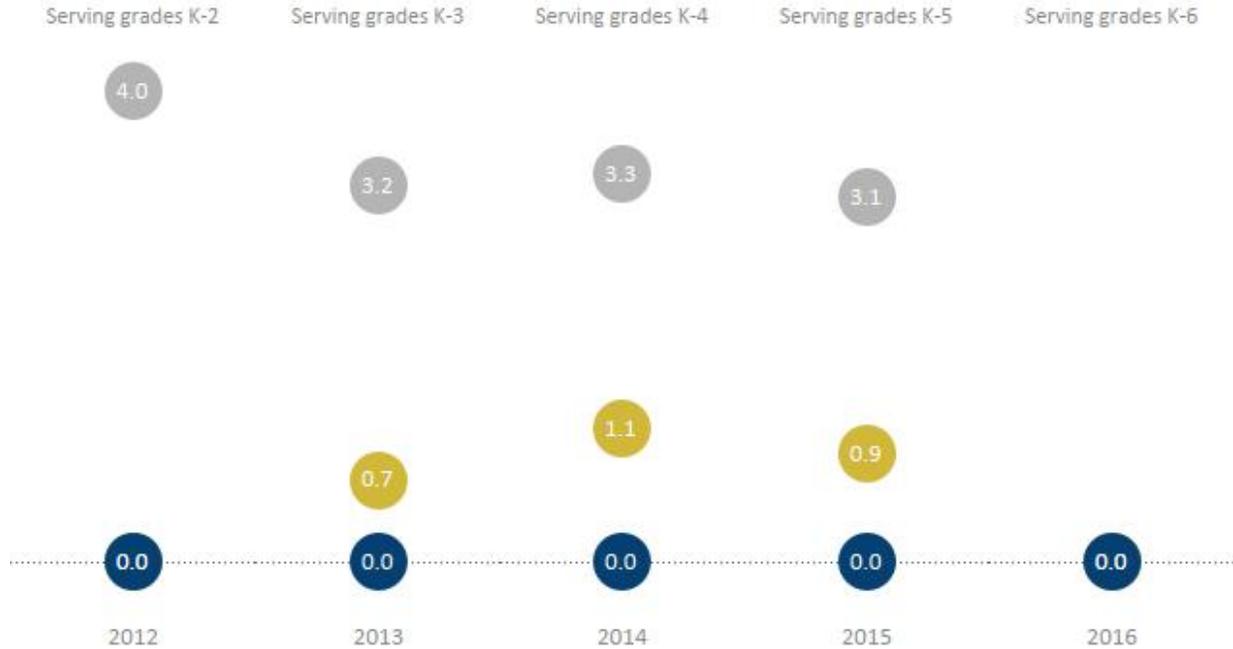
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Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: ICAHN NETWORK OVERVIEW

Suspensions: Icahn Charter School 5's in school suspension rate and out of school suspension rate and the district overall suspension rate.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: ICAHN NETWORK OVERVIEW

Suspensions: Icahn Charter School 6's in school suspension rate and out of school suspension rate and the district overall suspension rate.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2013	2014	2015	2016
0	0	0	0

APPENDIX E: ICAHN NETWORK OVERVIEW

Suspensions: Icahn Charter School 7's in school suspension rate and out of school suspension rate and the district overall suspension rate.



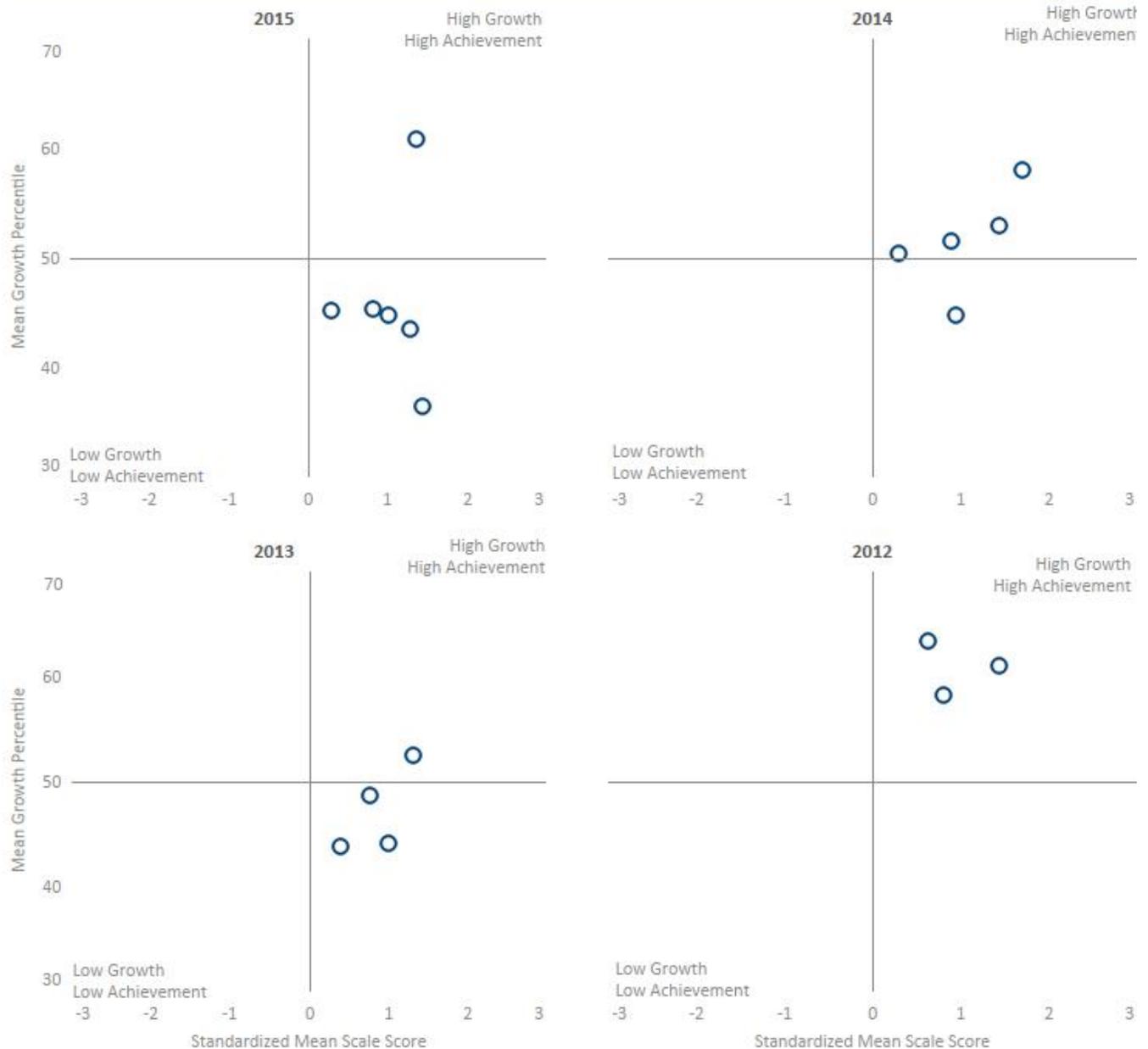
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2014	2015	2016
0	0	0

APPENDIX E: ICAHN NETWORK OVERVIEW

ELA Growth and Achievement: 2011-12 through 2014-15

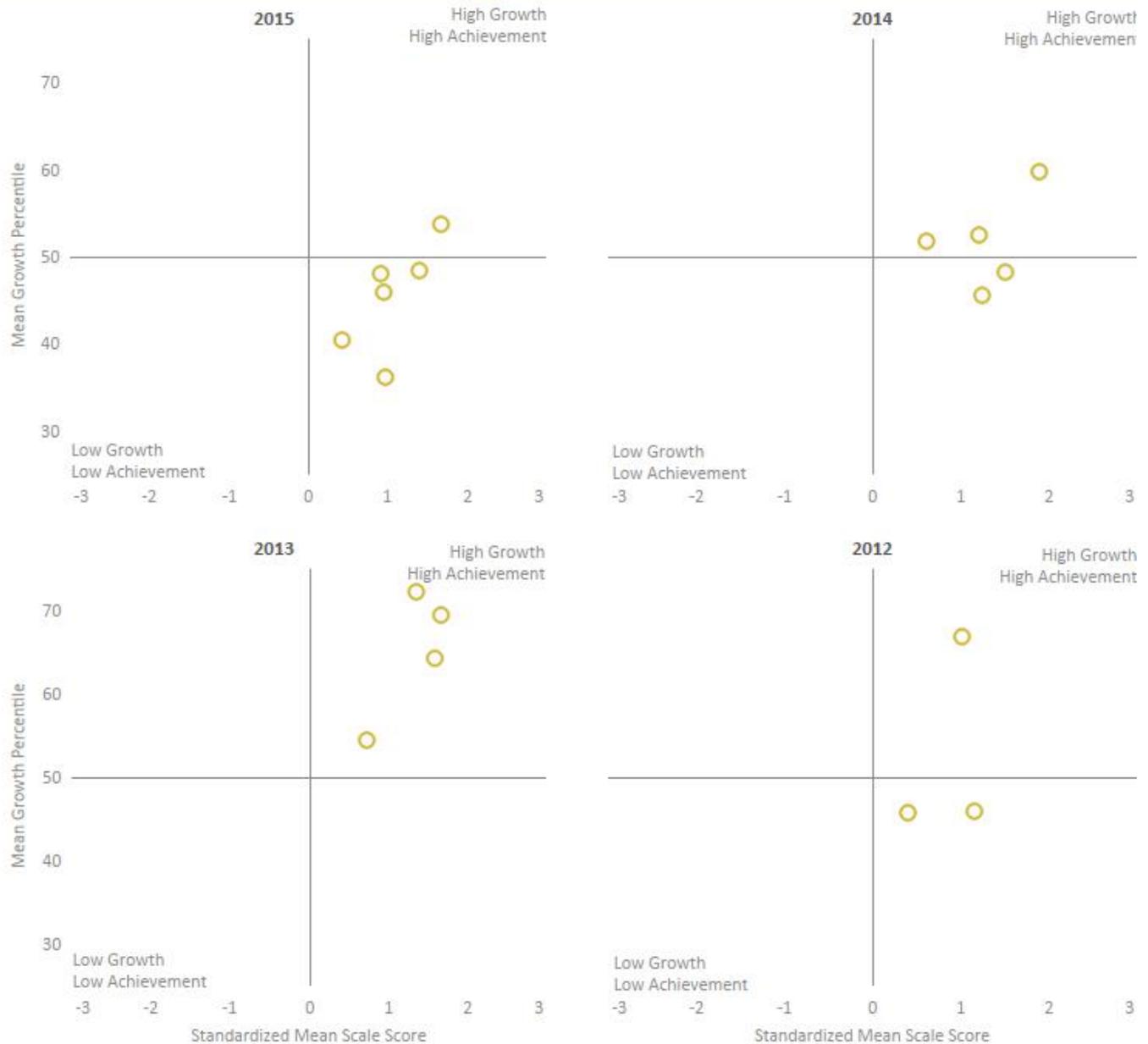


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

APPENDIX E: ICAHN NETWORK OVERVIEW

Math Growth and Achievement: 2012-13 through 2014-15

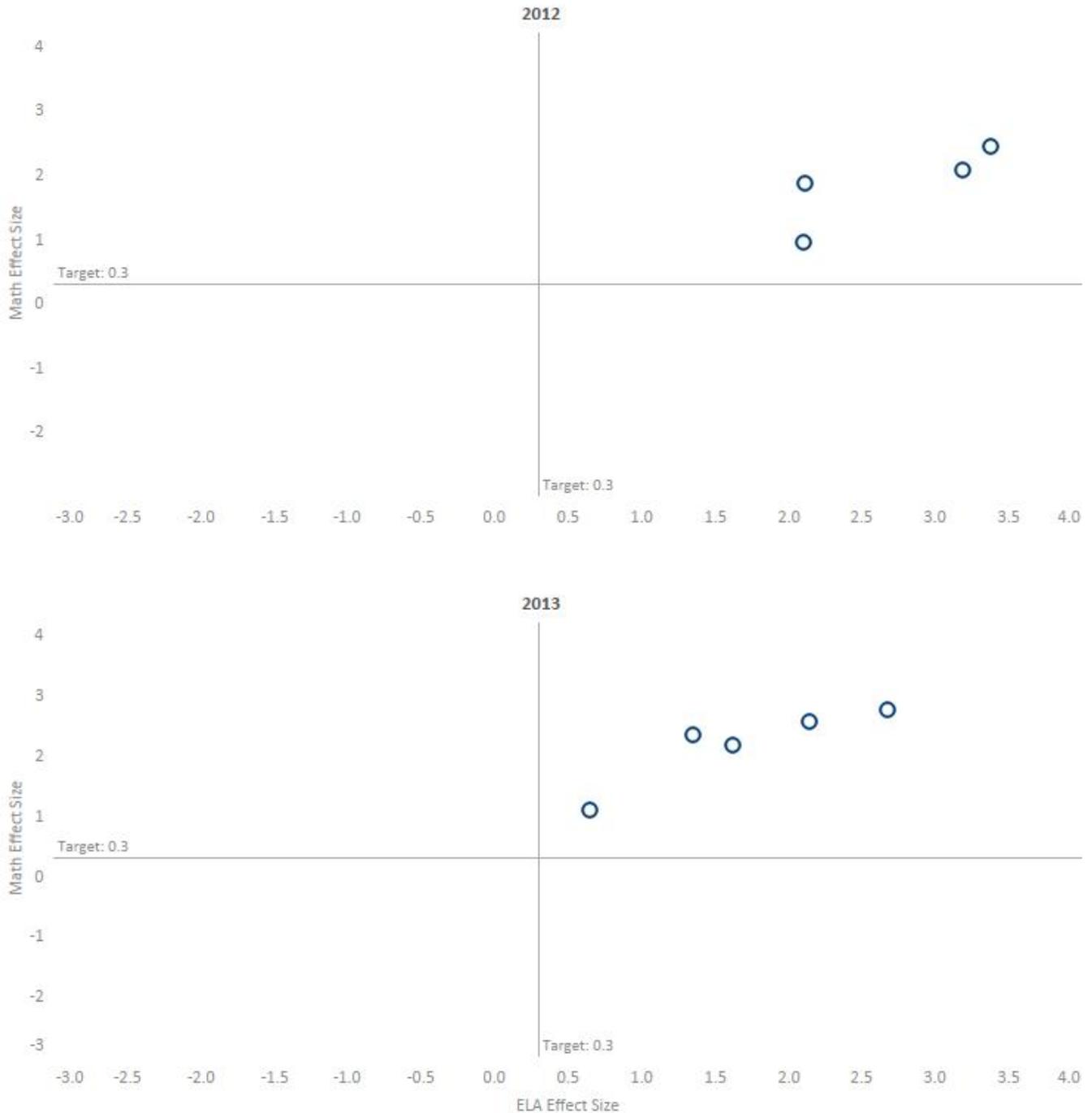


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

APPENDIX E: ICAHN NETWORK OVERVIEW

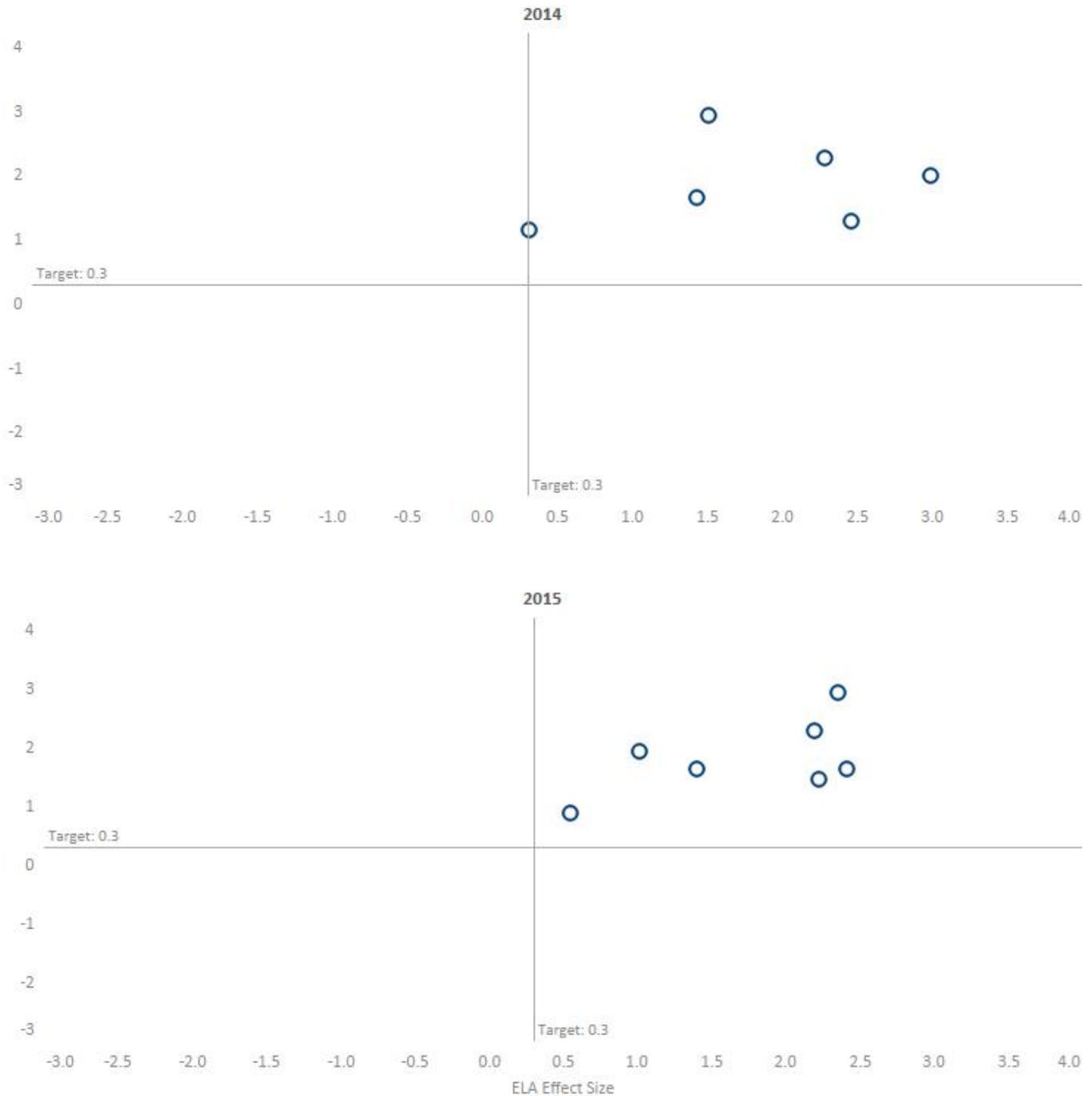
ELA and Math Effect Size Scatter Plots: 2011-12 and 2012-13



The charts compare a school's ELA and math Effect Sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

APPENDIX E: ICAHN NETWORK OVERVIEW

ELA and Math Effect Size Scatter Plots: 2013-14 and 2014-15



The charts compare a school's ELA and math Effect Sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

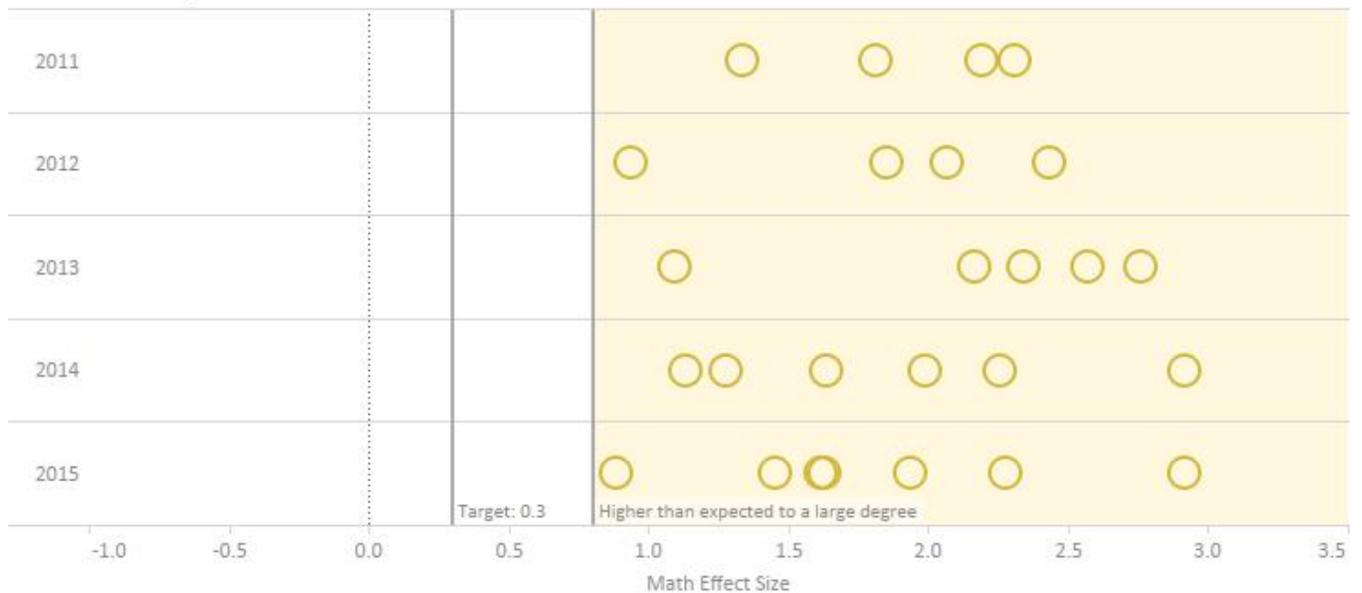
APPENDIX E: ICAHN NETWORK OVERVIEW

ELA and Math Effect Size Dot Plots: 2010-11 through 2014-15

ELA Effect Size by Year and School



Math Effect Size by Year and School

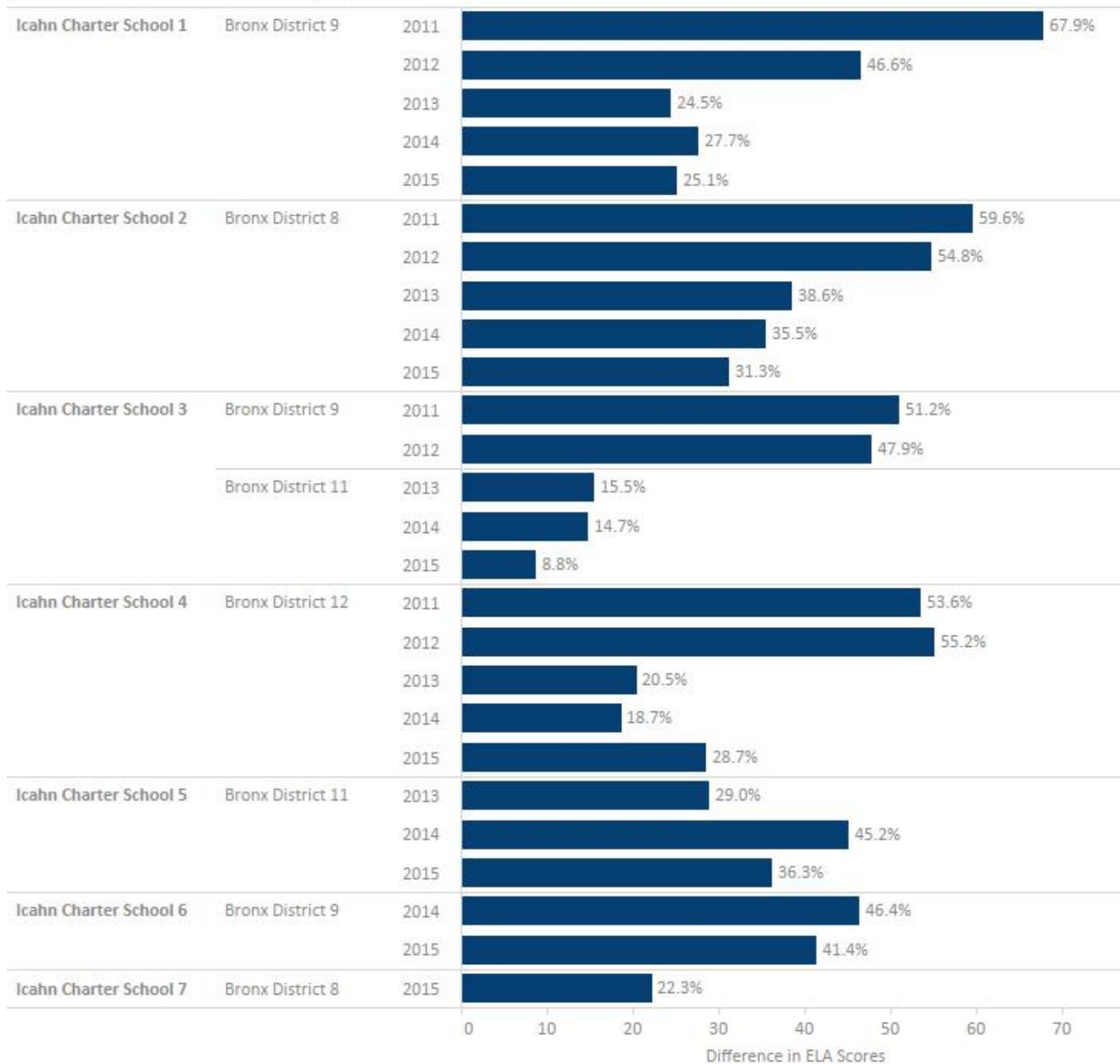


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

APPENDIX E: ICAHN NETWORK OVERVIEW

Difference between schools and district scores: 2010-11 through 2014-15

Difference between ELA School and District Scores

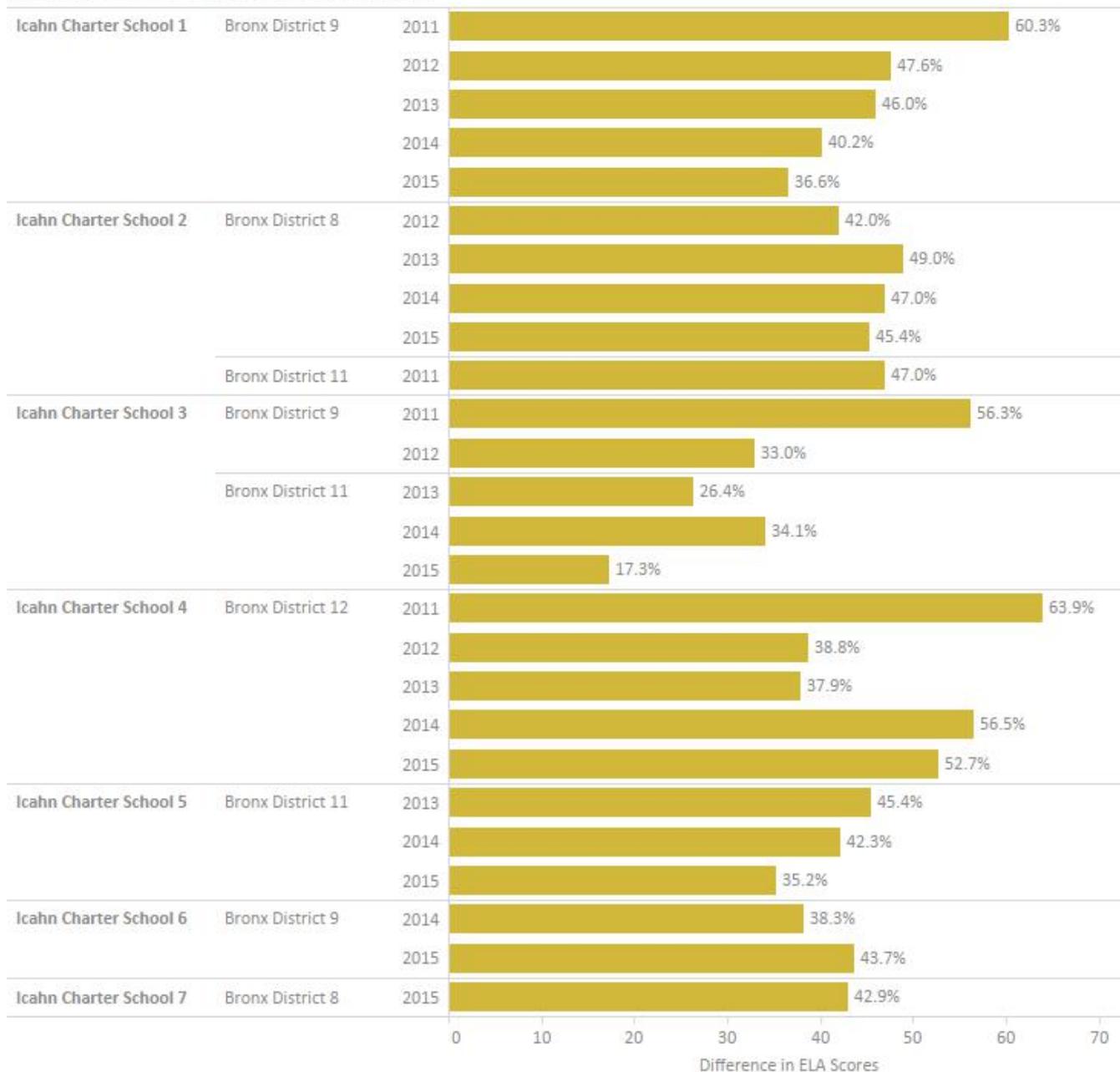


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: ICAHN NETWORK OVERVIEW

Difference between schools and district scores: 2010-11 through 2014-15

Difference between Math School and District Scores



District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.