



THE SUNY CHARTER SCHOOLS  
**INSTITUTE**

**RENEWAL RECOMMENDATION REPORT:**

*ICAHN CHARTER SCHOOL 1*

*ICAHN CHARTER SCHOOL 5*

**Report Date: September 28, 2020**

**Visit Dates: February 24-26, 2020**

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**Charter Schools Institute**  
The State University of New York

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# INTRODUCTION & REPORT FORMAT

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 the education corporation’s Applications for Charter Renewal for all schools under renewal consideration during the current school year, and more broadly, details the merits of the schools’ cases 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”).<sup>1</sup>

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S  
 APPLICATION  
 FOR CHARTER  
 RENEWAL

INFORMATION  
 GATHERED  
 DURING THE  
 CHARTER TERM

ACADEMIC  
 PERFORMANCE

FISCAL  
 SOUNDNESS

LEGAL  
 COMPLIANCE

RENEWAL  
 EVALUATION VISIT



Based on these elements, the Institute is confident in each school’s capacity to continue to produce high student achievement results.

This renewal report presents the evidence for and merits of the renewal recommendations for two schools each operating under individual education corporations, but maintain a similar academic program across each school with a shared leadership team and parallel governance. The evidence supporting the renewal recommendation for each school is presented under a single cover when multiple schools operate an academic program that is substantively the same both in design and in implementation, and when the academic program at each school has produced a track record of

1. Revised September 4, 2013 and available at: [www.newyorkcharters.org/SUNY-Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine that each school demonstrates capacity throughout its charter term to meet or come close to meeting their Accountability Plan goals and that each school is likely to do so in a subsequent charter term.

## REPORT FORMAT

For high performing schools, the renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the "SUNY Renewal Benchmarks"),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. For the purposes of multiple schools under renewal consideration at the same time, the Institute slightly modifies the questions below to reflect the capacity of multiple schools meeting the required findings. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if each school has made an adequate case for renewal.

## RENEWAL QUESTIONS



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/renewal/](http://www.newyorkcharters.org/renewal/).

### 1. IS EACH SCHOOL AN ACADEMIC SUCCESS?

### 2. IS EACH SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

### 3. IS EACH SCHOOL FISCALLY SOUND?

### 4. IF THE SUNY TRUSTEES RENEW EACH SCHOOL, ARE THE PLANS REASONABLE, FEASIBLE, AND ACHIEVABLE?

Because each school implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that each school under renewal consideration implements the replicated program through classroom observations, interviews, and document reviews. For schools under renewal consideration, the Institute completes compliance related checks and meets with members of the boards of trustees, school leaders, teachers, and families.

In this report, information about the academic program found across all schools precedes information regarding each individual renewal school, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for each school. The appendices that follow offer statistical information on each school.

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

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# RENEWAL RECOMMENDATION

**Full-Term Renewal.** The Institute recommends that the SUNY Trustees approve the Applications for Charter Renewal of:

- Icahn Charter School 1; and,
- Icahn Charter School 5.

The table below presents more information about the schools.



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.<sup>3</sup>

## REQUIRED FINDINGS

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

- 1:** each school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** each education corporations can demonstrate the ability to operate its respective school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs they will offer, their structure and purpose, approving each education corporation and its school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
Icahn Charter School 1 (“Icahn 1”)	K-8	324	Five-Year Subsequent
Icahn Charter School 5 (“Icahn 5”)	K-8	324	Five-Year Subsequent

3. SUNY Renewal Policies (p.14).

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

## ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. The Act requires charter schools to make good faith efforts to meet 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.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

The two schools make good faith efforts to meet their enrollment and retention targets. Both schools together with five other Icahn Charter Schools (collectively, the “Icahn schools”) partner with the Foundation for a Greater Opportunity, a Delaware not-for-profit corporation based in New York City, which provides organizational supports, such as monitoring the enrollment and retention targets of the schools within the network. Icahn 1 and Icahn 5 are not meeting or close to meeting their enrollment targets across the student subgroups. However, across the two Icahn schools, leaders note an increase in enrollment of students with disabilities and ELLs over the charter term. Both schools typically have strong retention of student subgroups. Overall, Icahn schools make efforts to increase enrollment of students in the categories by using the following strategies, which they will use to meet targets in the next charter term:

- posting flyers and placing notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- incorporating an admissions preference for students at risk of academic failure and students who qualify for the FRPL program;
- posting flyers and applications in New York City Housing Authority complex community centers and in homeless shelters throughout the community school district (“CSD”) areas;
- highlighting the school’s guidance program in promotional materials to show how the school supports social and emotional learning;
- conducting open houses on the school campus and at off site after school programs and youth centers;
- hosting information sessions at local organizations in surrounding neighborhoods; and,
- canvassing neighborhoods to further reach interested families.

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For additional information on each school's enrollment and retention target progress, see the School Overviews, below.

#### CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter schools are located regarding the schools' Applications for Charter Renewal. Any full text of written comments, if available, received from the district appears in Appendix C.

*As of the date of this report, the Institute has not received district comments for Icahn 1 or Icahn 5 in response to the renewal applications. A summary of public comments submitted to the Institute for Icahn 1 and Icahn 5 appears in the School Overview sections below.*



# EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

## ICAHN SCHOOLS

This section of the report provides an overall description of the highly successful model and analysis of Icahn schools' student achievement results. A detailed, school by school analysis highlighting individual school background, student performance, legal compliance, and fiscal information, is presented in the School Overview sections.

## BACKGROUND

SUNY authorizes Icahn 1 and Icahn 5. Each Icahn charter school is an independent not-for-profit education corporation. The SUNY Trustees approved the original charter for Icahn 1 in 2001 and for Icahn 5 in 2009.

The Icahn schools' mission states:



*The mission of Icahn Charter Schools is to use Core Knowledge curriculum, developed by E.D. Hirsch, to provide students with a rigorous academic program offered in an extended day and 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.*

The Foundation for a Greater Opportunity provides all Icahn schools with educational, facilities, and other business supports. Icahn 1 formally employs shared services staff including a superintendent of schools as well as financial, human resources, and back office staff. Each Icahn charter school enters into a mutually beneficial agreement with Icahn 1 to share the cost of personnel and services across the seven schools. In addition, the shared service staff members assist in the implementation of the core academic program. These leaders oversee day-to-day school operations in addition to coaching and evaluating school principals.

The Institute conducted the renewal visit to Icahn 1 and Icahn 5 before the education corporation made the transition to remote learning in response to the COVID-19 pandemic. The report that follows includes the analysis of the school's academic program as conducted by the team while the school still provided students with full in person instruction.

# EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

Since the transition to remote learning, the Institute maintained communication with each school by conducting three interviews with school leaders. The Institute also partnered with Stanford University's Center for Research on Education Outcomes ("CREDO") and other New York State charter school authorizers to conduct a survey of all New York State charter schools in spring 2020. Over summer 2020, the education corporation submitted reopening plans to the Institute, and the Institute found that the education corporation developed a thorough plan to provide a remote model of learning for students for the beginning of the 2020-21 school year with the goal to transition to a hybrid learning model in October 2020.

## SUMMARY OF COVID-19 RESPONSE

Icahn schools transitioned its 2,200 students and families to remote instruction beginning March 16, 2020. As the schools originally thought this would be temporary, teachers prepared work packets for students for the first few weeks of remote learning with specific touchpoints with students and families as well as setting students up with Google Classroom to submit completed work. Through this time Icahn schools leaders planned more robust supports to start engaging with up to 20 hours per week of synchronous and asynchronous instruction in May. The schools conducted a survey for all families to understand technology, social and emotional, food, and other specific needs of its population. The schools then distributed technology to all students who needed it. The schools provided more intensive support for at-risk students including one on one sessions and scaffolding of supports. During the spring remote learning period, Icahn schools held family workshops three times a week. These sessions included specific sessions held in Spanish to help accommodate all families. The workshops covered both technology and learning support topics. For example, staff members held sessions for families to learn how to utilize Google Classroom effectively and to set up a productive remote learning schedule for students at home.

In developing its 2020-21 reopening plan, Icahn schools worked closely with feedback from staff members, families, and students to craft a plan with the health and safety of its community as a pillar in designing its model. The schools opened fully remote in September 2020 and then transition to a hybrid model in October 2020. The school created multiple contingency plans and is fully prepared to react to scenarios that occur in the fall. Network leaders will review all information available on a monthly basis to determine its status and the progress schools are making as they transition to hybrid learning this fall. The school has

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# EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

designed hybrid learning models that would allow students to attend class between two to four days a week, dependent on the available health and safety guidelines at the time of the transition. Remote teaching and learning includes a mix of synchronous and asynchronous lessons determined by content area. For at-risk students, Icahn schools plans to provide as much time as possible for in person instruction.

Icahn schools' New York Forward DOH Reopening Plan, developed in alignment with guidance from New York State's Department of Health, [can be found at this link](#).

# EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

The two Icahn schools under renewal consideration are academic successes having met their Accountability Plan goals over the term. The schools demonstrate high levels of performance as evidenced by:

- In English language arts (“ELA”), both Icahn 1 and Icahn 5 outperformed at least 86% of schools statewide in 2018-19. The schools outperformed their districts of location in every year of each charter term and consistently performed higher than expected to a large degree compared to demographically similar schools. Notably in 2018-19, Icahn 1 and Icahn 5 exceeded their districts by at least 36 percentage points in ELA.
- In mathematics, both Icahn 1 and Icahn 5 outperformed at least 90% of schools statewide in 2018-19. Each school outperformed its district of location and similar schools over the charter term. Notably in 2018-19, both schools posted proficiency rates that exceeded the absolute target of 75% in mathematics.
- Both schools demonstrate strong achievement for at-risk students, especially students with disabilities. In 2018-19, students with disabilities at both schools posted mean growth percentiles above the target of 50. Students with disabilities also posted proficiency rates in ELA and mathematics that exceeded their peers in the local districts.
- On the state’s 4<sup>th</sup> and 8<sup>th</sup> grade science assessments, both Icahn 1 and Icahn 5 exceeded the absolute target of 75% of students in their second year performing at or above proficiency consistently throughout the majority of the charter term. Notably, 100% of Icahn 5 students in at least their second year scored at or above proficiency on the science assessment from 2014-15 through 2016-17.
- The New York State Education Department (“NYSED”) recognized Icahn 1 and Icahn 5 as Recognition Schools for their high academic achievement and substantial student growth in the 2018-19 school year.
- Aligned with the schools’ mission statement to develop a sense of personal and community responsibility in students, the schools’ discipline rates reflect the strong school culture leaders have established across both Icahn 1 and Icahn 5. Over the charter term, Icahn 1 and Icahn 5 reported zero in-school or out-of-school suspensions. At the time of the 2019-20 renewal visit in February, both schools reported no suspensions for that school year.

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Based on visits to the schools, the Institute finds that both Icahn 1 and Icahn 5, with support from the shared services team, ensure that the education program is implemented with fidelity across each school as evidenced by academic achievement and corroborated by classroom observations, interviews with staff members, and document reviews. A review of shared services team supports demonstrates the centralized leaders have the capacity to maintain support of the educational program of all seven schools. Each school provides high quality professional development to teachers and leaders. The schools prioritize regularly analyzing academic and non-academic data to support the success of every student. Each school's focus on providing a high quality academic and extracurricular experience has led the schools to meet or exceed their Accountability Plan goals and sustain strong school culture across the seven Icahn schools.

Based on the Institute's review of each school's performance as posted over the charter term; a review of the two Applications for Charter Renewal submitted by each school; a review of academic, organizational, governance, and financial documentation; and, renewal visits to each school under renewal consideration, the Institute finds that the schools meet the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant Icahn 1 and Icahn 5 each a Subsequent Full-Term Renewal. The Institute further recommends that the provisional charter of each education corporation be renewed for the statutory maximum of five years.

#### NOTEWORTHY - ICAHN CHARTER SCHOOLS

Every June, the Icahn schools host a best practice professional development series in which teachers and leaders across all seven schools lead sessions based on the best practices they have established within their schools. This professional development series fosters collaboration and information sharing across the Icahn schools. Teacher led sessions in 2018-19 included topics such as leading high quality novel study lessons, developing book clubs, and implementing interactive mathematics notebooks in the classroom.

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# ACADEMIC PERFORMANCE



## IS EACH SCHOOL AN ACADEMIC SUCCESS?

Icahn 1 and Icahn 5 are each an academic success. Each school meets all of its Accountability Plan goals.

At the beginning of the Accountability Period,<sup>5</sup> each 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”<sup>6</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”<sup>7</sup> for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide 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?**

**GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?**

5. 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. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Neither Icahn 1 nor Icahn 5 included any additional measures of success in the Accountability Plans each school 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 each school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The Institute identifies the

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required measures (absolute proficiency, absolute Measure of Interim Progress attainment,<sup>8</sup> comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in each of the individual School Overview sections.

The Institute analyzes all measures under a school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) 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 each school coming to renewal and all Icahn schools combined relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. 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, a school's performance on the measure is not relative to the test, but relative to the strength of the school's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state's growth percentile analysis as a measure of 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 50<sup>th</sup> percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

8. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. The Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's Measure of Interim Progress ("MIP").

The Accountability Plan also includes a science goal and an ESSA goal, the latter of which replaced the No Child Left Behind ("NCLB") goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

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## SUNY RENEWAL BENCHMARK 1A

### HAS EACH SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Icahn 1 and Icahn 5 met their Accountability Plan goals in ELA and mathematics over the charter term. In 2018-19, both schools outperformed at least 86% of schools statewide in ELA and at least 90% of schools statewide in mathematics. The schools also outperformed the achievement of their local districts during every year of the charter term with available data.<sup>9</sup> The schools also met their science and ESSA goals over the term.

In ELA, both Icahn 1 and Icahn 5 posted records of high achievement throughout the charter term. Both schools' students enrolled in at least their second year outperformed their local district by at least 25 percentage points from 2014-15 through 2018-19. In comparison to schools enrolling similar percentages of economically disadvantaged students, both schools performed higher than expected to a large degree in every year. Notably, Icahn 5 exceeded the absolute target of 75% in 2015-16 and 2017-18. Although the schools posted mean growth percentiles that did not surpass the target of 50 in all years of the charter term, the schools' absolute proficiency rates remained particularly high.

Icahn 1 and Icahn 5 met the mathematics goal during the charter term. Both schools outperformed their local districts in every year of the charter term for which the state administered assessments. In 2018-19, Icahn 1 and Icahn 5 surpassed the absolute target of 75% and outperformed their local districts by 55 percentage points and 44 percentage points, respectively. The schools performed higher than expected to a large degree compared to demographically similar schools in each year. Icahn 1 posted mathematics mean growth percentiles that surpassed the target of 50 from 2015-16 to 2018-19. Although Icahn 5 posted growth scores that fell under the target in 2017-18 and 2018-19, the school's absolute achievement exceeded the target of 75% from 2015-16 through 2018-19.

In science, Icahn 1 and Icahn 5 met the science goal during the charter term. From 2014-15 through 2018-19, both schools outperformed the district on the state's science exam. Notably, at least 97% of Icahn 5 students enrolled for at least two years scored at or above proficiency each year.

Icahn 1 and Icahn 5 met the ESSA goal over the charter term, remaining in good standing under the state's accountability system.

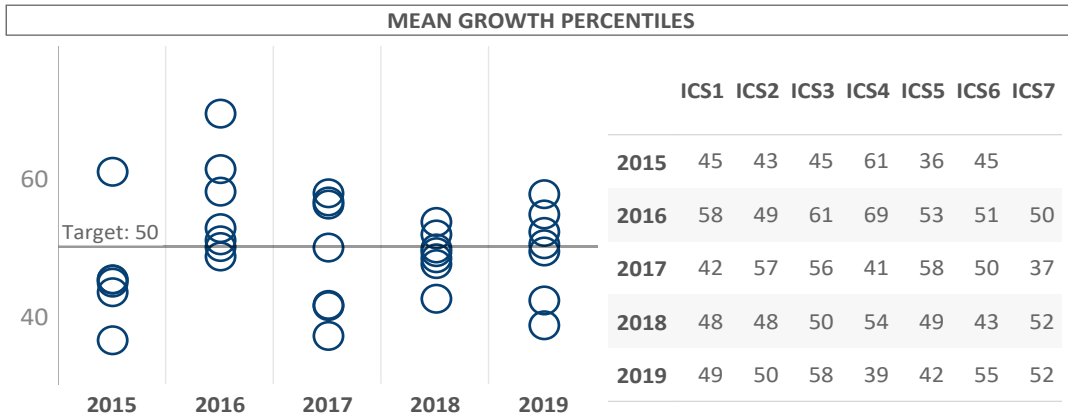
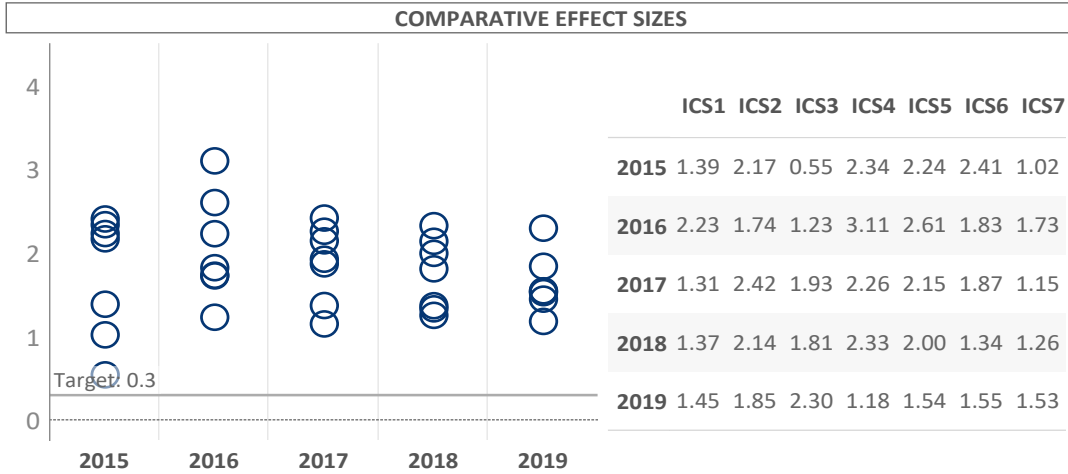
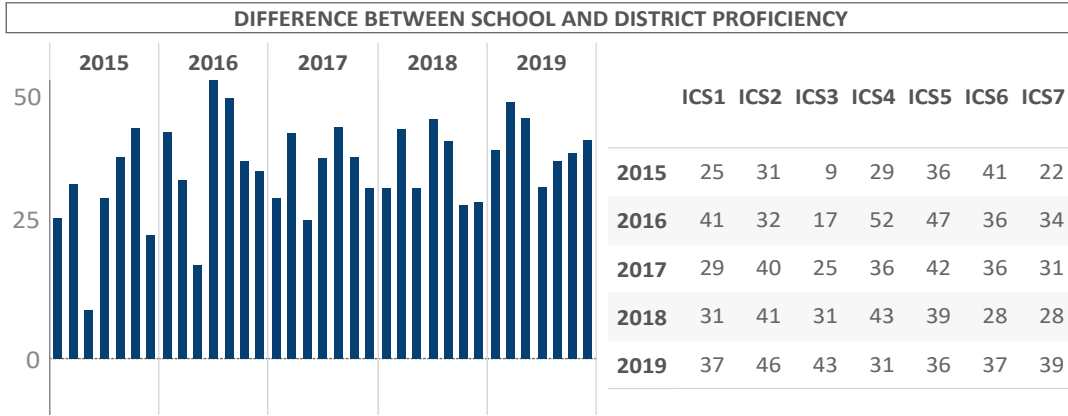
9. The data analysis presented here reflects student achievement from the first four years of the Accountability Period. Due to the COVID-19 pandemic, the Board of Regents canceled the administration of 3<sup>rd</sup> – 8<sup>th</sup> grade state tests for ELA, mathematics, and science during spring 2020. The Board of Regents also canceled the June and August administrations of Regents exams.



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# ACADEMIC PERFORMANCE

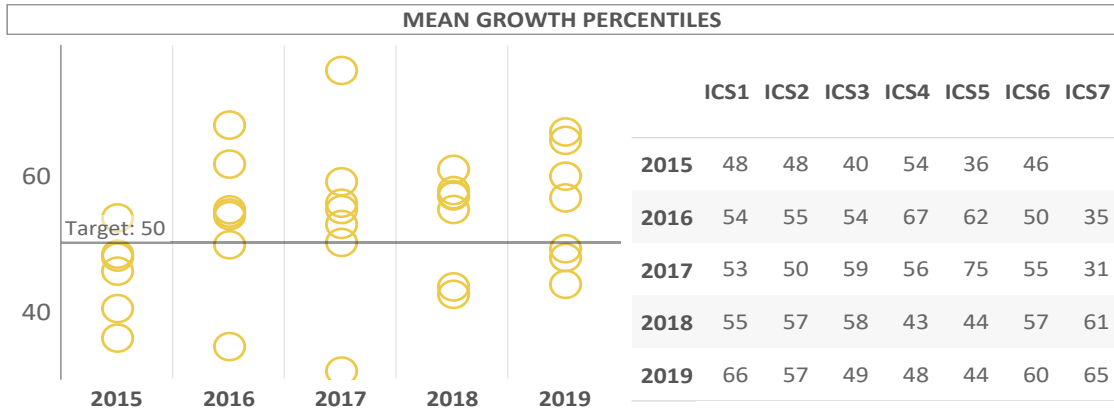
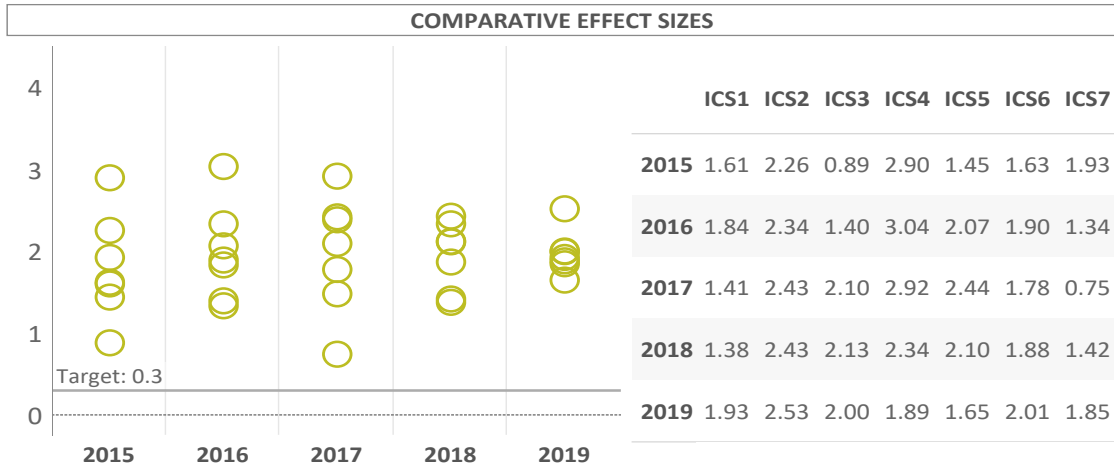
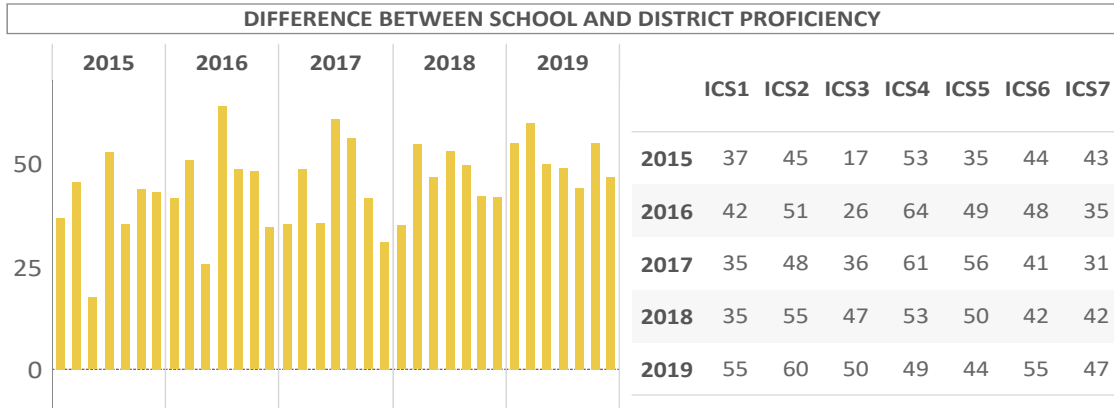
## ICAHN CHARTER SCHOOLS: ICAHN CHARTER SCHOOLS' ENGLISH LANGUAGE ARTS GOAL ATTAINMENT



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# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOLS: ICAHN CHARTER SCHOOLS' MATHEMATICS GOAL ATTAINMENT

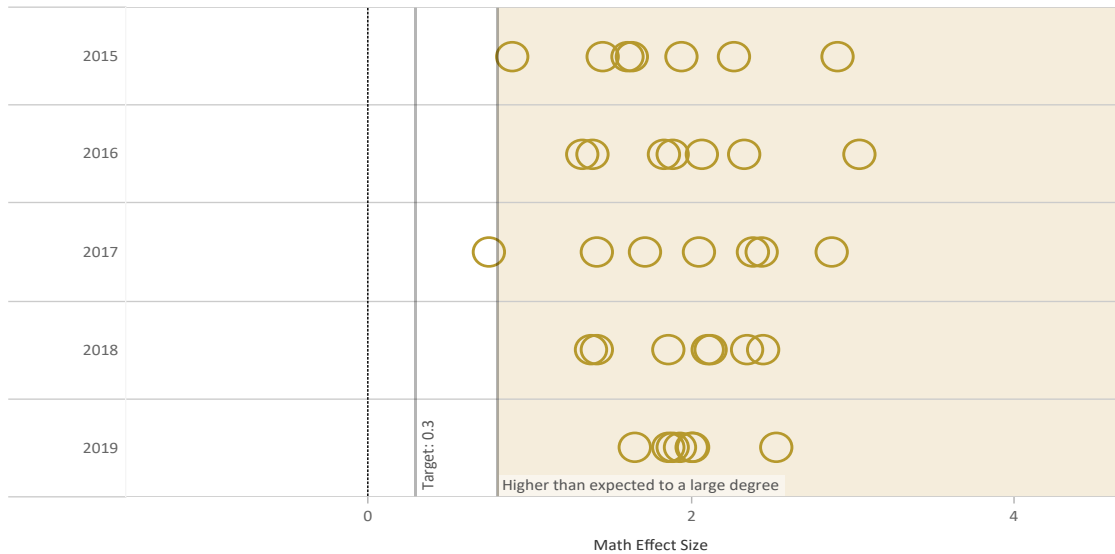


# ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE DOT PLOTS: 2014-15 THROUGH 2018-19



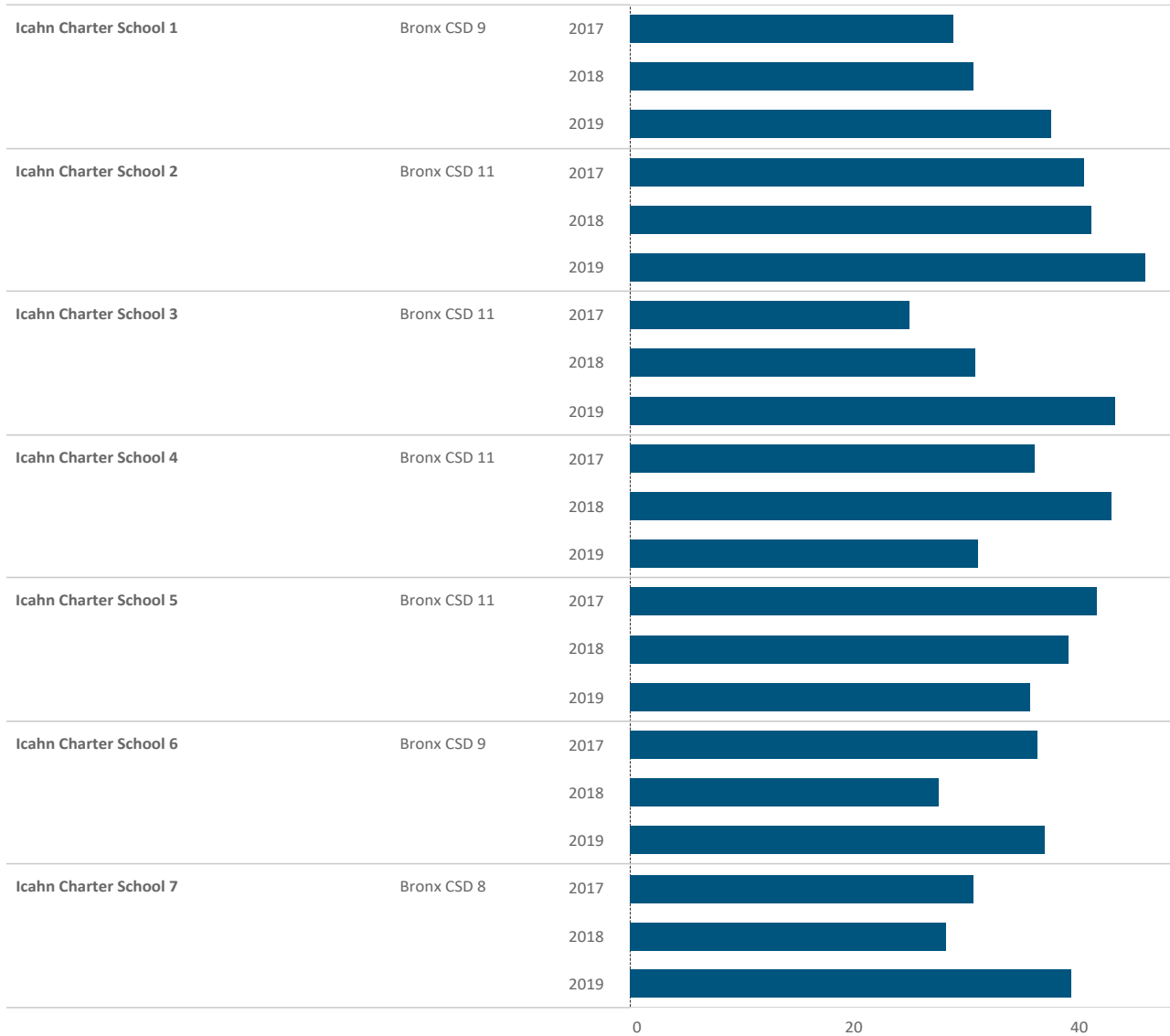
Math Effect Size by Year and School



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 chart 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.

# ACADEMIC PERFORMANCE

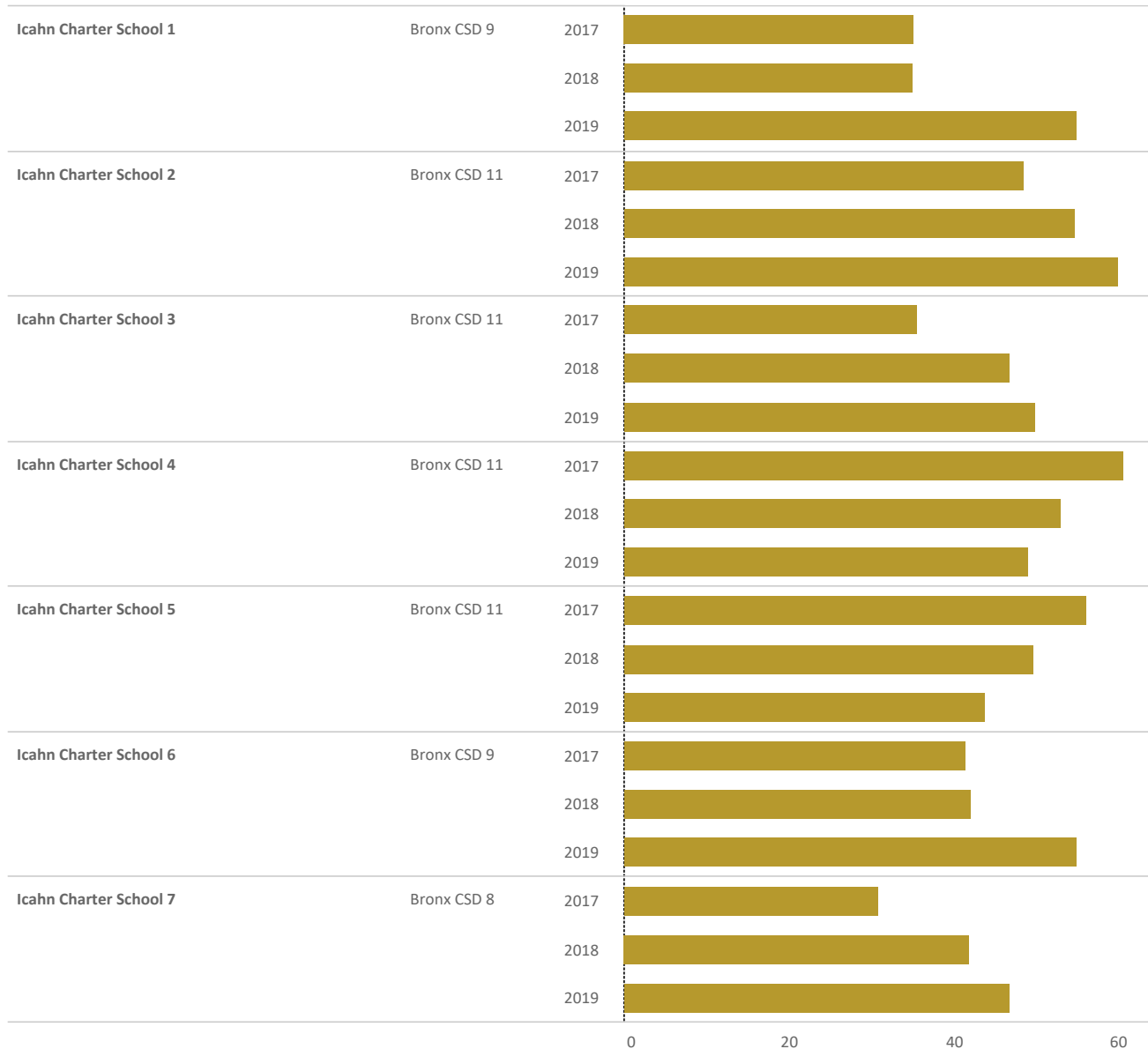
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). 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.

# ACADEMIC PERFORMANCE

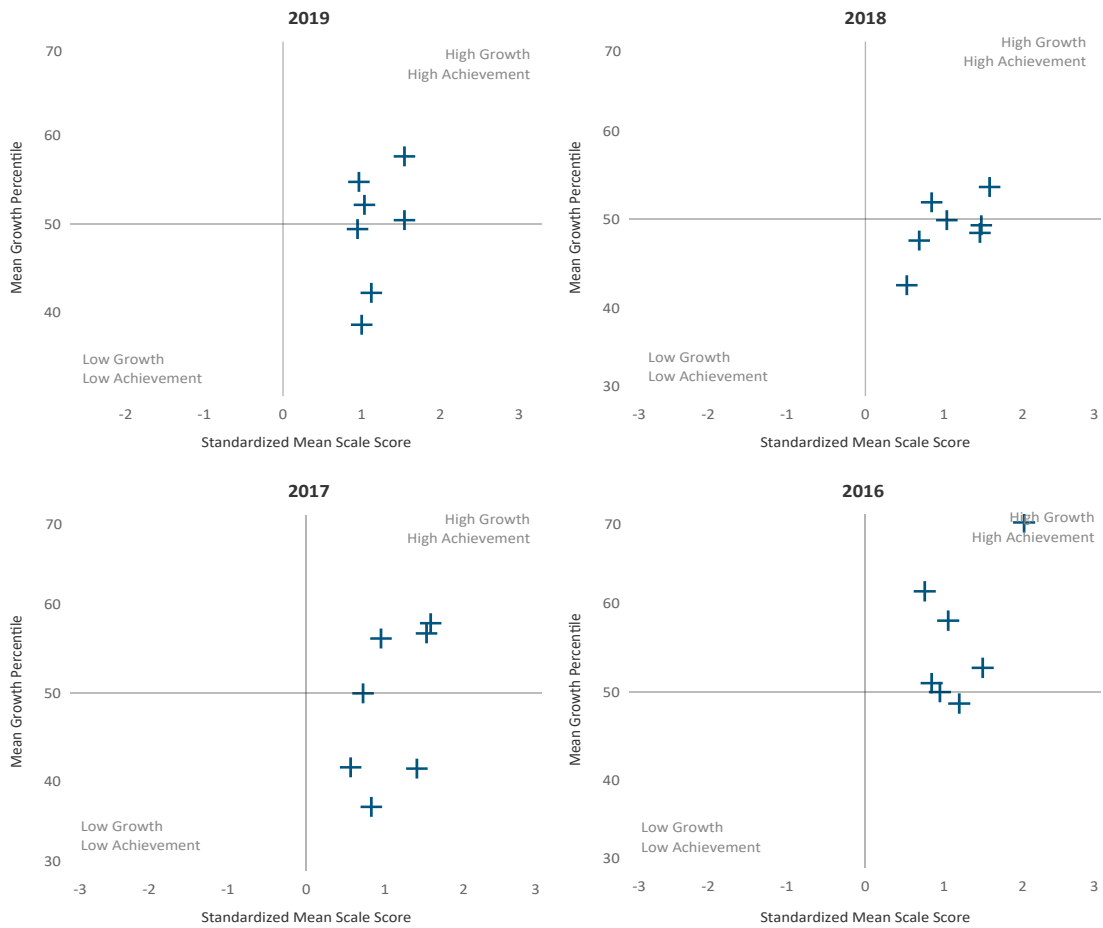
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). 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.

# ACADEMIC PERFORMANCE

## ELA GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

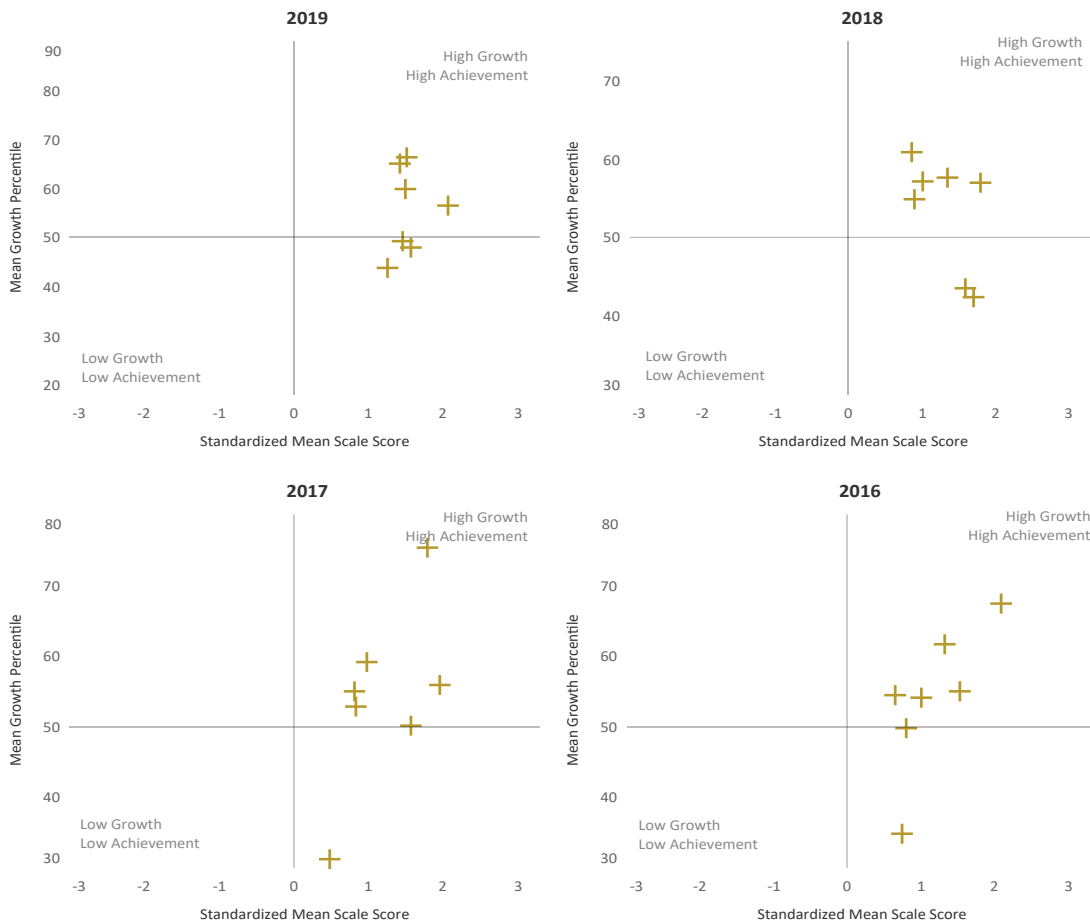


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute 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.

# ACADEMIC PERFORMANCE

## MATH GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

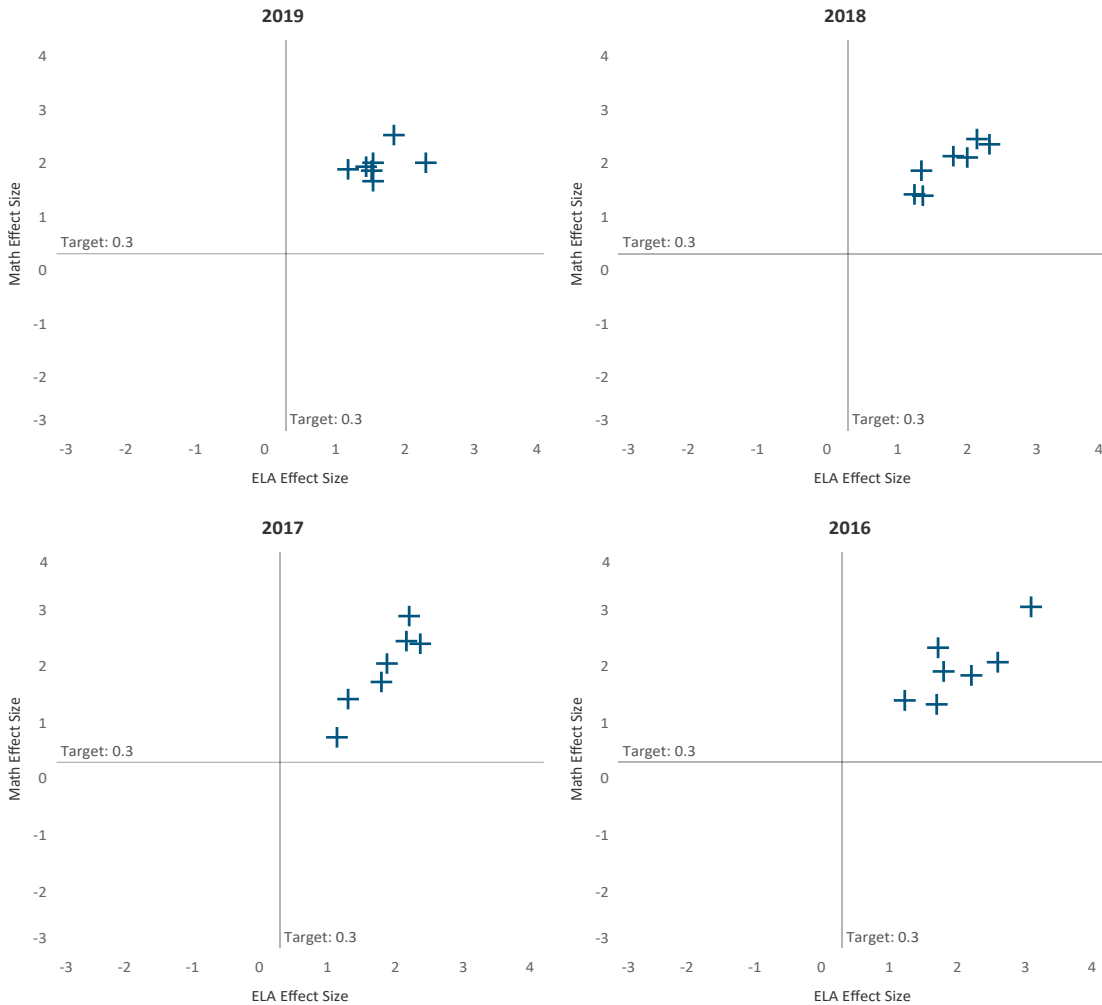


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# ACADEMIC PERFORMANCE

## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2018-19



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.



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The summary that follows is the education corporation's approach to learning in a full in person model. The Institute conducted its review prior to the education corporation's transition to remote learning in spring 2020. Therefore, the information that follows is relevant to the school program at the time of the visit. More information regarding Icahn schools' transition to remote learning in spring 2020 and its reopening plan for the 2020-21 school year can be found in the Education Corporation Background section at the beginning of this report.

## DOES ICAHN CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM?

The Icahn schools' systematic use of assessment data improves instructional effectiveness and student learning. Using a variety of diagnostic, formative, and summative assessments, teachers understand students' instructional needs and adjust lessons accordingly.

Principals and centralized leaders use student assessment data as a key indicator of teacher effectiveness.

The Icahn schools use iReady Diagnostics, NY Ready Assessments and mClass: Dibels Next to identify students' skill deficiencies and to identify students in need of academic intervention services. To prepare students for annual state assessments, schools administer four practice tests during the school year. Schools also administer interim assessments in ELA and mathematics in addition to weekly tests and unit assessments embedded in commercial curricula. Icahn schools use iReady, a computerized reading and mathematics intervention program that adapts to students' individual needs, as a diagnostic tool and for ongoing progress monitoring.

Teachers compile student performance data using Illuminate Education, an online platform and mobile application that stores student information over multiple years. Parents access Pupil Path to communicate with teachers regarding student performance. Leaders prepare detailed analyses at multiple levels (e.g., student, grade, and school) that inform instructional planning and professional development activities. For example, analysis of a baseline assessment revealed 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 include additional time devoted to strategies for answering multiple choice items during the following unit. School leaders review network-wide performance data to schedule intervisitation sessions, which allow teachers to engage in peer observation of instruction at other Icahn schools to improve areas of deficiency in their own practice.

## SUNY RENEWAL BENCHMARK 1B

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## SUNY RENEWAL BENCHMARK 1C

### DOES THE NETWORK'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

The Icahn schools implement a rigorous curriculum that prepares students to meet state performance standards and supports teachers in instructional planning. The shared curricular framework provides a fixed, underlying structure that aligns to state grade level performance standards. The curricular 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. Centralized leaders, school leaders, and select teachers participate in curriculum committee meetings to review curricular materials and make changes deemed necessary based on student outcome data.

Core Knowledge<sup>10</sup> 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 8<sup>th</sup> 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, ELA, history, and science, Core Knowledge provides students with exposure to music and art. The curricular 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.

Schools supplement Core Knowledge with a variety of commercial curricular products. For Kindergarten – 5<sup>th</sup> grade ELA, Icahn schools use the Reading Wonders program, created specifically to align with Common Core standards, and Houghton Mifflin Harcourt Collections for 6<sup>th</sup> – 8<sup>th</sup> grade. For mathematics, the network supplements the technology enhanced enVisionMATH program with lesson modules from Eureka Math and Open Up Math, which takes a sequential approach to building students' mathematical fluency.

High school readiness is an indicator of the strength of the Icahn network curriculum. For 8<sup>th</sup> grade students, Icahn schools prepare students to earn high school credits by passing the Living Environment and/or Integrated Algebra Regents tests, or by completing coursework and passing a second language proficiency test. Additionally, each school works closely with students to ensure students receive high school offers that include specialized high schools, private schools, boarding schools, or parochial schools.

10. For additional information, refer to [www.coreknowledge.org/](http://www.coreknowledge.org/).

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1D**

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE NETWORK?

Consistently high levels of student achievement, as demonstrated by state assessment results, reflect the high quality of instruction in Icahn classrooms. In previous years and at the time of renewal, Institute teams conducted classroom observations across all seven Icahn network schools. 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 curricula. 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 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, individual conferencing, and monitoring students' work allows teachers to check for understanding and to make ad hoc adjustments to instruction as necessary to ensure students achieve lesson objectives.

Instruction at Icahn schools 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 a turn and talk technique that deepen students' understanding as they discuss elements of a text or explain their positions to one another.

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## DOES THE NETWORK 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 network's 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 growth.

Icahn schools benefit from robust school and network level instructional leadership that supports 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 schoolwide professional development needs. Staff developers and principals observe teachers frequently and maintain a networkwide culture of continual improvement with sustained and systematic coaching.

Centralized 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 the Icahn network. Instructional leaders follow up on professional development activities with focused observations of instructional delivery to support the development of all teachers.

Centralized 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 centralized director of curriculum and instruction, a former master teacher from Icahn 4, under the direction of the superintendent and deputy superintendent conducts instructional rounds during which school leaders receive support aligned to instructional goals developed in conjunction with the network.

Across the Icahn schools, school leaders conduct regular teacher evaluations that accurately identify teachers' strengths and areas for improvement, and that hold teachers accountable for student achievement. Leaders effectively differentiate evaluations for teachers based on experience: teachers with three or fewer years of experience in Icahn classrooms receive four formal classroom observations and teachers with more than three years of experience receive two formal observations.

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## DOES THE NETWORK 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 shared services team 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 schools use to provide robust daily (generally 40 minutes per day) supports for students at risk of academic failure. Schools rely primarily on mClass: Dibels Next, iReady, 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. The core components of the TA program are small group instruction, Saturday academy, and tutoring scheduled before and 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 economically disadvantaged and minority students, the Icahn TA program aims to avoid identifying students for special education services whenever possible; however, when necessary the schools 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 Identification 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 ("ESOL") 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").

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# ORGANIZATIONAL PERFORMANCE



## IS THE EDUCATION CORPORATION AN EFFECTIVE, VIABLE ORGANIZATION?

Icahn 1 and Icahn 5 are both an effective and viable organizations that have in place the key design elements identified in their charters. The network and school based operational teams support with all administrative aspects of the schools allowing the principals to focus on instruction. Each board provides effective oversight to ensure the school is operationally and fiscally sound.

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## IS EACH ICAHN CHARTER SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTERS?

Icahn 1 and Icahn 5 are faithful to the mission and key design elements. These can be found in the Education Corporation Background section at the beginning of the report and Appendix A, respectively. Each Icahn school consistently values parent voice through the school's parent teacher association as well as reserving a seat on each board for a parent representative.

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## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH ICAHN CHARTER SCHOOLS?

To report on parent satisfaction with each school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

**Parent Survey Data.** The Institute compiled data from the Icahn 1 and Icahn 5 2018-19 school survey that Icahn schools conduct across each school. Icahn schools distributes the survey each year to compile data about academics, school culture, and communication. In 2018-19, across both Icahn 1 and Icahn 5, 93% of families who received the survey responded. Among respondents, 97% are satisfied with the school's program.

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**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For a high performing education corporation, the Institute speaks with a representative set of parents across all schools due for renewal this year. A representative set includes parents of students in attendance at the schools for multiple years, parents of students new to the schools, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 10 families representative of Icahn schools. Family members expressed high levels of satisfaction with the schools’ communication, the small class size, and the ways in which the schools support the social, emotional, and academic development of students.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for each individual school due for renewal this year is available in Appendix A. Across both Icahn 1 and Icahn 5, 93% of students returned from the previous school year in 2018-19.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

## DOES THE NETWORK EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

Icahn schools effectively support the delivery of the educational program, primarily through the schools’ abilities to recruit and retain high quality staff. Low turnover at the leadership level results in tremendous institutional knowledge shared across the network team and in individual schools and in consistent implementation of the school design. The first Icahn school’s founding principal now serves as the superintendent for Icahn schools.

The shared services team 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 the Icahn schools establishes distinct lines of accountability with clearly defined roles and responsibilities. The operational systems, policies, and procedures developed at the central level ease the conduct of day-to-day operations, thus enabling school leaders to focus on teaching and learning.

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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 operation increases instructional leadership capacity for teacher development and supervision. All schools have staff dedicated to at-risk programs such as ESOL teachers, content specialists, and TA teachers.

The staff developer role, similar to that of an assistant principal, is the school's key means of preparing staff members to serve as school principals. The typical pathway to school leadership at Icahn schools 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 retaining more than 90% of high performing teachers year-to-year.

Demand for the Icahn schools exceeds capacity. Centralized team members manage student recruitment and efforts to meet enrollment and retention targets for students with disabilities, ELLs, and students who are economically disadvantaged. Efforts to recruit at-risk students include multilingual mailings to residences, multilingual print and transportation advertisements, and canvassing of local neighborhoods.

The Icahn schools monitor the schools' programs throughout the school year and implements any necessary changes the following year. 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.

## DOES EACH ICAHN CHARTER SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOLS' ACCOUNTABILITY PLAN GOALS?

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

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achievement at all Icahn schools and is not satisfied by schools outperforming local districts. 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.

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DO THE ICAHN CHARTER SCHOOLS' BOARDS IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

Although each Icahn school maintains a separate board, each board in material respects, implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the schools. The boards hold the shared services team and school leadership accountable for academic results as well as fiscal soundness.

- The education corporations' trustees provide common oversight of multiple charter schools. The boards continually demonstrate their understanding of the difference between oversight and management.
- The boards appropriately manage conflicts of interest in a clear and transparent manner.
- The boards effectively use legal counsel.
- The boards materially comply with the provisions of their by-laws.
- The boards receive regular reports regarding academics and fiscal condition. Centralized staff focus reporting on increasing academic accountability. Leaders keep members informed of changes to systems such as the addition of a new online tool to promote greater accountability.

SUNY RENEWAL BENCHMARK 2F

HAVE THE ICAHN CHARTER SCHOOLS SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF THEIR CHARTERS?

The education corporations substantially comply with applicable laws, rules and regulations, and provisions of their charters.

- **Complaints.** The Institute received no formal complaints regarding the schools.
- **Compliance.** The Institute issued no violation letters during the charter terms.

Please refer to the School Overviews for information on each individual school.

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# FISCAL PERFORMANCE



## ARE THE EDUCATION CORPORATIONS FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Icahn 1 and Icahn 5 are fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the schools have demonstrated fiscal soundness over the each recent charter term<sup>11</sup> (The SUNY Fiscal Dashboard for each school is included in the corresponding School Overview sections).

## DOES EACH SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Each Icahn school maintains fiscal soundness through conservative budgeting practices, routine monitoring of revenue and expenses, and by making appropriate adjustments when necessary.

- The Icahn schools' deputy superintendent of finance and operations, and accountants develop annual budgets in collaboration with each school's principal and key staff members and members of the board. The Icahn schools leaders and other business office staff members routinely analyze budget variances and discuss material variances with the principals and boards as necessary.
- The next charter term projections reflect steady enrollment and stable budgets based on historical costs at each school.
- The Icahn schools provided the Institute with budget narrative describing the COVID-19 conservative budgeting measures taken that included flat per pupil aid, padded expenditures for an additional level of flexibility. The schools prepared three budget scenarios depending on funding cut levels. The education corporations do not anticipate needing accumulated reserves.
- The financial function is largely centralized among all seven Icahn charter schools. The positions of superintendent, deputy superintendent, accountants, facility manager, and human resources manager are considered shared services. This practice helps to ensure that fiscal policies and procedures are consistently applied. Icahn 1 pays the compensation for these shared service positions (including salary, bonus and benefits), but the expenses are allocated among all of the Icahn schools, based on student enrollment, and reimbursements are made to Icahn 1.

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11. 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.

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Please refer to the School Overviews below for budgeting and long range planning information for each individual school.

## SUNY RENEWAL BENCHMARK 3B

### DOES EACH SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporations have 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 corporations have accurately recorded and appropriately documented transactions in accordance with established policies.
- The shared services team work with the principal, key staff members, and the boards to help ensure that the schools follows established policies and procedures.
- The most recent audit reports of internal control over financial reporting for all seven Icahn schools disclosed no material weaknesses, or instances of non-compliance of the required reporting.

## SUNY RENEWAL BENCHMARK 3C

### DOES EACH SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporations comply with reporting requirements.

- The education corporations' 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 corporations' independent auditor meets with the boards to discuss the annual financial statements and answer any questions about the process and results.
- The Institute received the most recent audit reports for fiscal year ended June 30, 2019 prior to the deadline of November 1, 2019 and it reported no material weaknesses.

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## SUNY RENEWAL BENCHMARK 3D

### DOES EACH SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Each school maintains adequate financial resources to ensure stable operations.

- Icahn 1 shows a fiscally strong composite score rating on the SUNY Fiscal Dashboard indicating a consistent level of fiscal stability over the current charter term. Icahn 1 maintains sufficient cash to pay current liabilities and those that are due shortly. Icahn 1 retains a healthy 2.7 months of cash on hand and maintains a healthy balance sheet with total net assets of \$11.3 million as of June 30, 2019. Icahn 1 has shown operating losses in each of the previous five years mostly due to the rising non-cash adjustment for depreciation offset against the facility with imputed fair value of \$14.7 million on the school's balance sheet.
- Icahn 5 shows a fiscally strong composite score rating on the SUNY Fiscal Dashboard indicating a consistent level of fiscal stability over the current charter term. Icahn 5 maintains sufficient cash to pay current liabilities and those that are due shortly. Icahn 5 retains a healthy 6.6 months of cash on hand and maintains a healthy balance sheet with total net assets of \$8.8 million as of June 30, 2019. Icahn 5 shares the fair value of a recently completed building with Icahn 3 and Icahn 4 on its balance sheet. The \$6.6 million asset will be amortized over the next 30 years.

Please refer to the School Overview sections for more information on each individual school's financial condition.

# SCHOOL OVERVIEWS



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# Icahn Charter School 1

# So

SCHOOL OVERVIEW

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**PS**  
PERFORMANCE  
SUMMARIES

**FD**  
FISCAL DASHBOARD

**FP**  
FUTURE PLANS

# ICAHN CHARTER SCHOOL 1

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members during the charter term, and a review of the academic program, Icahn Charter School 1 fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Icahn 1 on January 23, 2001. The school opened its doors in the fall of 2001 initially serving 108 students in Kindergarten through 2<sup>nd</sup> grade. The school is authorized to serve 324 students in Kindergarten – 8<sup>th</sup> grade during the 2020-21 school year. If renewed, the school will continue to serve students in Kindergarten – 8<sup>th</sup> grade with a projected total enrollment of 324 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. Icahn 1 operates in two leased facilities in New York City's CSD 9 in the Bronx. The school delivers instruction to students in Kindergarten – 4<sup>th</sup> grade at 1525 Brook Avenue, and 5<sup>th</sup> – 8<sup>th</sup> grade students are located at 1506 Brook Avenue.

### NOTEWORTHY - ICAHN 1

Icahn 1's 7<sup>th</sup> grade students participate in the Ballroom Basix program, a non-competitive, not-for-profit, arts-in-education initiative committed to the development of students' social and fitness skills through a dynamic ballroom and Latin dancing experience.

### ACADEMIC PROGRAM

Consistent with the depth of experience that the Icahn schools superintendent and deputy superintendent possess, Icahn 1 is led by a principal with 18 years tenure with the organization. The leader originally started his career at the school followed by serving as the founding principal at Icahn 5.

Longtime Icahn 1 teachers communicate that while the school continues to be guided by Core Knowledge, as it was at its founding, its curriculum and practices have expanded over the life of the school. Teachers report that the supplemental curricula have led to more consistent academic growth across grades. At the time of the site visit, one of the school's priorities was Icahn's new writing curriculum, which has been developed by teachers from across the network. The curriculum defines genre units with pre- and post-assessments, which teachers use to make adjustments to meet the needs of their students. Consultants from Teaching Matters<sup>12</sup> visit the school weekly to support teachers with implementation.

The school has an advisory program for middle grades led by the school's upper grades guidance counselor. Twice a month, the guidance counselor meets with each individual class to discuss topics that students and staff members select. The principal also conducts surveys to involve students in decision making. Recent decisions informed by student input include whether a particular grade should be departmentalized and whether the school should hire an art teacher or a music teacher.

## LEGAL REQUIREMENTS

**Annual Reports.** While Icahn 1 properly submitted its annual reports to the Institute and NYSED, the school has not posted recent annual reports on its website in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.

**Complaints.** The Institute received no formal complaints regarding the school.

**Compliance.** The Institute issued no violation letters during the charter term.

## FINANCIAL CONDITION

Icahn 1's projected five year budget reflects anticipated flat revenues and conservative enrollment projections in response to the COVID-19 situation. If renewed, the school will continue to serve Kindergarten – 8<sup>th</sup> grade. The school is confident that it will have the opportunity to remain in the current space for the duration of the next charter term.

Icahn 1 opened in 2001-02 and has reported operating surpluses and deficits which have been offset by accumulating surpluses. The school had net assets of approximately \$11.3 million as of June 30, 2019.

12. For additional information, refer to [www.teachingmatters.org/](http://www.teachingmatters.org/).



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# SCHOOL OVERVIEW

## K-8 SCHOOL LEADERS

*Lawford Cunningham, Principal (2017-18 to Present)*

*Rose Arocho-Fullam, Principal (2014-15 to 2016-17)*

*Sandra Lugo, Principal (2013-14)*

*Daniel Garcia, Principal (October 2007 to 2012-13)*

*Jeffrey Litt, Principal (2001-02 to October 2007)*

## SCHOOL CHARACTERISTICS - ICAHN 1

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	324	323	100%	K-8
2017-18	324	333	103%	K-8
2018-19	324	332	102%	K-8
2019-20	324	322	99%	K-8
2020-21	324	NOT YET AVAILABLE	NOT YET AVAILABLE	K-8

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	ACADEMICS	CULTURE	COMMUNICATION
93%	99%	100%	100%	99%

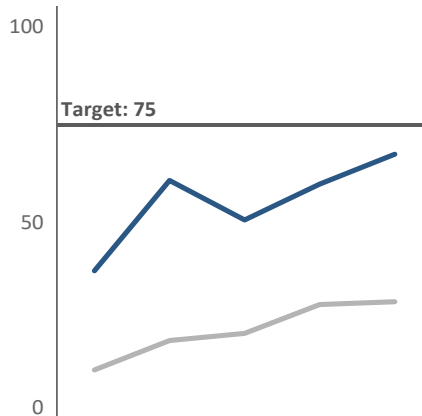
SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

# SCHOOL OVERVIEW

## ICAHN CHARTER SCHOOL 1

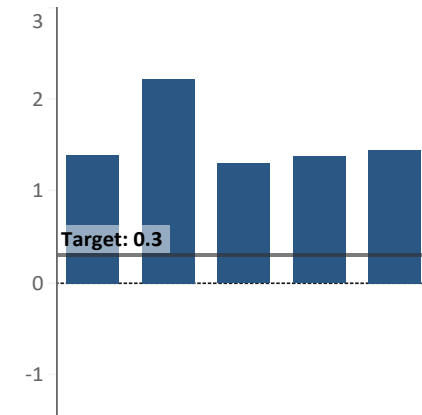
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



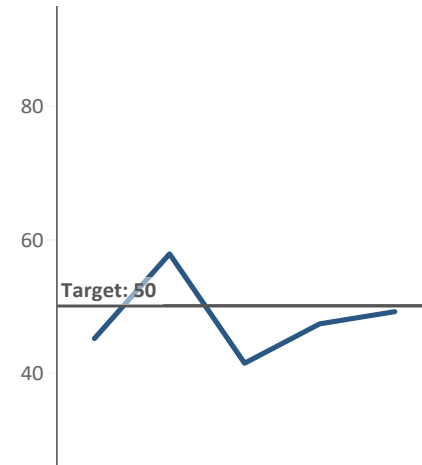
Test Year	Comp Grades	District %	School %
2015	3-8	13	38
2016	3-8	20	61
2017	3-8	22	51
2018	3-8	30	60
2019	3-8	30	68

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



Test Year	Test Grades	Effect Size
2015	3-8	1.39
2016	3-8	2.22
2017	3-8	1.31
2018	3-8	1.37
2019	3-8	1.45

**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	School Mean Growth
2015	45.3
2016	58.0
2017	41.6
2018	47.5
2019	49.4

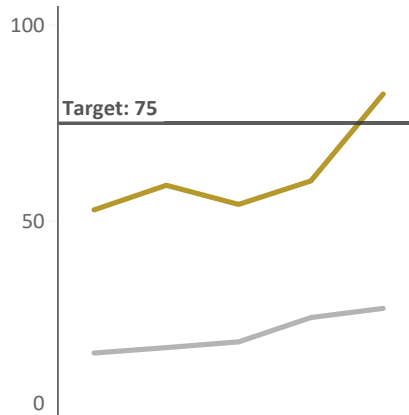
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# SCHOOL OVERVIEW

## ICAHN CHARTER SCHOOL 1

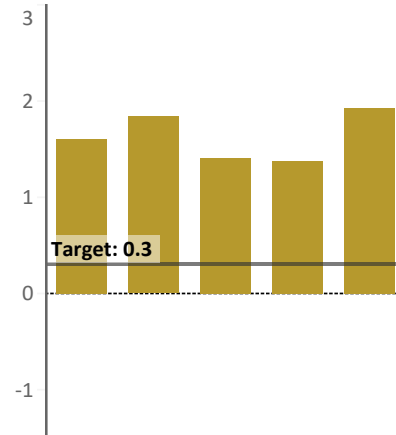
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



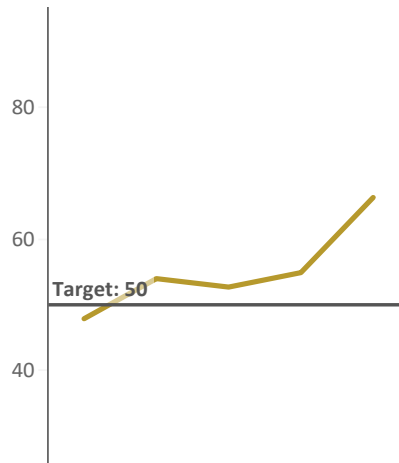
Test Year	Comp Grades	District %	School %
2015	3-8	17	53
2016	3-8	18	59
2017	3-8	19	55
2018	3-8	26	61
2019	3-8	28	83

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



Test Year	Test Grades	Effect Size
2015	3-8	1.61
2016	3-8	1.84
2017	3-8	1.41
2018	3-8	1.38
2019	3-8	1.93

**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	School Mean Growth
2015	48.0
2016	54.1
2017	52.8
2018	55.0
2019	66.4

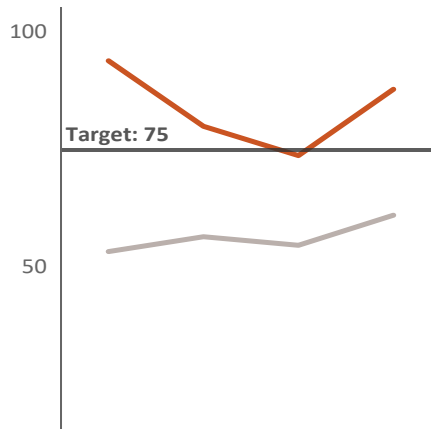
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# SCHOOL OVERVIEW

## ICAHN CHARTER SCHOOL 1

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school 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**.



Test Year	District %	School %
2015	53	94
2016	57	80
2017	55	74
2018*	61	88

### SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
<b>Enrollment Receiving Mandated Academic Services</b>	25	26	23
<b>Tested on State Exam</b>	15	20	16
<b>School Percent Proficient on ELA Exam</b>	26.7	20.0	31.3
<b>District Percent Proficient</b>	5.9	9.9	10.1
	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>ELL Enrollment</b>	13	25	17
<b>Tested on NYSESLAT Exam</b>	11	25	17
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	27.3	36.0	35.3

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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 and indicates this with an "s."

\*Due to an error in data reporting, science results for 2018-19 are not yet available.

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# SCHOOL OVERVIEW

## SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Icahn 1's renewal application on April 28, 2020 by videoconference. Four people were present and no one spoke in favor of or opposition to the renewal application.

## ENROLLMENT AND RETENTION

### Icahn Charter School 1's Enrollment and Retention Status: 2018-19

		District Target	School
Enrollment	economically disadvantaged	95.3	80.1
	English language learners	25.9	4.8
	students with disabilities	18.8	6.9
Retention	economically disadvantaged	90.2	93.0
	English language learners	91.1	90.9
	students with disabilities	90.6	95.5

*Data reported in this chart reflect information reported by the school and validated by the Institute.*

# SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

## Icahn Charter School 1

SUNY Charter Schools Institute  
 H. Carl McCall SUNY Building  
 353 Broadway  
 Albany, NY 12246

# PERFORMANCE SUMMARIES

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 PERFORMANCE

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 SUMMARIES

	2016-17 Grades Served K-8				2017-18 Grades Served K-8				2018-19 Grades Served K-8						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	61.5 (39)	63.2 (38)		3	69.2 (39)	67.6 (37)		3	85.0(40)	83.3(36)				
	4	27.3 (33)	28.1 (32)		4	56.4 (39)	55.6(36)		4	75.0(36)	76.5(34)				
	5	45.5 (33)	45.5 (33)		5	44.4 (36)	41.9 (31)		5	54.1(37)	57.1(35)				
	6	64.7 (34)	64.7 (34)		6	63.6 (33)	67.7 (31)		6	63.6(33)	61.3(31)				
	7	50.0 (30)	50.0 (30)		7	67.6 (34)	69.7 (33)		7	51.6(31)	53.3(30)				
	8	51.6 (31)	51.6 (31)		8	56.7 (30)	56.7 (30)		8	69.7(33)	71.9(32)				
	All	50.5 (200)	51.0(198)	NO	All	59.7 (211)	60.1 (198)	NO	All	67.1(210)	67.7(198)	NO			
	Absolute Measure														
	2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP			
3-8		139	111	YES	3-8	158	101	YES	3-8	172	105	YES			
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx CSD 9				Comparison: Bronx CSD 9				Comparison: Bronx CSD 9						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	51.0	22.2	YES	3-8	60.1	29.6	YES	3-8	67.7	30.3	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3	86.8	61.5	30.4	1.74	3	82.9	69.2	41.1	1.49	3	84.6	613.0	595.5	2.00
	4	93.9	27.3	25.1	0.12	4	89.5	56.4	35.8	1.13	4	80.6	606.0	594.8	1.34
	5	84.8	45.5	23.6	1.42	5	91.2	44.4	23.9	1.44	5	76.3	606.0	596.2	1.27
	6	73.5	64.7	24.7	2.51	6	81.3	63.6	38.7	1.33	6	88.2	606.0	591.3	1.67
	7	83.9	50.0	29.1	1.14	7	69.7	67.6	34.7	1.81	7	71.0	607.0	597.3	1.13
8	74.2	51.6	37.7	0.76	8	86.7	56.7	37.3	1.00	8	61.8	609.0	599.1	1.19	
All	83.0	50.5	28.4	1.31	All	83.7	59.7	35.2	1.37	All	77.4	608.0	595.7	1.45	
Comparative Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State				
	4	24.5	40.8		4	40.8	43.1		4	43.1	50.0				
	5	49.0	63.5		5	63.5	54.2		5	54.2	50.0				
	6	60.6	41.8		6	41.8	56.7		6	56.7	50.0				
	7	31.2	43.6		7	43.6	48.8		7	48.8	50.0				
	8	40.9	47.6		8	47.6	44.1		8	44.1	50.0				
	All	41.6	50.0	NO	All	47.5	50.0	NO	All	49.4	50.0	NO			
	Growth Measure														

# SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

## Icahn Charter School 1

		2016-17 Grades Served K-8				2017-18 Grades Served K-8				2018-19 Grades Served K-8					
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
3	62.2 (37)	63.9 (36)		3	64.1 (39)	62.2 (37)		3	97.5 (40)	97.2 (36)		3	97.5 (40)	97.2 (36)	
4	33.3 (33)	34.4 (32)		4	64.1 (39)	66.7 (36)		4	80.6 (36)	82.4 (34)		4	80.6 (36)	82.4 (34)	
5	75.8 (33)	75.8 (33)		5	52.8 (36)	48.4 (31)		5	75.7 (37)	77.1 (35)		5	75.7 (37)	77.1 (35)	
6	55.9 (34)	55.9 (34)		6	39.4 (33)	38.7 (31)		6	78.8 (33)	77.4 (31)		6	78.8 (33)	77.4 (31)	
7	56.7 (30)	56.7 (30)		7	76.5 (34)	78.8 (33)		7	74.2 (31)	73.3 (30)		7	74.2 (31)	73.3 (30)	
8	38.7 (31)	38.7 (31)		8	66.7 (30)	66.7 (30)		8	84.8 (33)	87.5 (32)		8	84.8 (33)	87.5 (32)	
All	54.0 (198)	54.6 (196)	NO	All	60.7 (211)	60.6 (198)	NO	All	82.4 (210)	82.8 (198)	YES	All	82.4 (210)	82.8 (198)	YES
Absolute Measure		AMIO		PI		MIP		Grades		Grades		PI		MIP	
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.															
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.		144		109		YES		3-8		169		103		YES	
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.		144		109		YES		3-8		169		103		YES	
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.		144		109		YES		3-8		169		103		YES	
Comparative Measure		Bronx CSD 9		Bronx CSD 9		Bronx CSD 9		Bronx CSD 9		Bronx CSD 9		Bronx CSD 9		Bronx CSD 9	
Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES
3-8	54.6	19.5	YES	3-8	60.6	25.7	YES	3-8	82.8	28.0	YES	3-8	82.8	28.0	YES
Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted
3	86.8	62.2	35.6	3	82.9	64.1	44.0	3	84.6	621.0	595.5	3	84.6	621.0	595.5
4	93.9	33.3	24.6	4	89.5	64.1	34.3	4	80.6	613.0	595.7	4	80.6	613.0	595.7
5	84.8	75.8	28.6	5	91.2	52.8	27.6	5	76.3	610.0	596.5	5	76.3	610.0	596.5
6	73.5	55.9	30.3	6	81.3	39.4	32.4	6	88.2	610.0	593.7	6	88.2	610.0	593.7
7	83.9	56.7	21.6	7	69.7	76.5	34.8	7	71.0	614.0	598.0	7	71.0	614.0	598.0
8	74.2	38.7	15.3	8	86.7	66.7	21.6	8	61.8	625.0	598.3	8	61.8	625.0	598.3
All	83.0	54.0	26.4	All	83.7	60.7	32.9	All	77.4	615.6	596.2	All	77.4	615.6	596.2
Growth Measure		State		State		State		State		State		State		State	
Grades	School	State	ES	Grades	School	State	ES	Grades	School	State	ES	Grades	School	State	ES
4	31.6	52.4	YES	4	52.4	54.5	YES	4	54.5	54.5	YES	4	54.5	54.5	YES
5	74.5	63.2	YES	5	63.2	63.6	YES	5	63.6	63.6	YES	5	63.6	63.6	YES
6	36.7	18.7	YES	6	18.7	68.8	YES	6	68.8	68.8	YES	6	68.8	68.8	YES
7	53.2	73.0	YES	7	73.0	82.5	YES	7	82.5	82.5	YES	7	82.5	82.5	YES
8	69.5	67.8	YES	8	67.8	64.7	YES	8	64.7	64.7	YES	8	64.7	64.7	YES
All	52.8	50.0	YES	All	55.0	50.0	YES	All	66.4	50.0	YES	All	66.4	50.0	YES

# PERFORMANCE SUMMARIES

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PERFORMANCE

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SUMMARIES

SUNY Charter Schools Institute  
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# FISCAL DASHBOARD

## ICAHN CHARTER SCHOOL 1

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2001-02

	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents - GRAPH 1	2,299,566	1,637,281	1,543,464	1,261,446	1,376,249
Grants and Contracts Receivable	15,808	145,199	133,020	205,217	195,345
Accounts Receivable	-	89,762	157,713	133,674	34,018
Prepaid Expenses	80,244	243,658	54,764	50,245	49,533
Contributions and Other Receivables	132,863	594,431	200,031	662,964	753,132
<b>Total Current Assets - GRAPH 1</b>	<b>2,528,481</b>	<b>2,710,331</b>	<b>2,088,992</b>	<b>2,313,546</b>	<b>2,408,277</b>
Property, Building and Equipment, net	11,581,621	11,001,992	11,315,782	10,761,377	10,572,666
Other Assets	83,295	81,020	85,775	84,874	99,229
<b>Total Assets - GRAPH 1</b>	<b>14,193,397</b>	<b>13,793,343</b>	<b>13,490,549</b>	<b>13,159,797</b>	<b>13,080,172</b>

Accounts Payable and Accrued Expenses	168,971	217,120	176,706	209,303	157,889
Accrued Payroll and Benefits	947,303	820,483	876,943	1,091,129	1,316,882
Deferred Revenue	160,306	215,886	101,468	108,313	114,517
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	67,307	45,623	61,214	40,464	165,117
<b>Total Current Liabilities - GRAPH 1</b>	<b>1,343,887</b>	<b>1,299,112</b>	<b>1,216,331</b>	<b>1,449,209</b>	<b>1,754,405</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>1,343,887</b>	<b>1,299,112</b>	<b>1,216,331</b>	<b>1,449,209</b>	<b>1,754,405</b>

Unrestricted	1,590,644	1,724,881	1,994,384	1,920,270	1,949,965
Temporarily restricted	11,258,866	10,769,350	10,279,834	9,790,318	9,375,802
<b>Total Net Assets</b>	<b>12,849,510</b>	<b>12,494,231</b>	<b>12,274,218</b>	<b>11,710,588</b>	<b>11,325,767</b>
<b>Total Liabilities and Net Assets</b>	<b>14,193,397</b>	<b>13,793,343</b>	<b>13,490,549</b>	<b>13,159,797</b>	<b>13,080,172</b>

Resident Student Enrollment	4,526,427	4,509,337	4,790,952	4,932,571	5,219,900
Students with Disabilities	18,798	33,209	31,749	21,473	31,450

State and local	25,091	25,832	25,687	25,227	24,692
Federal - Title and IDEA	193,532	196,690	185,005	310,720	250,318
Federal - Other	36,009	-	-	-	-
Other	-	74,370	21,669	35,124	30,700
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>4,799,857</b>	<b>4,839,437</b>	<b>5,055,062</b>	<b>5,325,115</b>	<b>5,557,060</b>

Regular Education	4,150,568	4,054,769	4,069,010	4,703,955	4,925,885
SPED	127,224	109,247	113,046	137,367	152,606
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>4,277,792</b>	<b>4,164,016</b>	<b>4,182,056</b>	<b>4,841,322</b>	<b>5,078,491</b>
Management and General	987,629	1,040,636	1,102,059	1,071,909	1,110,325
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>5,265,421</b>	<b>5,204,652</b>	<b>5,284,115</b>	<b>5,913,231</b>	<b>6,188,816</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(465,564)</b>	<b>(365,214)</b>	<b>(229,053)</b>	<b>(588,116)</b>	<b>(631,756)</b>

Contributions	58,463	7,000	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	2,447	2,935	9,040	24,486	246,935
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>60,910</b>	<b>9,935</b>	<b>9,040</b>	<b>24,486</b>	<b>246,935</b>

Total Unrestricted Revenue	5,350,283	5,338,888	5,553,618	5,839,117	6,293,511
Total Temporarily Restricted Revenue	(489,516)	(489,516)	(489,516)	(489,516)	(489,516)
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>4,860,767</b>	<b>4,849,372</b>	<b>5,064,102</b>	<b>5,349,601</b>	<b>5,803,995</b>

<b>Change in Net Assets</b>	<b>(404,654)</b>	<b>(355,279)</b>	<b>(220,013)</b>	<b>(563,630)</b>	<b>(384,821)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>13,254,164</b>	<b>12,849,510</b>	<b>12,494,231</b>	<b>12,274,218</b>	<b>11,710,588</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>12,849,510</b>	<b>12,494,231</b>	<b>12,274,218</b>	<b>11,710,588</b>	<b>11,325,767</b>



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# FISCAL DASHBOARD

## ICAHN CHARTER SCHOOL 1

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
<b>Total Expenses</b>

	2014-15	2015-16	2016-17	2017-18	2018-19
389,955	410,606	408,165	488,495	530,618	
2,241,009	2,072,599	1,966,374	2,310,838	2,644,511	
361,003	362,356	349,564	367,158	398,046	
-	-	-	-	-	
<b>2,991,967</b>	<b>2,845,560</b>	<b>2,724,103</b>	<b>3,166,491</b>	<b>3,573,175</b>	
512,379	464,960	518,944	617,675	588,303	
79,494	62,266	68,345	76,293	77,083	
-	-	-	-	-	
50,000	50,000	50,000	50,000	50,000	
168,744	192,426	167,897	187,333	177,288	
67,565	86,622	78,066	72,466	63,028	
2,062	3,066	4,491	13,152	18,814	
225,526	270,620	249,094	350,589	290,368	
627,550	618,345	680,443	711,385	719,357	
540,134	610,788	742,732	667,846	631,400	
<b>5,265,421</b>	<b>5,204,652</b>	<b>5,284,115</b>	<b>5,913,230</b>	<b>6,188,816</b>	

### SCHOOL ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

	2014-15	2015-16	2016-17	2017-18	2018-19
324	324	324	324	324	
324	324	324	324	324	
326	318	323	333	332	
K-8	K-8	K-8	K-8	K-8	
-	-	-	-	-	

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

	2014-15	2015-16	2016-17	2017-18	2018-19
13,897	13,897	14,047	14,547	15,317	
2.7%	0.0%	1.1%	3.4%	5.0%	

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

	2014-15	2015-16	2016-17	2017-18	2018-19
14,723	15,218	15,650	15,991	16,738	
187	31	28	74	744	
<b>14,910</b>	<b>15,250</b>	<b>15,678</b>	<b>16,065</b>	<b>17,482</b>	

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

	2014-15	2015-16	2016-17	2017-18	2018-19
13,122	13,094	12,948	14,539	15,297	
3,030	3,272	3,412	3,219	3,344	
<b>16,152</b>	<b>16,367</b>	<b>16,359</b>	<b>17,757</b>	<b>18,641</b>	
81.2%	80.0%	79.1%	81.9%	82.1%	
18.8%	20.0%	20.9%	18.1%	17.9%	

#### % of Revenue Exceeding Expenses - GRAPH 5

-7.7%	-6.8%	-4.2%	-9.5%	-6.2%
-------	-------	-------	-------	-------

#### Student to Faculty Ratio

10.4	10.9	11.9	10.4	9.5
------	------	------	------	-----

#### Faculty to Admin Ratio

3.8	3.2	3.8	4.5	4.6
-----	-----	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

	2014-15	2015-16	2016-17	2017-18	2018-19
2.5	2.8	2.5	2.0	2.1	
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

	2014-15	2015-16	2016-17	2017-18	2018-19
1,184,594	1,411,219	872,661	864,337	653,872	
22.1%	26.4%	15.7%	14.8%	10.4%	
1.9	2.1	1.7	1.6	1.4	
MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	
Good	Good	Good	Good	Good	

#### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

	2014-15	2015-16	2016-17	2017-18	2018-19
1.8	1.9	1.7	1.6	1.3	
MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	
Good	Good	Good	Good	Good	

#### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

	2014-15	2015-16	2016-17	2017-18	2018-19
0.1	0.1	0.1	0.1	0.1	
LOW	LOW	LOW	LOW	LOW	
Excellent	Excellent	Excellent	Excellent	Excellent	

#### Months of Cash - GRAPH 8

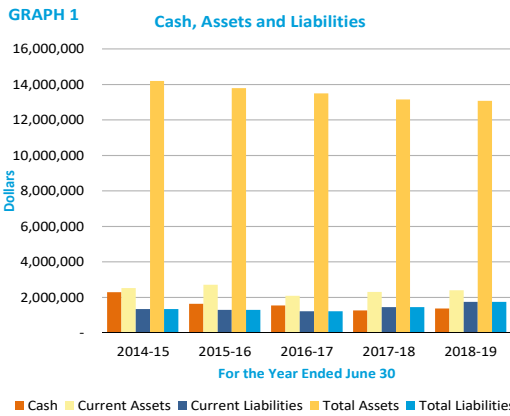
Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

	2014-15	2015-16	2016-17	2017-18	2018-19
5.2	3.8	3.5	2.6	2.7	
LOW	LOW	LOW	MEDIUM	MEDIUM	
Excellent	Excellent	Excellent	Good	Good	

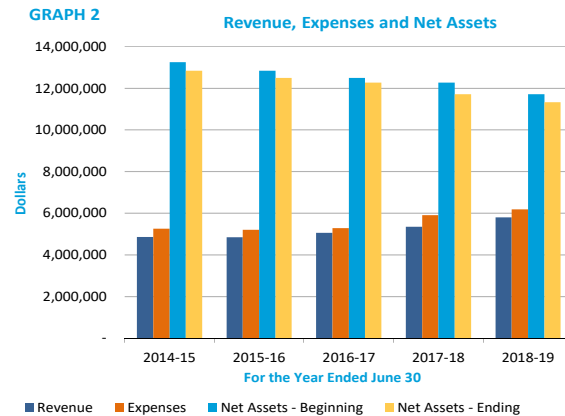
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# FISCAL DASHBOARD

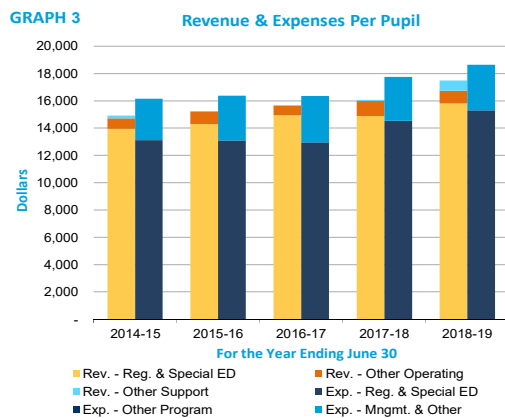
## ICAHN CHARTER SCHOOL 1



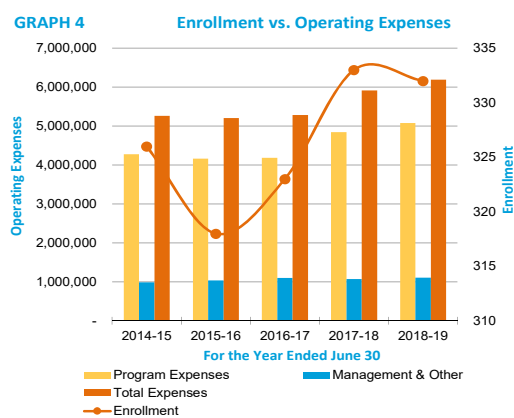
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



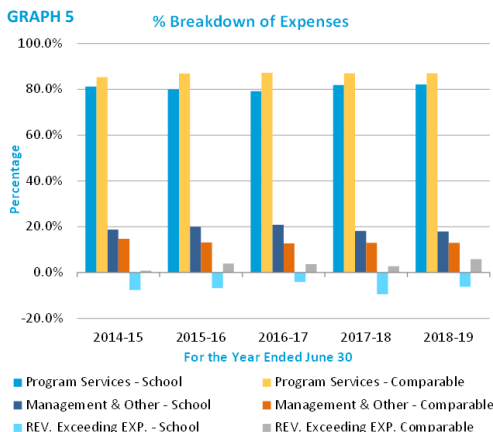
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

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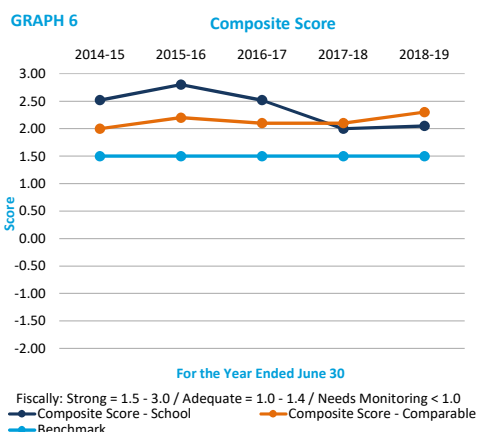
# FISCAL DASHBOARD

## ICAHN CHARTER SCHOOL 1

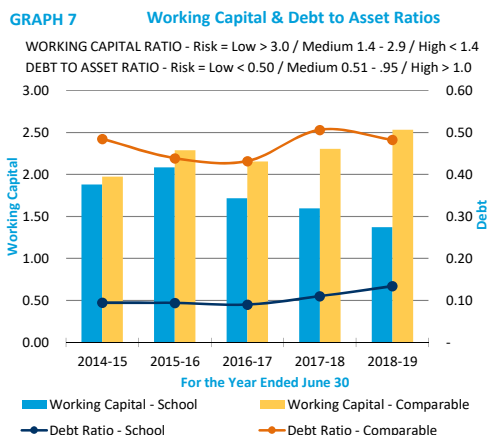
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



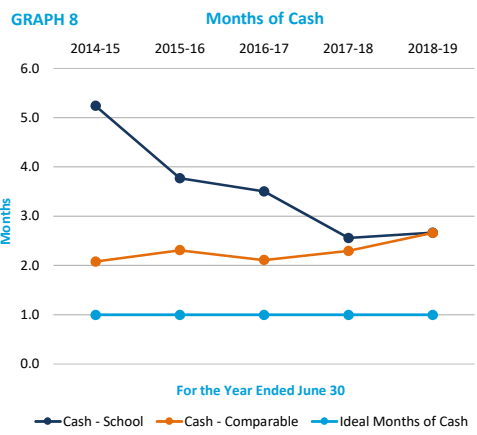
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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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# 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 is an academic success. The school operates as an effective and viable organization. Icahn charter schools plan to continue to operate the school in the same manner, making its plans for the school's future sound.

**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 of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. The school plans to increase its number of teaching staff to continue to provide a small student to teacher ratio. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, Icahn 1 presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable if closely monitored.

ICAHN 1		
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	324	324
<b>Grade Span</b>	K-8	K-8
<b>Teaching Staff</b>	29	30
<b>Days of Instruction</b>	183	183

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The school is confident that it will have the opportunity to remain in the current space for the duration of the next charter term.

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. Certain elements of the Application for Charter Renewal may be superseded by an August 2020 reopening plan submitted to the Institute, which is currently under review.

# Icahn Charter School 5

# So

SCHOOL OVERVIEW

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SUMMARIES

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FUTURE PLANS

# ICAHN CHARTER SCHOOL 5

## DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members during the charter term, and a review of the academic program, Icahn Charter School 5 fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

### SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Icahn 5 on September 15, 2009. The school opened its doors in the fall of 2011 initially serving 108 students in Kindergarten through 2<sup>nd</sup> grade. The school is authorized to serve 324 students in Kindergarten – 8<sup>th</sup> grade during the 2020-21 school year. If renewed, the school will continue to serve students in Kindergarten – 8<sup>th</sup> grade with a projected total enrollment of 324 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. The school is located at 1500 Pelham Parkway, Bronx, in New York City's CSD 11. Icahn 5 is located in leased space with Icahn 3 and Icahn 4, and participates in a facilities cost sharing agreement between those schools.

### NOTEWORTHY - ICAHN 5

New to the school in 2019-20, Icahn 5 students have the opportunity to participate in the school's step team. The team finished in second place for its first local competition.

### ACADEMIC PROGRAM

Accountable talk is one of Icahn 5's main academic priorities for the current year. Accountable talk is intended to stimulate higher order thinking opportunities for students. Leaders develop teachers' abilities to utilize lesson design and questioning techniques to elicit accountable talk in their classrooms. Classroom observations indicate that students have opportunities to present ideas, defend their thinking, and communicate with their peers throughout the

lesson. For example, in their cognitively guided instruction (“CGI”) lessons, teachers present mathematics problems and put students into groups to attempt to solve them before providing any instruction. Students then present potential solutions and their class evaluates the options as the teacher facilitates the discussion.

Icahn 5 supplements its rigorous academic program with extra-curricular activities. For example, in the after-school program students can learn creative animation in which they add special effects. Students also have the opportunity to participate in violin or drumming.

In addition to the academic and enrichment activities, Icahn 5 maintains strong school culture. During the current or prior school years, Icahn 5 has not suspended any students. The school stresses the importance of addressing any problems in the classroom first. The school’s two guidance counselors, one for lower grades and one for upper grades, assist classroom teachers by creating behavior plans for students who need behavioral intervention. When necessary the principal steps in to provide additional support.

## LEGAL REQUIREMENTS

**Annual Reports.** While Icahn 5 properly submitted its annual reports to the Institute and NYSED, the school has not posted recent annual reports on its website in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.

**Complaints.** The Institute received no formal complaints regarding the school.

**Compliance.** The Institute issued no violation letters during the charter term.

## FINANCIAL CONDITION

Icahn 5’s projected five year budget reflects anticipated flat revenues and conservative enrollment projections in response to the COVID-19 situation. If renewed, the school will continue to serve Kindergarten – 8<sup>th</sup> grade. The school is confident that it will have the opportunity to remain in the current space for the duration of the next charter term.

Icahn 5 opened in 2011-12 and has reported continuous operating surpluses over the duration of the current charter term. The school had net assets of approximately \$8.8 million as of June 30, 2019.



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# SCHOOL OVERVIEW

## K-8 SCHOOL LEADERS

*Danielle Masi, Principal (2017-18 to Present)*

*Lawford Cunningham, Principal (2011-12 to 2016-17)*

## SCHOOL CHARACTERISTICS - ICAHN 5

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	288	287	100%	K-7
2017-18	324	320	99%	K-8
2018-19	324	324	100%	K-8
2019-20	324	323	100%	K-8
2020-21	324	NOT YET AVAILABLE	NOT YET AVAILABLE	K-8

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	ACADEMICS	CULTURE	COMMUNICATION
93%	94%	95%	97%	91%

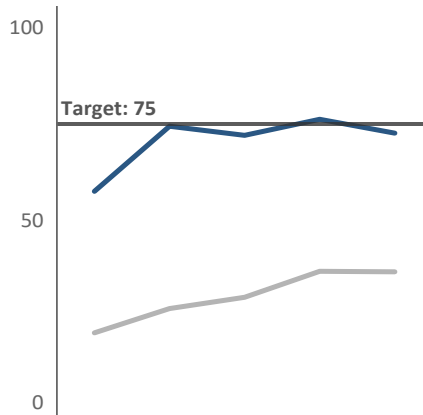
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# SCHOOL OVERVIEW

## ICAHN CHARTER SCHOOL 5

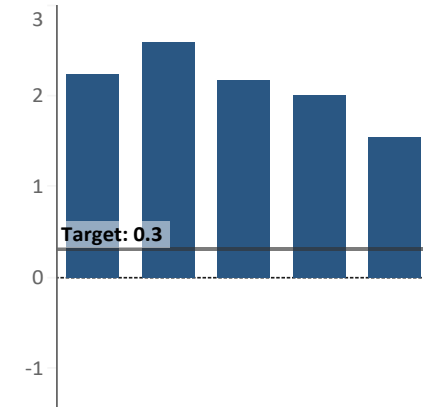
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



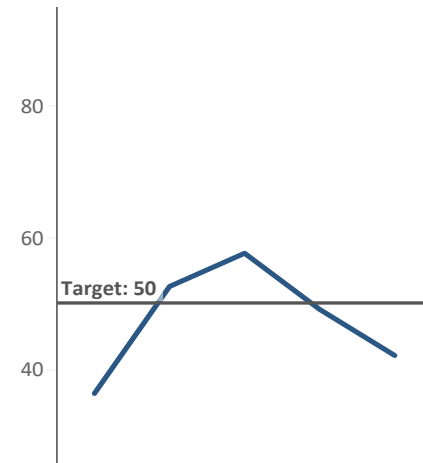
Test Year	Comp Grades	District %	School %
2015	3-5	22	58
2016	3-6	28	75
2017	3-7	31	72
2018	3-8	37	76
2019	3-8	37	73

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



Test Year	Test Grades	Effect Size
2015	3-5	2.24
2016	3-6	2.60
2017	3-7	2.17
2018	3-8	2.00
2019	3-8	1.54

**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	School Mean Growth
2015	36.5
2016	52.7
2017	57.8
2018	49.3
2019	42.3

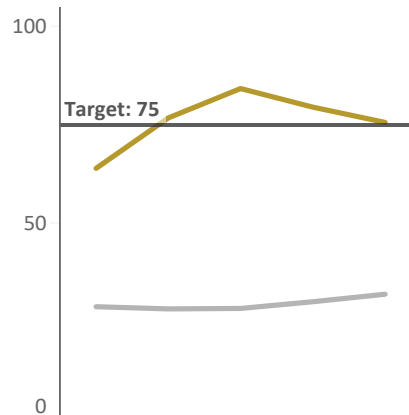
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# SCHOOL OVERVIEW

## ICAHN CHARTER SCHOOL 5

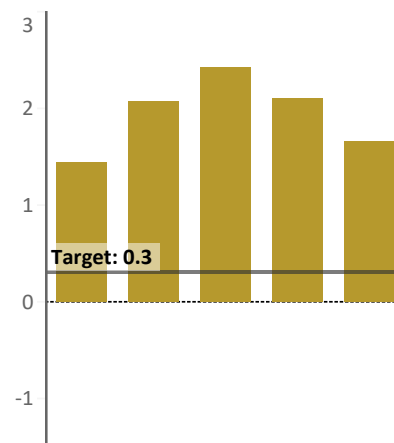
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



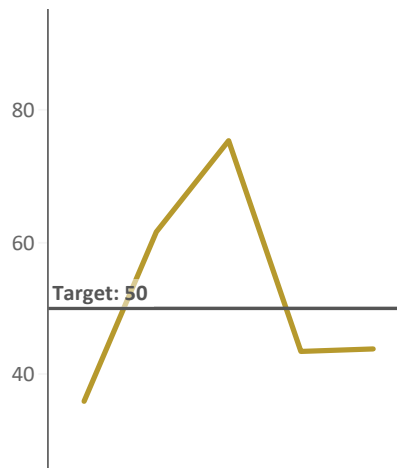
Test Year	Comp Grades	District %	School %
2015	3-5	29	64
2016	3-6	28	77
2017	3-7	29	85
2018	3-8	30	80
2019	3-8	32	76

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



Test Year	Test Grades	Effect Size
2015	3-5	1.45
2016	3-6	2.06
2017	3-7	2.44
2018	3-8	2.10
2019	3-8	1.65

**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	School Mean Growth
2015	36.1
2016	61.6
2017	75.4
2018	43.6
2019	44.0

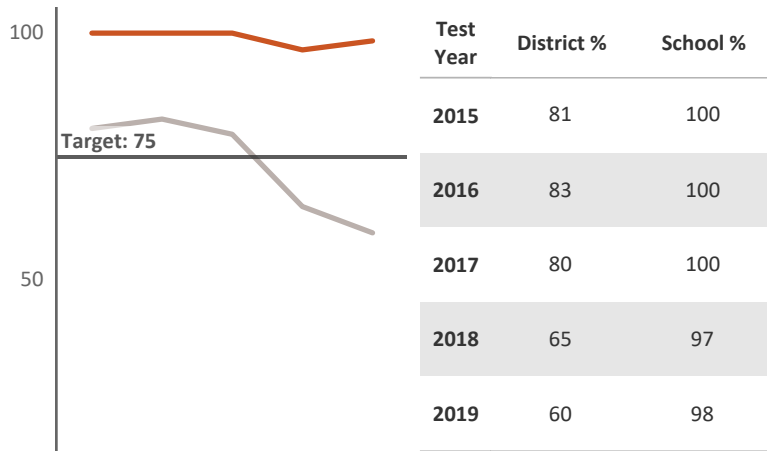
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# SCHOOL OVERVIEW

## ICAHN CHARTER SCHOOL 5

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school 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**.



### SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
<b>Enrollment Receiving Mandated Academic Services</b>	26	22	21
<b>Tested on State Exam</b>	16	13	14
<b>School Percent Proficient on ELA Exam</b>	25.0	53.8	28.6
<b>District Percent Proficient</b>	6.6	10.2	10.2
	2017	2018	2019
<b>ELL Enrollment</b>	2	4	4
<b>Tested on NYSESLAT Exam</b>	2	4	4
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	s	s	s

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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 and indicates this with an "s."







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# SCHOOL OVERVIEW

## SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Icahn 5's renewal application on April 27, 2020 by videoconference. Four people were present and no one spoke in favor of or in opposition to the renewal application.

## ENROLLMENT AND RETENTION

Icahn Charter School 5's Enrollment and Retention Status: 2018-19			District Target	School
Enrollment	economically disadvantaged		85.6	71.5
	English language learners		9.3	0.9
	students with disabilities		17.1	6.6
Retention	economically disadvantaged		91.7	93.8
	English language learners		91.3	100.0
	students with disabilities		92.0	85.0

*Data reported in this chart reflect information reported by the school and validated by the Institute.*

# SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

## Icahn Charter School 5

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# PERFORMANCE SUMMARIES

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 PERFORMANCE

Su  
 SUMMARIES

		2016-17 Grades Served K-7				2017-18 Grades Served K-8				2018-19 Grades Served K-8												
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET							
3	62.2 (37)	65.6 (32)		3	78.9 (38)	77.1 (35)		3	77.5(40)	80.0(35)		3	77.5(40)	80.0(35)								
4	85.7 (35)	84.8 (33)		4	78.9 (38)	75.0 (32)		4	69.4(36)	67.6(34)		4	69.4(36)	67.6(34)								
5	68.6 (35)	68.8 (32)		5	67.6 (34)	66.7 (33)		5	40.0(35)	40.0(35)		5	40.0(35)	40.0(35)								
6	58.3 (36)	61.3 (31)		6	90.3 (31)	92.9 (28)		6	81.8(33)	81.3(32)		6	81.8(33)	81.3(32)								
7	81.5 (27)	81.5 (27)		7	73.3 (30)	70.4 (27)		7	82.8(29)	82.8(29)		7	82.8(29)	82.8(29)								
8	(0)	(0)		8	77.8 (27)	77.8 (27)		8	90.0(30)	90.0(30)		8	90.0(30)	90.0(30)								
All	70.6 (170)	72.3 (155)	NO	All	77.8 (198)	76.4 (182)	YES	All	72.9(203)	72.8(195)	NO	All	72.9(203)	72.8(195)	NO							
Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP								
3-7	166	111	YES	3-8	193	101	YES	3-8	178	105	YES	3-8	178	105	YES							
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.																						
2. Each year the school's aggregate Performance Index on the State exam will meet the State Measure of Interim Progress set forth in the State's ESSA accountability system.																						
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.																						
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.																						
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.																						
		Comparison: Bronx CSD 11		Comparison: Bronx CSD 11		Comparison: Bronx CSD 11		Comparison: Bronx CSD 11		Comparison: Bronx CSD 11		Comparison: Bronx CSD 11		Comparison: Bronx CSD 11								
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
3	78.9	62.2	33.9	1.62	3	65.8	78.9	48.4	1.73	3	73.2	608.0	597.4	1.27	3	73.2	608.0	597.4	1.27			
4	61.1	85.7	39.2	2.80	4	69.2	78.9	43.6	1.88	4	68.6	607.0	597.0	1.36	4	68.6	607.0	597.0	1.36			
5	58.8	68.6	34.7	2.31	5	52.9	67.6	38.8	1.84	5	81.6	603.0	595.1	0.97	5	81.6	603.0	595.1	0.97			
6	53.1	58.3	33.0	1.76	6	71.9	90.3	43.0	2.73	6	54.5	614.0	599.1	1.98	6	54.5	614.0	599.1	1.98			
7	66.7	81.5	36.5	2.49	7	71.0	73.3	34.2	2.15	7	72.4	615.0	597.0	2.10	7	72.4	615.0	597.0	2.10			
8					8	66.7	77.8	43.8	1.72	8	66.7	613.0	598.3	1.79	8	66.7	613.0	598.3	1.79			
All	63.7	70.6	35.4	2.17	YES	All	66.1	77.8	42.2	2.00	YES	All	69.7	609.7	597.3	1.54	YES	All	69.7	609.7	597.3	1.54
Grades	School	State	State		Grades	School	State	State		Grades	School	State	State		Grades	School	State	State				
4	55.9		49.5		4	49.5		43.8		4	43.8		43.8		4	43.8		43.8				
5	52.5		49.9		5	49.9		31.1		5	31.1		31.1		5	31.1		31.1				
6	60.0		60.4		6	60.4		51.8		6	51.8		51.8		6	51.8		51.8				
7	64.0		42.9		7	42.9		40.3		7	40.3		40.3		7	40.3		40.3				
8	0.0		42.8		8	42.8		45.3		8	45.3		45.3		8	45.3		45.3				
All	57.8	50.0	50.0	YES	All	49.3	50.0	50.0	NO	All	42.3	50.0	50.0	NO	All	42.3	50.0	50.0	NO			

# SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

## Icahn Charter School 5

	2016-17 Grades Served K-7				2017-18 Grades Served K-8				2018-19 Grades Served K-8					
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET		
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	70.3 (37)	71.9 (32)		3	92.1 (38)	91.4 (35)		3	69.2 (39)	67.6 (34)			
	4	91.4 (35)	90.9 (33)		4	81.6 (38)	78.1 (32)		4	77.8 (36)	76.5 (34)			
	5	85.7 (35)	87.5 (32)		5	88.6 (35)	88.2 (34)		5	73.0 (37)	73.0 (37)			
	6	75.0 (36)	77.4 (31)		6	80.6 (31)	82.1 (28)		6	90.9 (33)	90.6 (32)			
	7	96.3 (27)	96.3 (27)		7	76.7 (30)	74.1 (27)		7	75.0 (28)	75.0 (28)			
	8	(0)	(0)		8	59.3 (27)	59.3 (27)		8	73.3 (30)	73.3 (30)			
	All	82.9 (170)	84.5 (155)	YES	All	80.9 (199)	79.8 (183)	YES	All	76.4 (203)	75.9 (195)	YES		
	<b>Absolute Measure</b>				<b>Absolute Measure</b>				<b>Absolute Measure</b>					
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	AMO	Grades	PI	MIP	Grades	PI	MIP					
	3-7	181	109	YES	3-8	200	103	YES	3-8	193	107	YES		
<b>Absolute Measure</b>				<b>Absolute Measure</b>				<b>Absolute Measure</b>						
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District	Grades	School	District	Grades	School	District					
	3-7	84.5	28.6	YES	3-8	79.8	30.3	YES	3-8	75.9	32.2	YES		
<b>Comparative Measure</b>				<b>Comparative Measure</b>				<b>Comparative Measure</b>						
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES				
	3	78.9	70.3	39.2	1.59	3	65.8	92.1	51.4	2.08	3	73.2	605.0	597.6
4	61.1	91.4	41.1	2.87	4	69.2	81.6	43.7	1.90	4	68.6	612.0	598.2	1.55
5	58.8	85.7	42.2	2.57	5	52.9	88.6	46.9	2.66	5	81.6	613.0	595.4	1.68
6	53.1	75.0	41.8	1.96	6	71.9	80.6	37.6	2.30	6	54.5	618.0	601.5	2.32
7	66.7	96.3	30.8	3.50	7	71.0	76.7	34.2	2.08	7	72.4	616.0	597.7	1.96
8					8	66.7	59.3	25.4	1.53	8	66.7	617.0	597.7	1.83
All	63.7	82.9	39.4	2.44	YES	66.0	80.9	40.9	2.10	YES	69.8	613.1	598.0	1.66
<b>Comparative Measure</b>				<b>Comparative Measure</b>				<b>Comparative Measure</b>						
5. Each year the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State	Grades	School	State	Grades	School	State					
	4	66.4	50.0	YES	4	64.4	50.0	NO	4	37.7	50.0	NO		
5	76.8	50.0	YES	5	46.5	50.0	NO	5	49.8	50.0	NO			
6	76.6	50.0	YES	6	49.5	50.0	NO	6	51.5	50.0	NO			
7	83.3	50.0	YES	7	40.2	50.0	NO	7	42.0	50.0	NO			
8	0.0	50.0	YES	8	7.9	50.0	NO	8	38.1	50.0	NO			
All	75.4	50.0	YES	All	43.6	50.0	NO	All	44.0	50.0	NO			

# PERFORMANCE SUMMARIES

Pf  
PERFORMANCE

Su  
SUMMARIES

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

# FISCAL DASHBOARD

## ICAHN CHARTER SCHOOL 5

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2011-12

	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents - GRAPH 1	955,266	1,371,536	1,467,234	2,079,929	2,864,095
Grants and Contracts Receivable	126,615	81,058	25,146	146,470	149,663
Accounts Receivable	-	56,820	126,753	111,090	38,319
Prepaid Expenses	50,609	44,806	57,818	59,644	49,253
Contributions and Other Receivables	6,766	21,097	111,534	32,226	18,605
<b>Total Current Assets - GRAPH 1</b>	<b>1,139,256</b>	<b>1,575,317</b>	<b>1,788,485</b>	<b>2,429,359</b>	<b>3,119,935</b>
Property, Building and Equipment, net	236,092	194,568	231,952	278,757	6,653,243
Other Assets	75,000	75,000	83,900	92,799	100,813
<b>Total Assets - GRAPH 1</b>	<b>1,450,348</b>	<b>1,844,885</b>	<b>2,104,337</b>	<b>2,800,915</b>	<b>9,873,991</b>

Accounts Payable and Accrued Expenses	139,001	283,624	232,069	341,421	381,885
Accrued Payroll and Benefits	313,429	312,539	485,062	426,000	522,234
Deferred Revenue	105,417	167,245	90,184	104,931	111,439
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	11,351	6,955	14,854	26,250	20,372
<b>Total Current Liabilities - GRAPH 1</b>	<b>569,198</b>	<b>770,363</b>	<b>822,169</b>	<b>898,602</b>	<b>1,035,930</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>569,198</b>	<b>770,363</b>	<b>822,169</b>	<b>898,602</b>	<b>1,035,930</b>

Unrestricted	881,150	1,074,522	1,282,168	1,902,313	2,300,097
Temporarily restricted	-	-	-	-	6,537,964
<b>Total Net Assets</b>	<b>881,150</b>	<b>1,074,522</b>	<b>1,282,168</b>	<b>1,902,313</b>	<b>8,838,061</b>
<b>Total Liabilities and Net Assets</b>	<b>1,450,348</b>	<b>1,844,885</b>	<b>2,104,337</b>	<b>2,800,915</b>	<b>9,873,991</b>

Resident Student Enrollment	2,956,537	3,473,263	4,202,603	4,734,278	5,089,720
Students with Disabilities	20,975	40,240	52,276	38,319	2,726

State and local	775,180	662,423	811,835	920,768	6,764,642
Federal - Title and IDEA	81,127	106,384	130,592	186,047	193,805
Federal - Other	131,840	45,396	-	-	-
Other	16,300	16,609	32,405	8,379	7,357
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>3,981,959</b>	<b>4,344,315</b>	<b>5,229,711</b>	<b>5,887,791</b>	<b>12,058,249</b>

Regular Education	2,980,297	3,372,242	4,143,434	4,327,797	4,355,951
SPED	102,127	109,044	158,133	149,519	68,253
Other	-	-	-	-	-

<b>Total Program Services</b>	<b>3,082,424</b>	<b>3,481,286</b>	<b>4,301,567</b>	<b>4,477,316</b>	<b>4,424,204</b>
Management and General	631,997	688,808	742,328	820,582	764,825
Fundraising	-	-	-	-	-

<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>3,714,421</b>	<b>4,170,094</b>	<b>5,043,895</b>	<b>5,297,898</b>	<b>5,189,029</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>267,538</b>	<b>174,221</b>	<b>185,816</b>	<b>589,893</b>	<b>6,869,220</b>

Contributions	78,745	15,970	11,700	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	1,512	3,181	10,130	30,252	66,528
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>80,257</b>	<b>19,151</b>	<b>21,830</b>	<b>30,252</b>	<b>66,528</b>

<b>Total Unrestricted Revenue</b>	<b>4,062,216</b>	<b>4,363,466</b>	<b>5,251,541</b>	<b>5,918,043</b>	<b>5,661,813</b>
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<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,462,964</b>
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<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>4,062,216</b>	<b>4,363,466</b>	<b>5,251,541</b>	<b>5,918,043</b>	<b>12,124,777</b>
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<b>Change in Net Assets</b>	<b>347,795</b>	<b>193,372</b>	<b>207,646</b>	<b>620,145</b>	<b>6,935,748</b>
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<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>533,355</b>	<b>881,150</b>	<b>1,074,522</b>	<b>1,282,168</b>	<b>1,902,313</b>
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<b>Net Assets - End of Year - GRAPH 2</b>	<b>881,150</b>	<b>1,074,522</b>	<b>1,282,168</b>	<b>1,902,313</b>	<b>8,838,061</b>
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SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

# FISCAL DASHBOARD

## ICAHN CHARTER SCHOOL 5

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

#### Total Expenses

2014-15	2015-16	2016-17	2017-18	2018-19
352,568	389,713	439,335	402,067	426,732
1,123,016	1,453,901	1,911,936	2,005,317	2,248,824
170,757	177,463	185,049	188,132	225,235
-	-	-	-	-
<b>1,646,341</b>	<b>2,021,077</b>	<b>2,536,320</b>	<b>2,595,516</b>	<b>2,900,790</b>
326,319	380,329	450,230	445,015	580,951
45,126	54,142	66,565	76,996	76,151
-	-	-	-	-
758,441	643,557	788,606	895,601	74,633
114,824	183,846	186,878	171,100	179,374
57,797	86,280	95,747	83,063	54,060
2,396	4,196	6,389	3,355	5,793
289,112	245,968	246,848	326,426	404,467
133,887	148,329	154,294	165,151	346,338
340,178	402,371	512,018	535,675	566,472
<b>3,714,421</b>	<b>4,170,094</b>	<b>5,043,895</b>	<b>5,297,898</b>	<b>5,189,029</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

2014-15	2015-16	2016-17	2017-18	2018-19
216	252	288	324	324
216	252	288	324	324
214	252	287	320	324
K-5	K-6	K-7	K-8	K-8
-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

13,877	13,877	14,027	14,527	15,307
2.5%	0.0%	1.1%	3.4%	5.1%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

18,607	17,239	18,222	18,399	37,217
375	76	76	95	205
<b>18,982</b>	<b>17,315</b>	<b>18,298</b>	<b>18,494</b>	<b>37,422</b>

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

14,404	13,815	14,988	13,992	13,655
2,953	2,733	2,587	2,564	2,361
<b>17,357</b>	<b>16,548</b>	<b>17,575</b>	<b>16,556</b>	<b>16,016</b>
83.0%	83.5%	85.3%	84.5%	85.3%
17.0%	16.5%	14.7%	15.5%	14.7%

% of Revenue Exceeding Expenses - **GRAPH 5**

9.4%	4.6%	4.1%	11.7%	133.7%
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#### Student to Faculty Ratio

11.3	11.0	9.7	10.1	10.0
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#### Faculty to Admin Ratio

4.3	4.0	5.2	4.6	4.7
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#### Financial Responsibility Composite Scores - **GRAPH 6**

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

2.5	2.6	2.6	3.0	3.0
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - **GRAPH 7**

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low  $\geq 3.0$  / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent  $\geq 3.0$  / Good 1.4 - 2.9 / Poor < 1.4)

570,058	804,954	966,316	1,530,757	2,084,005
14.0%	18.4%	18.4%	25.9%	36.8%
2.0	2.0	2.2	2.7	3.0
MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Good	Good	Good	Good	Excellent

#### Quick (Acid Test) Ratio

Score  
Risk (Low  $\geq 2.5$  / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent  $\geq 2.5$  / Good 1.0 - 2.4 / Poor < 1.0)

1.9	2.0	2.1	2.6	3.0
MEDIUM	MEDIUM	MEDIUM	LOW	LOW
Good	Good	Good	Excellent	Excellent

#### Debt to Asset Ratio - **GRAPH 8**

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.4	0.4	0.4	0.3	0.1
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - **GRAPH 8**

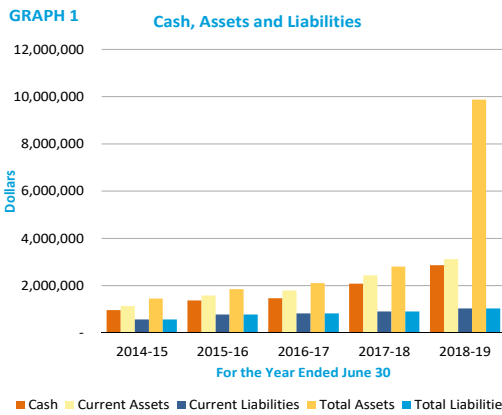
Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

3.1	3.9	3.5	4.7	6.6
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

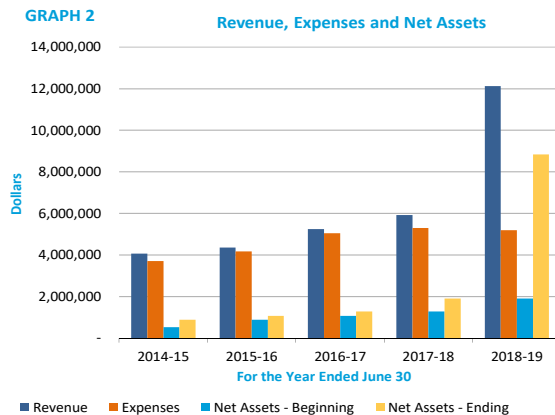
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# FISCAL DASHBOARD

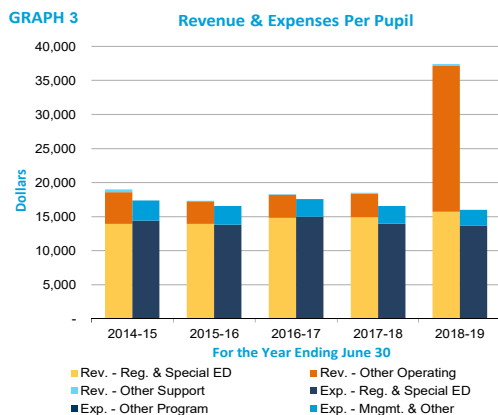
## ICAHN CHARTER SCHOOL 5



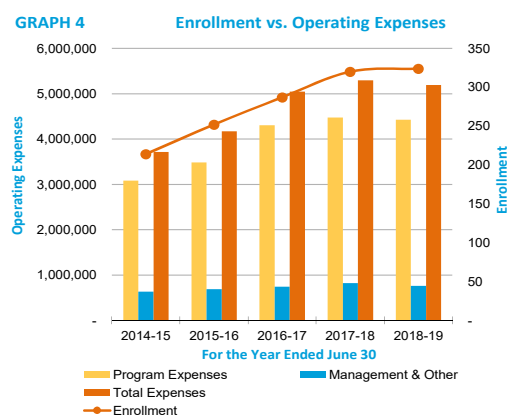
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



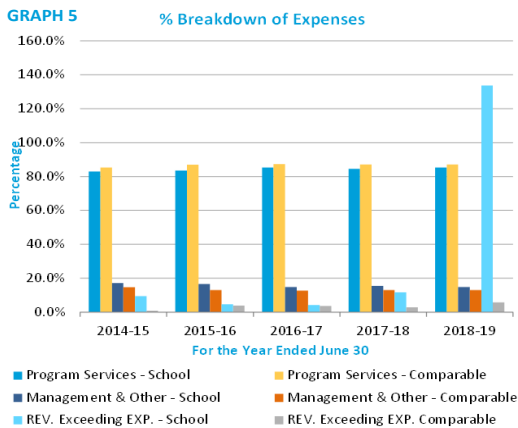
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

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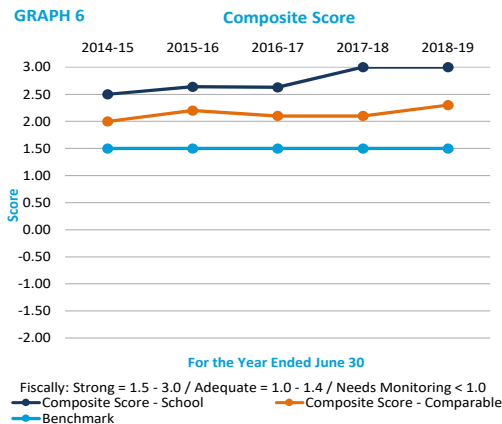
# FISCAL DASHBOARD

## ICAHN CHARTER SCHOOL 5

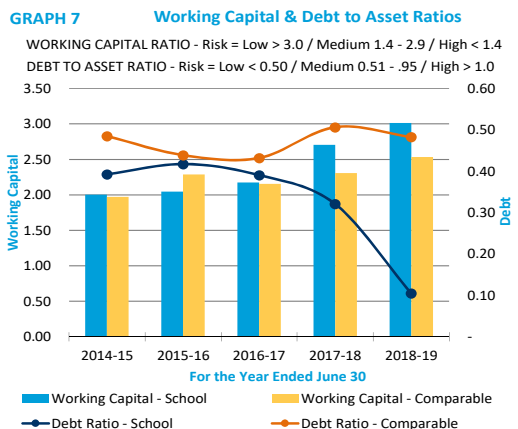
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



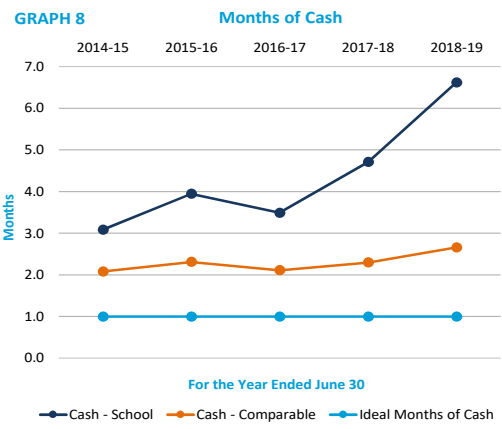
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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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# 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 5 is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Icahn charter schools plan to continue to operate the school in the same manner, making its plans for the school's future sound.

**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 5 plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. The school plans to increase its number of teaching staff to continue to provide a small student to teacher ratio. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

	ICAHN 5	
	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	324	324
<b>Grade Span</b>	K-8	K-8
<b>Teaching Staff</b>	30	30
<b>Days of Instruction</b>	183	183

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The school is confident that it will have the opportunity to remain in the current space for the duration of the next charter term.

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. Certain elements of the Application for Charter Renewal may be superseded by an August 2020 reopening plan submitted to the Institute, which is currently under review.



Icahn Charter Schools

# Ax

APPENDICES

PAGES Ax 1-10

EO<sup>A</sup>  
ED CORP  
OVERVIEW

PAGE Ax 1

# APPENDIX A: Education Corporation Overview

## ICAHN CHARTER SCHOOLS\*

### CHAIR

Gail Golden

### TREASURER

Tina March

### TRUSTEES

Seymour Fliegel

Diane Fellows

Karen Mandelbaum

Robert Sancho

Edward Shanahan

### PARENT REPRESENTATIVES

Rolando Aviles, Icahn 1

Phyllis Hall, Icahn 5

## SHARED LEADERSHIP STAFF MEMBERS

### LEADERS

Jeffrey Litt, Superintendent

Richard Santiago, Deputy Superintendent

\*While each Icahn school legally maintains a distinct board of directors, all members except an individual parent representative are the same between each school. The parent representative for each school is indicated by which board they serve.

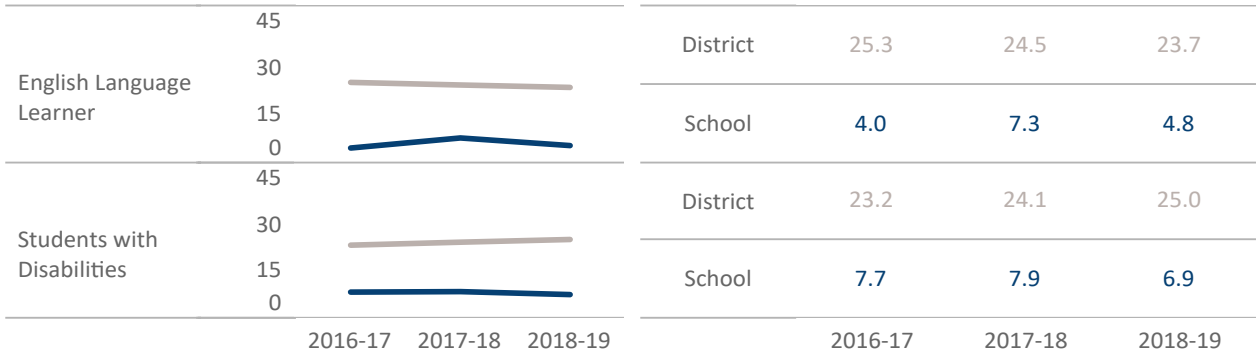


# APPENDIX A: Education Corporation Overview

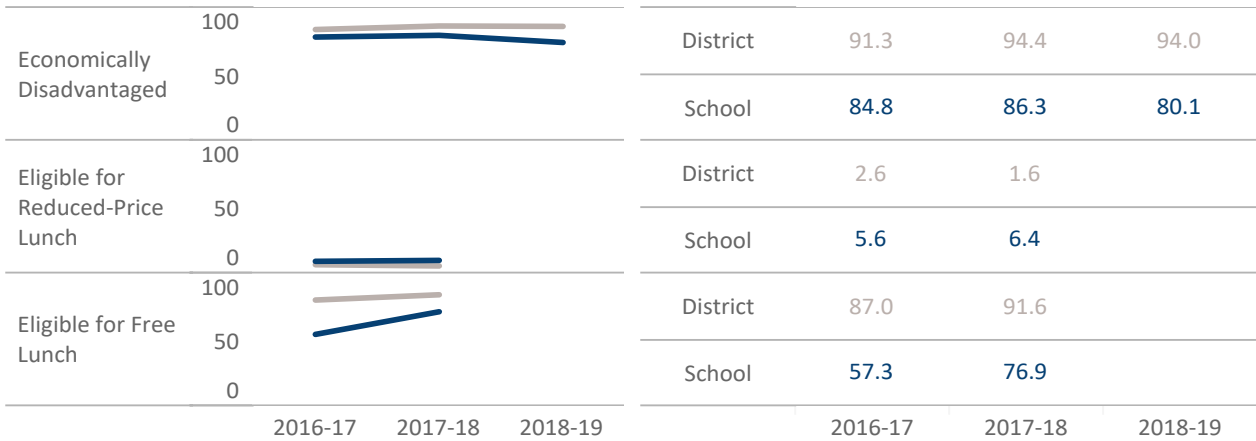
## Icahn Charter School 1

## Bronx CSD 9

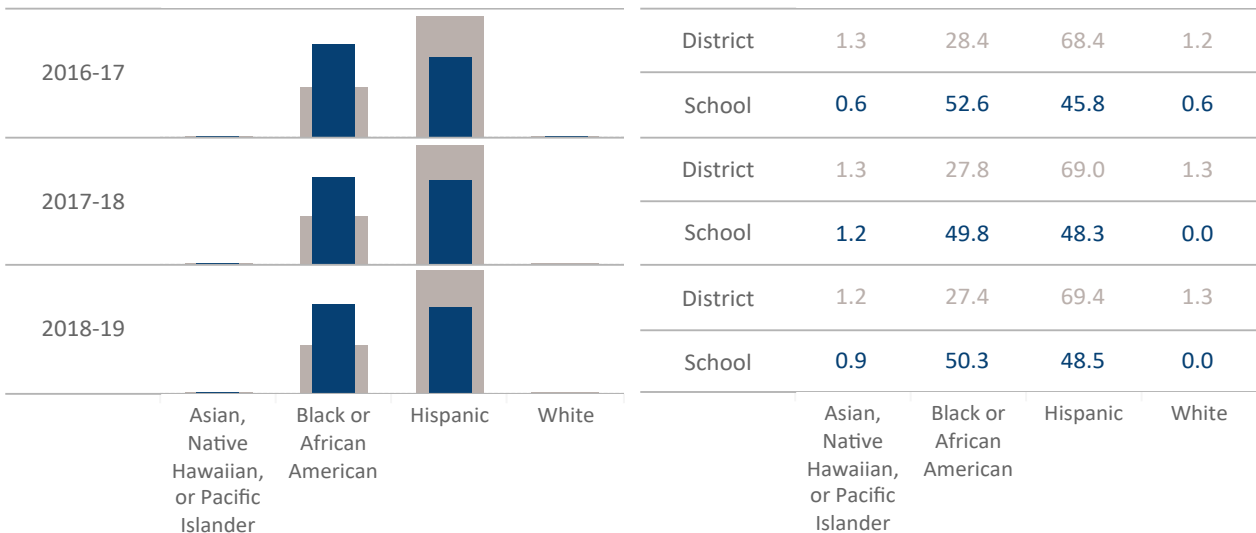
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity



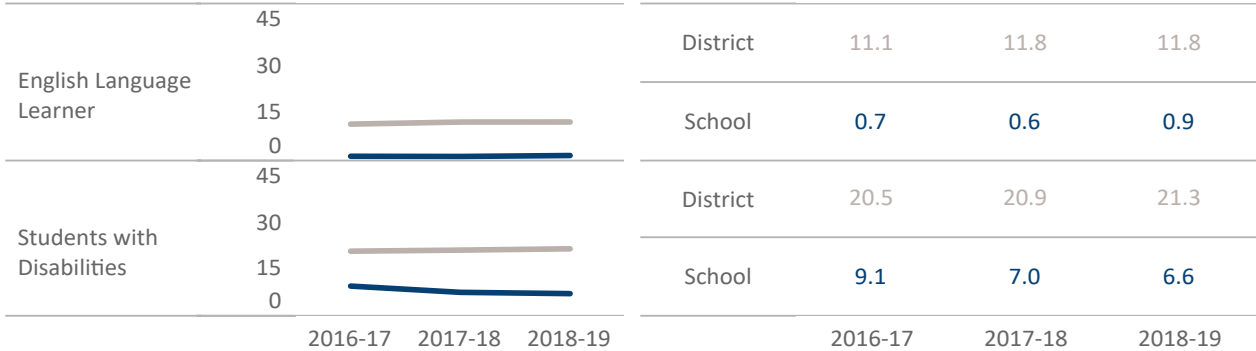
Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

# APPENDIX A: Education Corporation Overview

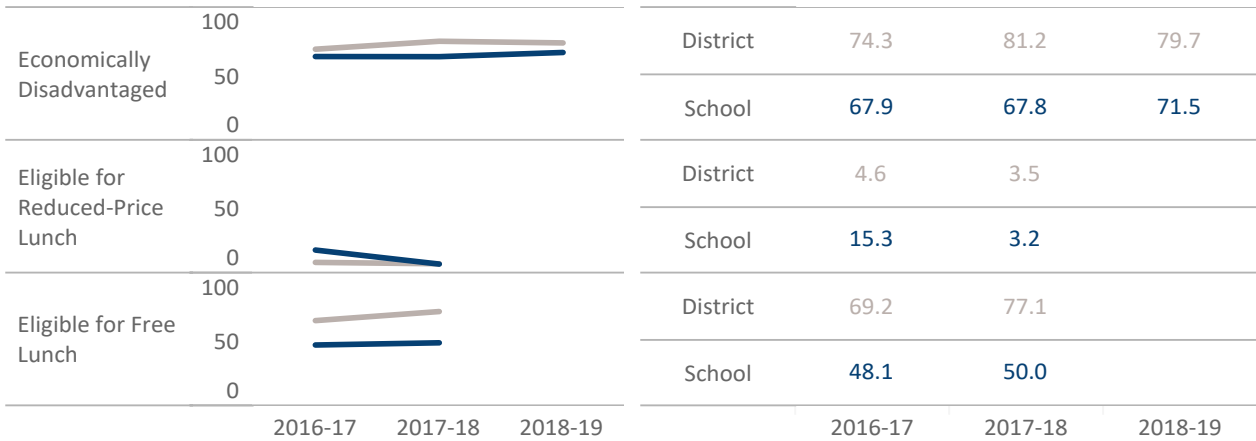
## Icahn Charter School 5

## Bronx CSD 11

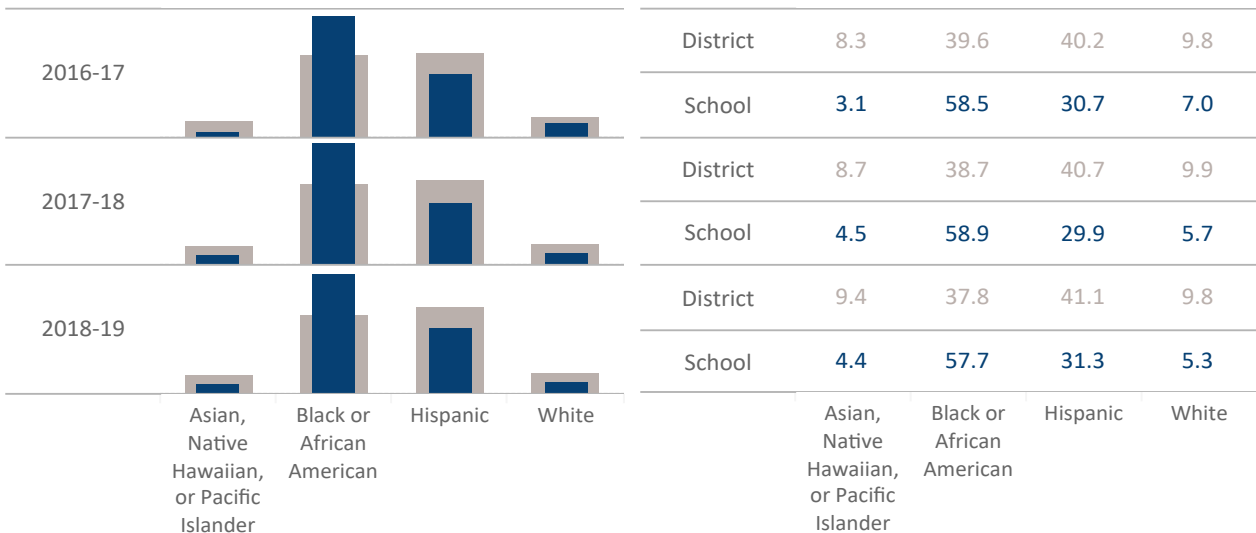
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



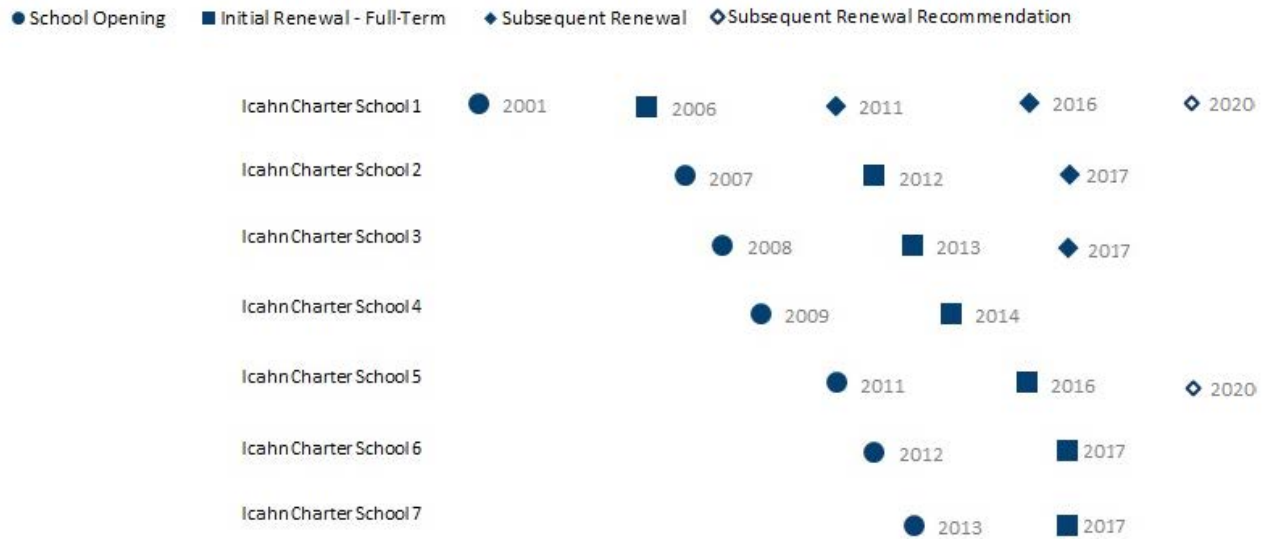
### Student Demographics: Race/Ethnicity



Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

# APPENDIX A: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



# APPENDIX A: Education Corporation Overview

## SCHOOL VISIT HISTORY

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2001-02	Icahn 1 - First Year Visit	May 29, 2002
2002-03	Icahn 1 - Evaluation Visit	May 19, 2003
2003-04	Icahn 1 - Evaluation Visit	February 24-25, 2004
2005-06	Icahn 1 - Renewal Visit	September 27-28, 2005
2007-08	Icahn 2 - First Year Visit	February 26, 2008
2008-09	Icahn 3 - First Year Visit	March 5, 2009
	Icahn 2 - Evaluation Visit	May 19-20, 2009
	Icahn 1 - Evaluation Visit	November 19, 2009
2009-10	Icahn 2 - Evaluation Visit	February 25, 2010
	Icahn 4 - First Year Visit	March 9, 2010
	Icahn 3 - Evaluation Visit	March 24-25, 2010
2010-11	Icahn 1 - Renewal Visit	October 28, 2010
2011-12	Icahn 2 - Renewal Visit	September 22, 2011
	Icahn 4 - Evaluation Visit	May 9-10, 2012
	Icahn 5 - First Year Visit	April 12, 2012
2012-13	Icahn 3 - Renewal Visit	September 19-20, 2012
	Icahn 6 - First Year Visit	April 23, 2013
	Icahn 4 - Renewal Visit	June 12-13, 2013
2013-14	Icahn 1 - Evaluation Visit	December 3-4, 2013
	Icahn 5 - Evaluation Visit	December 5, 2013
	Icahn 7 - First Year Visit	December 5, 2013
2015-16	Icahn 1 - Renewal Visit	September 16, 2015
	Icahn 5 - Renewal Visit	September 17, 2015
2016-17	Icahn 2 - Renewal Visit	September 19, 2016
	Icahn 6 - Renewal Visit	September 19, 2016
2017-18	Icahn 3 - Renewal Visit	September 11, 2017
	Icahn 7 - Renewal Visit	September 11, 2017
2018-19	Icahn 4 - Renewal Visit	September 28, 2018
2019-20	Icahn 1 - Renewal Visit	February 11, 2020
	Icahn 5 - Renewal Visit	February 24-26, 2020



## CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
<b>February 11, 2020</b> <b>February 24-26, 2020</b>	Hannah Hansen	School Evaluation Analyst
	Sinnjinn Bucknell	Director of Systems and Performance
	Kerri Martin Rizzolo	Senior Analyst
	Hillary Johnson, PhD	External Consultant

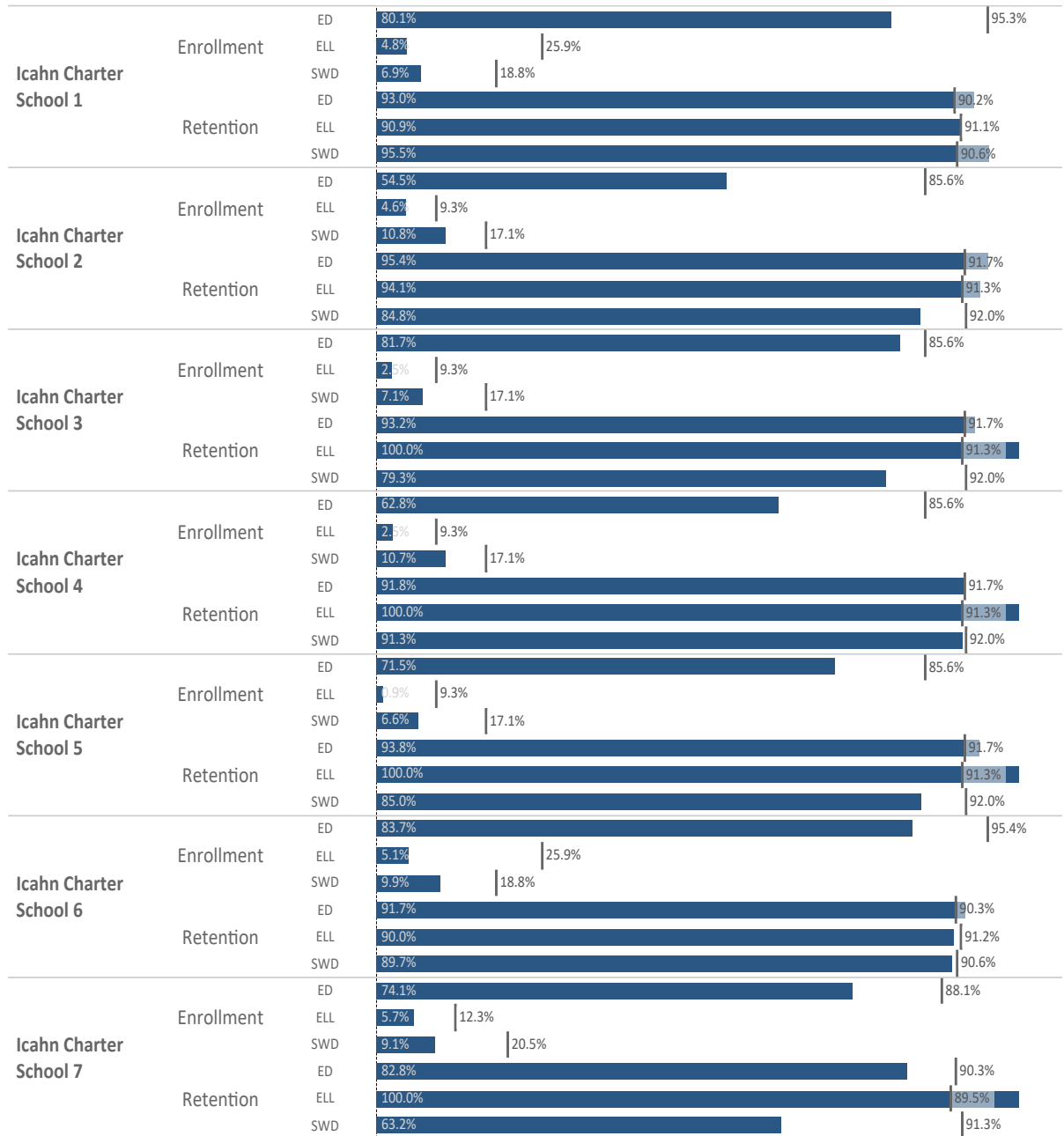
# APPENDIX A: Education Corporation Overview

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	GRADE SPAN	CHARTERED ENROLLMENT
Icahn Charter School 1	CSD 9	No	K-8	324
Icahn Charter School 2	CSD 11	Yes	K-8	324
Icahn Charter School 3	CSD 9	No	K-8	324
Icahn Charter School 4	CSD 11	No	K-8	324
Icahn Charter School 5	CSD 11	No	K-8	324
Icahn Charter School 6	CSD 9	Yes	K-8	378
Icahn Charter School 7	CSD 8	Yes	K-8	324

# APPENDIX A: Education Corporation Overview

## ENROLLMENT AND RETENTION TARGETS

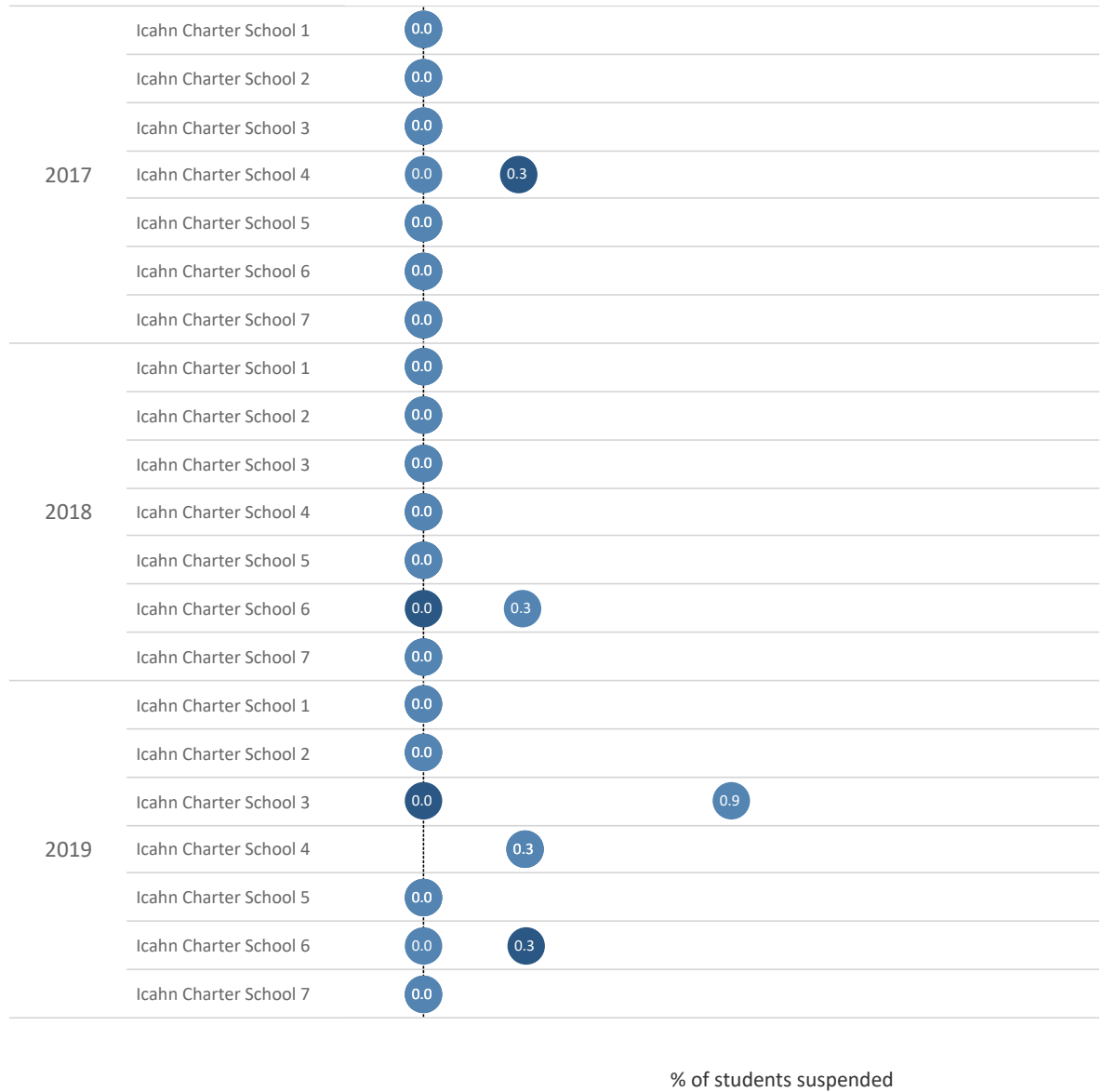


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

Data reported in these charts reflect information reported by the school and validated by the Institute.

# APPENDIX A: Education Corporation Overview

## Suspensions: Icahn's out of school suspension rate and in school suspension rate.



New York City Community School District data suitable for comparison is 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 out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the school years ending in 2017, 2018, and 2019, Icahn Charter Schools expelled 0 students.



# APPENDIX A: Education Corporation Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Curriculum based on the Core Knowledge Sequence;	+
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;	+
Enrichment opportunities including an extended school day and summer camp;	+
A school culture focused on the enjoyment of hard work, the promotion of good character and respect for learning;	+
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;	+
A commitment to providing the bulk of special education and related services to our students at our school facility;	+
A commitment to fiscal stability through budgeting conservatively and provide a surplus year after year;	+
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; and,	+
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 outside agencies that provide support in English language arts and mathematics.	+

