

THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT:

ICAHN CHARTER SCHOOL 2

ICAHN CHARTER SCHOOL 3

ICAHN CHARTER SCHOOL 4

ICAHN CHARTER SCHOOL 6

ICAHN CHARTER SCHOOL 7

Report Date: December 18, 2020

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Charter Schools Institute
The State University of New York

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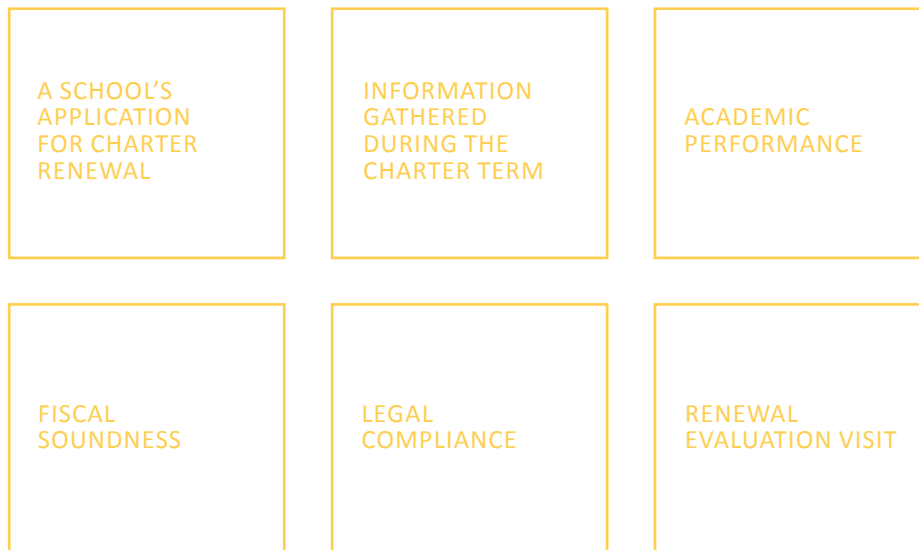
A: Education Corporation Overview

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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”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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 seven 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 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.

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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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”),² 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

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?



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/.

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/.

RENEWAL RECOMMENDATION

Renewal through July 31, 2026. The Institute recommends that the SUNY Trustees approve the Applications for Charter Renewal of:

- Icahn Charter School 2;
- Icahn Charter School 3;
- Icahn Charter School 4;
- Icahn Charter School 6; and,
- Icahn Charter School 7

through July 31, 2026 to align each related education corporation’s charter and renewal schedule going forward. The Institute makes this recommendation based on each school meeting the SUNY Renewal Policies’ subsequent Full-Term Renewal standard. If the Institute was reviewing the schools singly, the Institute would have recommended a full-term, five year renewal for each school. 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.³

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM
Icahn Charter School 2 (“Icahn 2”)	K-8	324
Icahn Charter School 3 (“Icahn 3”)	K-8	324
Icahn Charter School 4 (“Icahn 4”)	K-8	324
Icahn Charter School 6 (“Icahn 6”)	K-8	324
Icahn Charter School 7 (“Icahn 7”)	K-8	324

3. SUNY Renewal Policies
(p.14).

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 corporation 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 through July 31, 2026 is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

METHODOLOGY

The Institute visits to each Icahn school occurred before Governor Cuomo's executive orders for schools to transition to Continuity of Learning Plans. Therefore, the Institute followed its typical in person review practices to collect qualitative evidence that informs the renewal review for each Icahn school under renewal consideration. For more information on the Icahn schools' approach to remote learning, see the Background and Executive Summary section.

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.

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

The five Icahn schools make good faith efforts to meet their enrollment and retention targets. The five schools together with two 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. Among the five schools up for renewal, Icahn 6, and Icahn 7 are not meeting or close to meeting their enrollment targets across the sub-groups. However, across the five Icahn schools, leaders note an increase in enrollment of students with disabilities and ELLs over the charter term. All five schools typically have strong retention of student sub-groups. 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 each respective New York City community school district (“CSD”) areas;
- highlighting the schools’ guidance programs in promotional materials to show how the schools support social and emotional learning;
- conducting open houses on the school campuses 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.

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

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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 2, Icahn 3, Icahn 4, Icahn 6, or Icahn 7 in response to the renewal applications. A summary of public comments submitted to the Institute appears in the School Overview sections below.

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 all seven Icahn schools. Each Icahn charter school is an independent not-for-profit education corporation. The SUNY Trustees approved the original charter for Icahn Charter School ("Icahn 1") on January 23, 2001. The Trustees then approved charters for Icahn 2, Icahn 3, Icahn 4, and Icahn Charter School 5 ("Icahn 5") each year between 2006 through 2009. Finally, the Institute approved Icahn 6 and Icahn 7 on June 15, 2011. Every time an Icahn school has come to renewal, either initial or subsequent, the SUNY Trustees have approved a full-term, five year renewal.

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 extending 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 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.

SUMMARY OF COVID-19 RESPONSE

Icahn schools transitioned over 2,000 families and students to remote learning in March 2020. The shared leadership team along with school leaders quickly established an action plan and Continuity of Learning Plan that outlined specific supports for students. For Kindergarten – 2nd grade, the school implemented a low tech integrated learning plan by sharing work packets with families and coordinating work collection, check-ins with students, and other communication methods to ensure the health and safety of the schools' youngest students. For 3rd – 8th grade, the schools provided each student with a Chromebook, and teachers utilized Google Classroom to manage synchronous learning opportunities. The school also dedicated a day of learning for teachers immediately after the transition to ensure that teachers were prepared and understood effective practices to support student learning. In addition to supporting students and teachers, the schools held family workshops three times per week in order to support family connectivity and support for the remote learning model. The schools offered these sessions in both English and Spanish, the predominant language other than English spoken by families. During these sessions, topics included how to connect to Google Meet, how to review Google Classroom and assignments, and how to establish a productive schedule while at home.

After gathering survey data from families and staff members, Icahn schools refined its remote learning program and started the 2020-21 school year fully remote. The school revised its remote learning program to accommodate more synchronous learning opportunities and maintained some aspects of learning asynchronously. The school also continued to collect diagnostic data at the start of the school year using i-Ready assessments for English language arts ("ELA") and mathematics. On October 5, 2020, leaders made the decision to transition to a hybrid learning model with reduced class sizes participating in in-person learning part-time and continuing to offer fully remote learning for families that choose to remain remote. During November 2020, the school briefly transitioned back to fully remote and reopened its hybrid model on December 7, 2020.

The New York Forward Department of Health Reopening Plan for SACS-NYC, developed in alignment with guidance from the New York State Department of Health, can be found [at this link](#).

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The five Icahn schools under renewal consideration are academic successes, having met their Accountability Plan goals over the term. As all seven Icahn schools replicate the successful model that Icahn 1 implements, the data below presents achievement from all seven schools to place student achievement in context of all schools:

- In ELA, all seven Icahn schools 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 2 and Icahn 3 outperformed their districts by more than 40 percentage points in ELA.
- In mathematics, all seven Icahn schools outperformed at least 90% of schools statewide in 2018-19. Each school outperformed its district of location and similar schools over each charter term. Notably in 2018-19, all seven schools posted proficiency rates that exceeded the absolute target of 75% in mathematics.
- Icahn schools demonstrate strong achievement for at-risk students, especially ELLs and students with disabilities. Across all seven Icahn schools, ELLs and students with disabilities posted mean growth percentiles above the target of 50 in both ELA and mathematics in 2018-19. The subgroups of students also posted proficiency rates that surpassed the New York City and state averages for their peers in both subjects.
- On the state's 4th and 8th grade science assessments, the Icahn schools exceeded the absolute target of 75% of students in their second year performing at or above proficiency consistently throughout the charter term. Notably, there were multiple years within each of the charter terms in which 100% of 4th and 8th grade students at Icahn 4, Icahn 5, and Icahn 6 scored proficient on the assessment.
- The New York State Education Department ("NYSED") recognized Icahn 1, Icahn 3, 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 all seven schools. Four schools reported no incidence of in-school and out-of-school suspensions in the 2018-19 school year. All seven schools suspended less than one percent of students in the 2018-19 school year. At the time of the 2019-20 renewal visit in February, all seven schools reported no suspensions for the current year.

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Based on visits to the schools, the Institute finds that the seven Icahn schools, 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. The Icahn schools provide 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 seven 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 2, Icahn 3, Icahn 4, Icahn 6, and Icahn 7 each a Subsequent Full-Term Renewal.

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 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 2, Icahn 3, Icahn 4, Icahn 6, and Icahn 7 are each an academic success. Each school meets all of its Accountability Plan goals.

At the beginning of the Accountability Period,⁵ 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”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ 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. None of the five Icahn schools 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,⁸ 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 50th 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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In response to the COVID-19 pandemic, the Board of Regents canceled the administration of the 2019-20 3rd – 8th grade ELA and mathematics assessments; the 4th and 8th grade state science exam; and, the June and August 2020 administration of the Regents exams. The Institute requested that schools submit any evidence of progress toward meeting Accountability Plan goals collected from any interim or summative assessments that the school had available for the 2019-20 school year. Based on the school’s existing track record of goal attainment and on information submitted in the 2019-20 Accountability Plan Progress Report, the Institute highlights achievement data in the Academic Attainment section below.

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SUNY RENEWAL BENCHMARK 1A

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

The five Icahn schools under renewal consideration met their Accountability Plan goals in ELA and mathematics over each charter term. In 2018-19, each school outperformed at least 86% of schools statewide in ELA and 90% of schools statewide in mathematics. The schools also outperformed the achievement of their local districts during every year of the charter term. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, all five Icahn schools under renewal consideration performed higher than expected to a large degree. The schools also met their science and ESSA goals over the term. Each Icahn school posted science proficiency rates that surpassed the target of 75% and the district achievement each year.

Icahn 2 met all of its Accountability Plan goals over its charter term. Notably, the school surpassed targets for all available measures under its goals in 2018-19. The school increased its ELA proficiency rate by 30 percentage points from 2014-15 to 2018-19. In mathematics, the school increased its proficiency by 21 points over the same years ultimately outperforming over 98% of schools statewide in 2018-19.

Icahn 3 posted high results in ELA, mathematics, and science over the charter term. In ELA, the school increased its proficiency rate by 50 points from 2014-15 to 2018-19, growing the gap between the school and the district to 43 points. Similarly, the school increased its performance by 39 points in mathematics and outperformed the district by 50 points in 2018-19. In alignment with the school's increase in proficiency rate, Icahn 3 posted mean growth percentiles that exceeded or were at about the target of 50 in the final four years of the term.

Icahn 4 met its Accountability Plan goals from 2014-15 to 2018-19. Although the school's mean growth percentiles declined in both subjects over that period, the school consistently posted high absolute proficiency rates. In ELA, the school surpassed the absolute target of 75% twice over that period and outperformed the district by at least 28 points each year. In mathematics, Icahn 4's students enrolled for at least two years scored at or above proficiency at rates that exceeded the absolute target of 75% every year from 2014-15 through 2018-19. The school outperformed over 93% of New York schools in 2018-19. In both subjects, the school performed higher than expected to a large degree compared to demographically similar schools each year.

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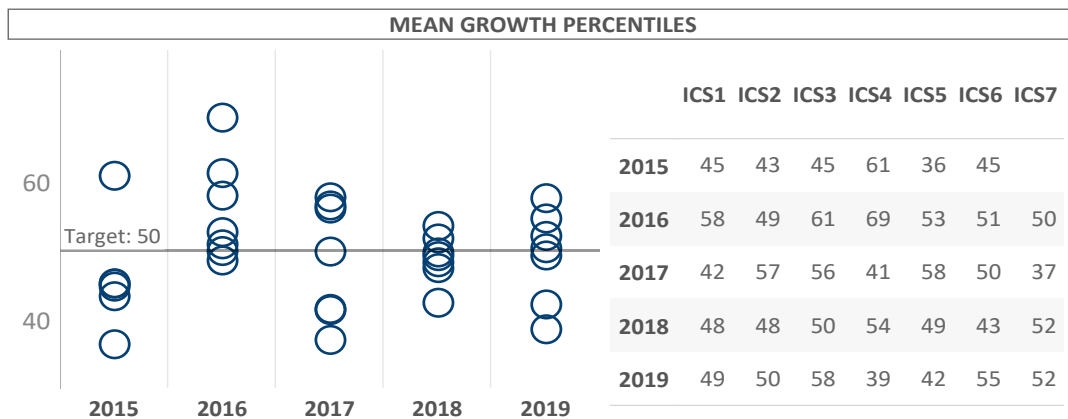
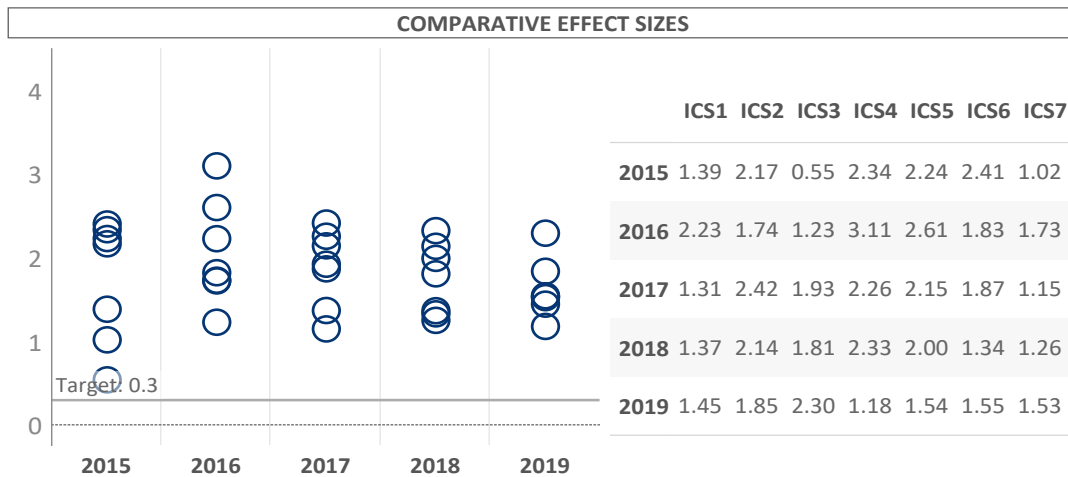
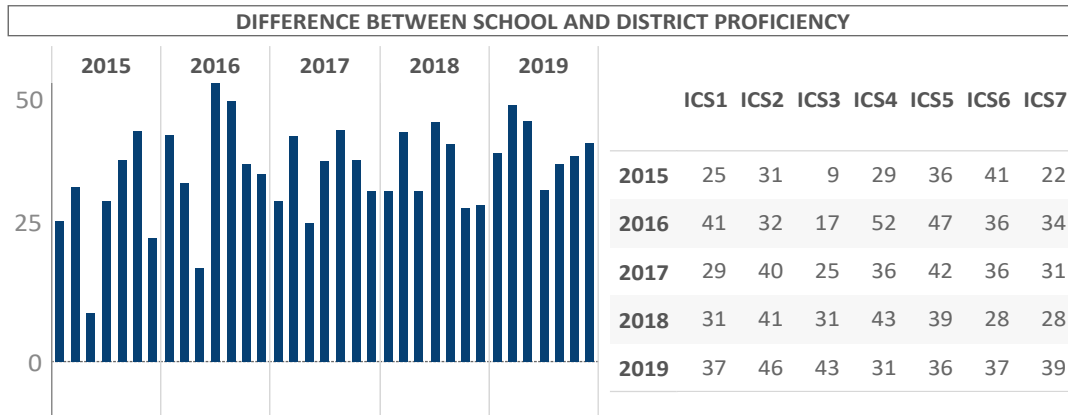
From 2014-15 to 2018-19, Icahn 6 met its Accountability Plan goals. In 2018-19, the first year the school enrolled students in all testing grades, the school posted exceptionally high performance. In ELA, Icahn 6 outperformed the district by 37 percentage points and performed higher than expected to a large degree compared to demographically similar schools. The school's mean growth score was five points above the target of 50. In mathematics, Icahn 6 exceeded the target for all five measures included under its goal. Notably, the school posted a proficiency rate of 83% surpassing the absolute target by eight points and the district achievement by 55 points.

Over the charter term, Icahn 7 met its Accountability Plan goals. Notably in 2018-19, the school met or exceeded the target for all measures included under its ELA and mathematics goals. In ELA, the school outperformed over 90% of schools statewide in 2018-19 and surpassed the district achievement by 39 percentage points. In mathematics, the school posted high growth as its mean growth percentile exceeded the target of 50 by 15 points. That year, the school outperformed over 94% of schools statewide on the state mathematics exam.

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ACADEMIC PERFORMANCE

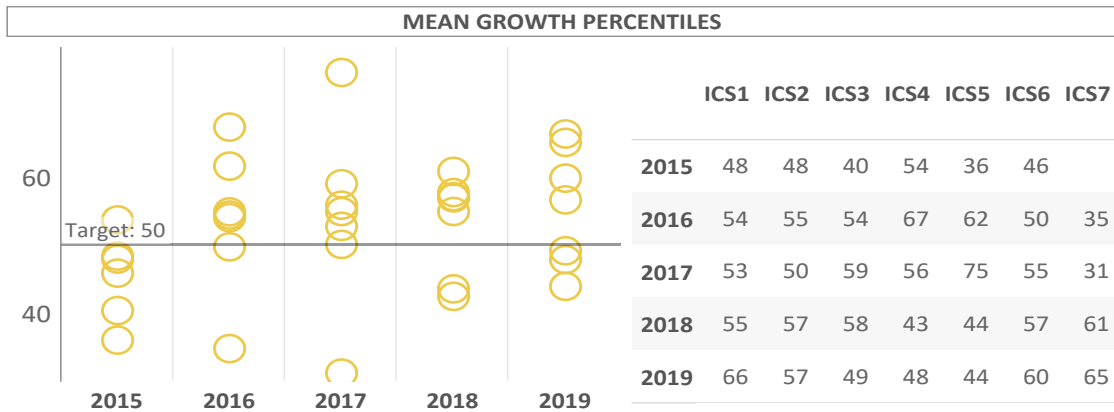
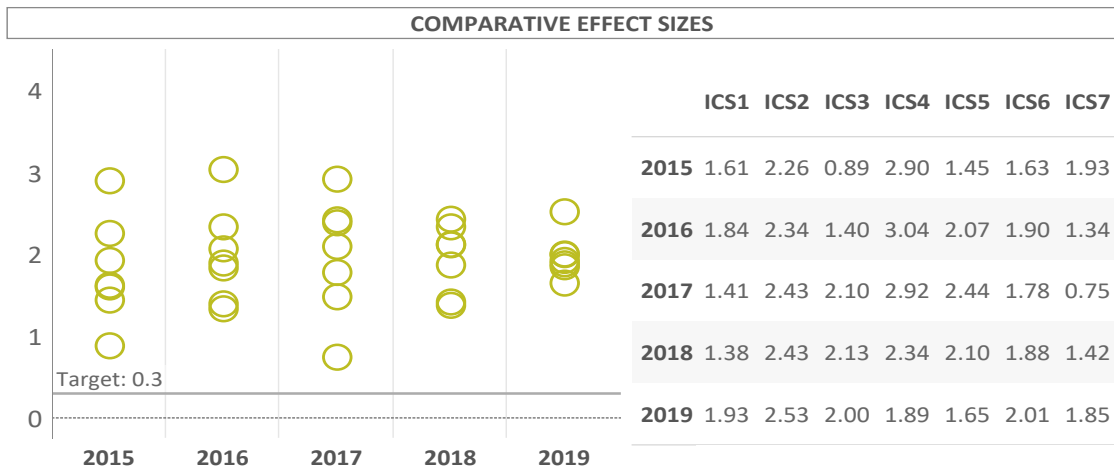
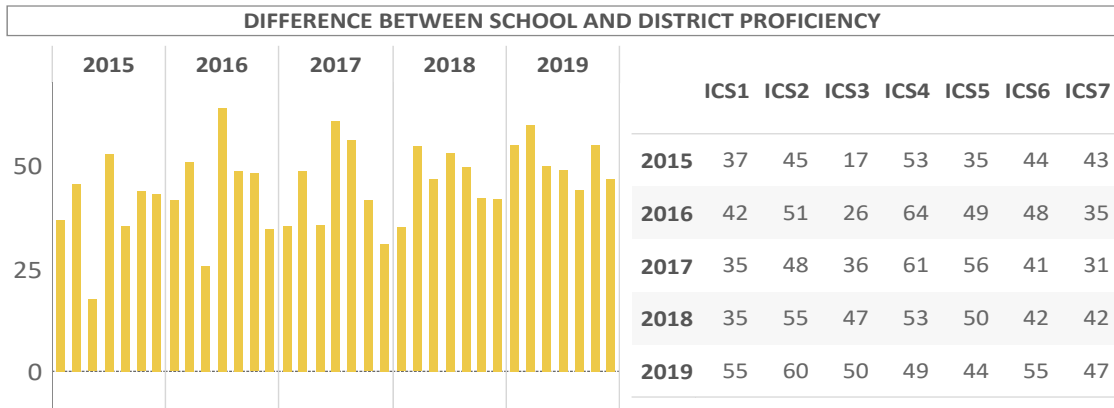
ICAHN CHARTER SCHOOLS:
2019-20 RENEWAL COHORT ENGLISH LANGUAGE ARTS GOAL ATTAINMENT



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ACADEMIC PERFORMANCE

ICAHN CHARTER SCHOOLS: 2019-20 RENEWAL COHORT MATHEMATICS GOAL ATTAINMENT

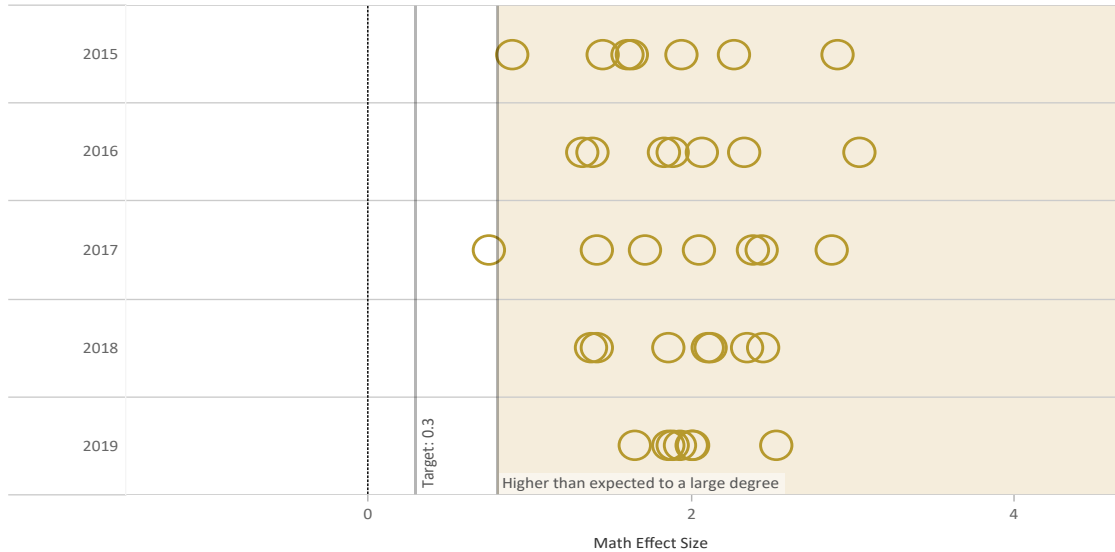


ACADEMIC PERFORMANCE

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



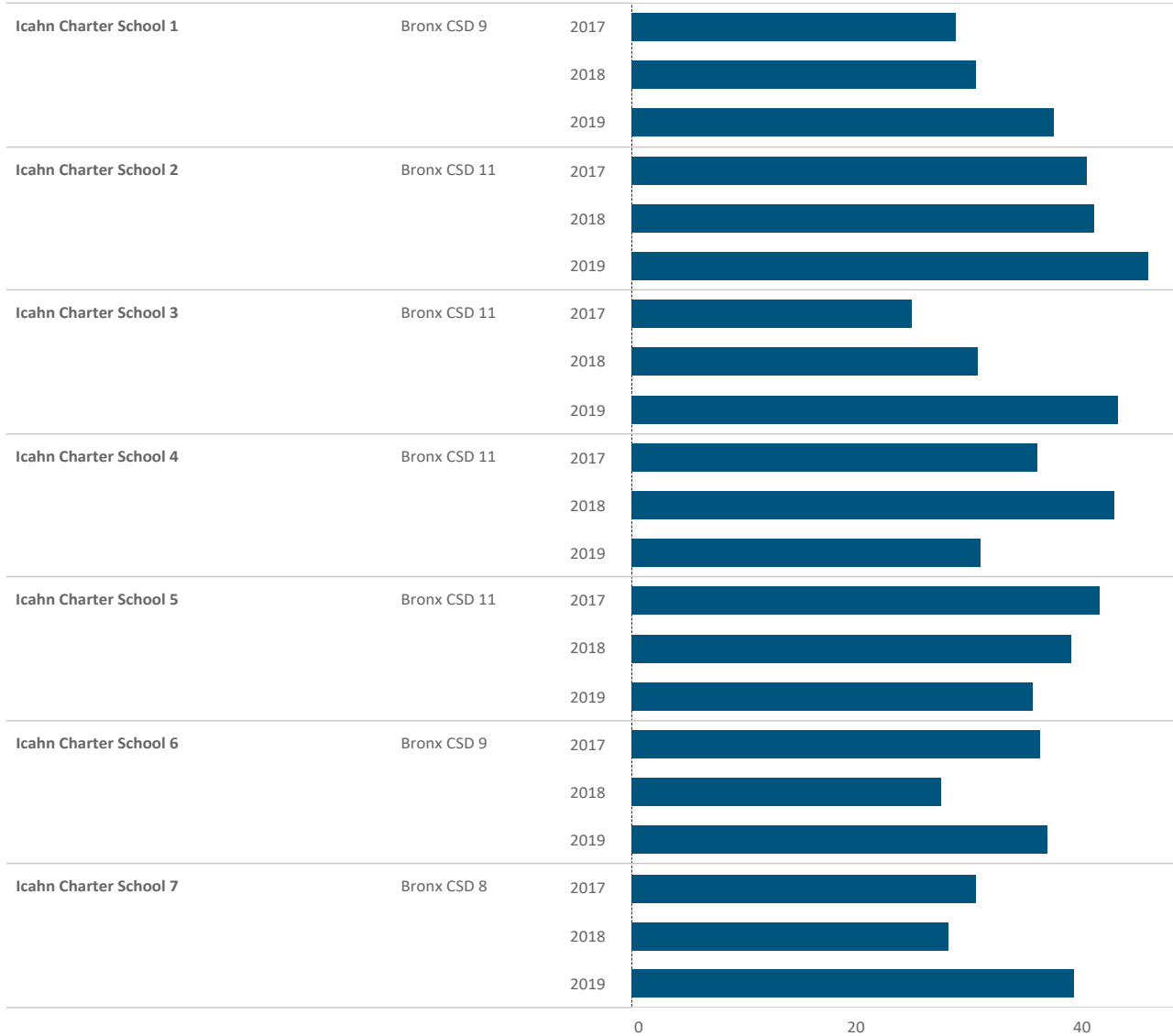
Math Effect Size by Year and School



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

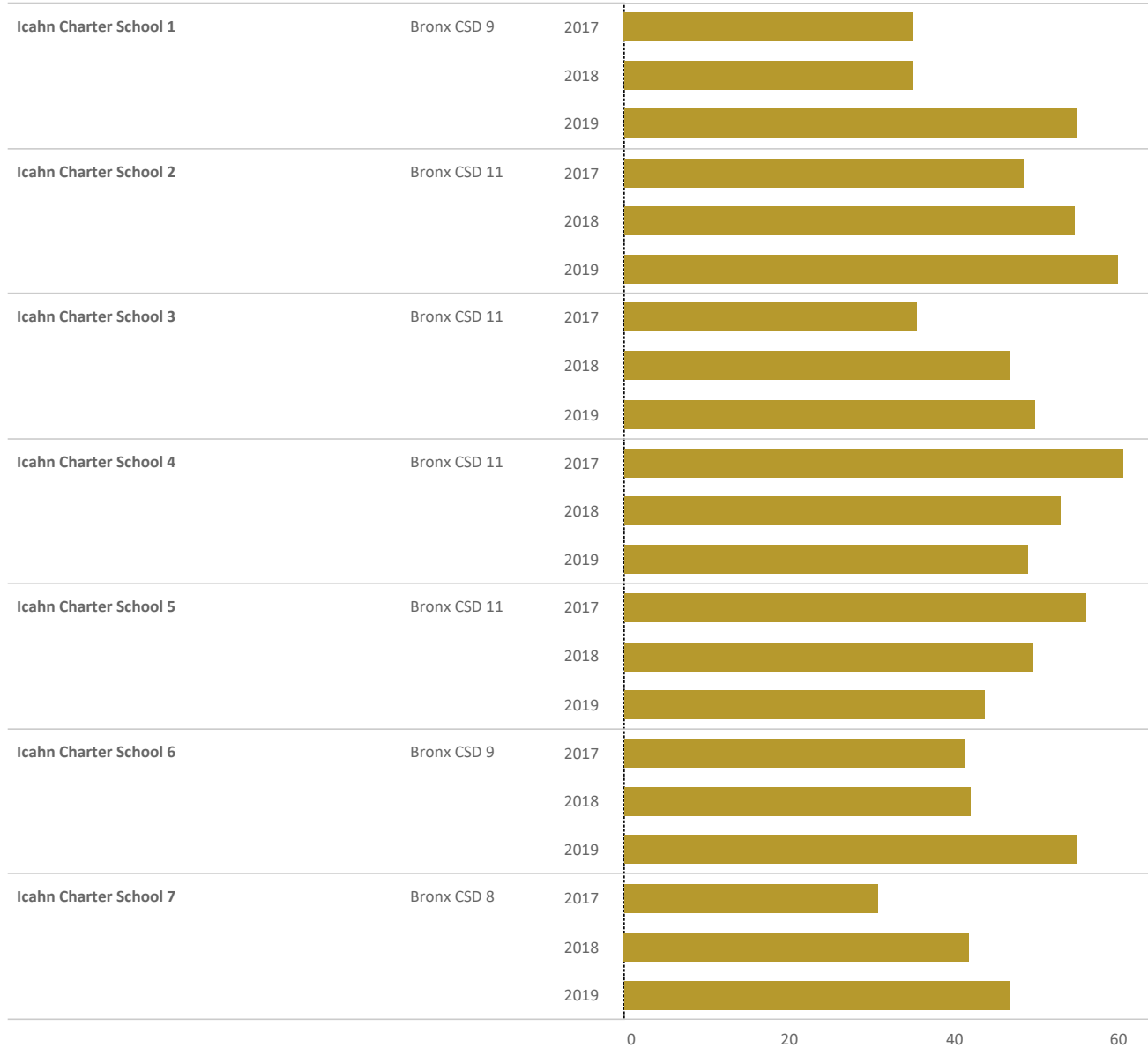
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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

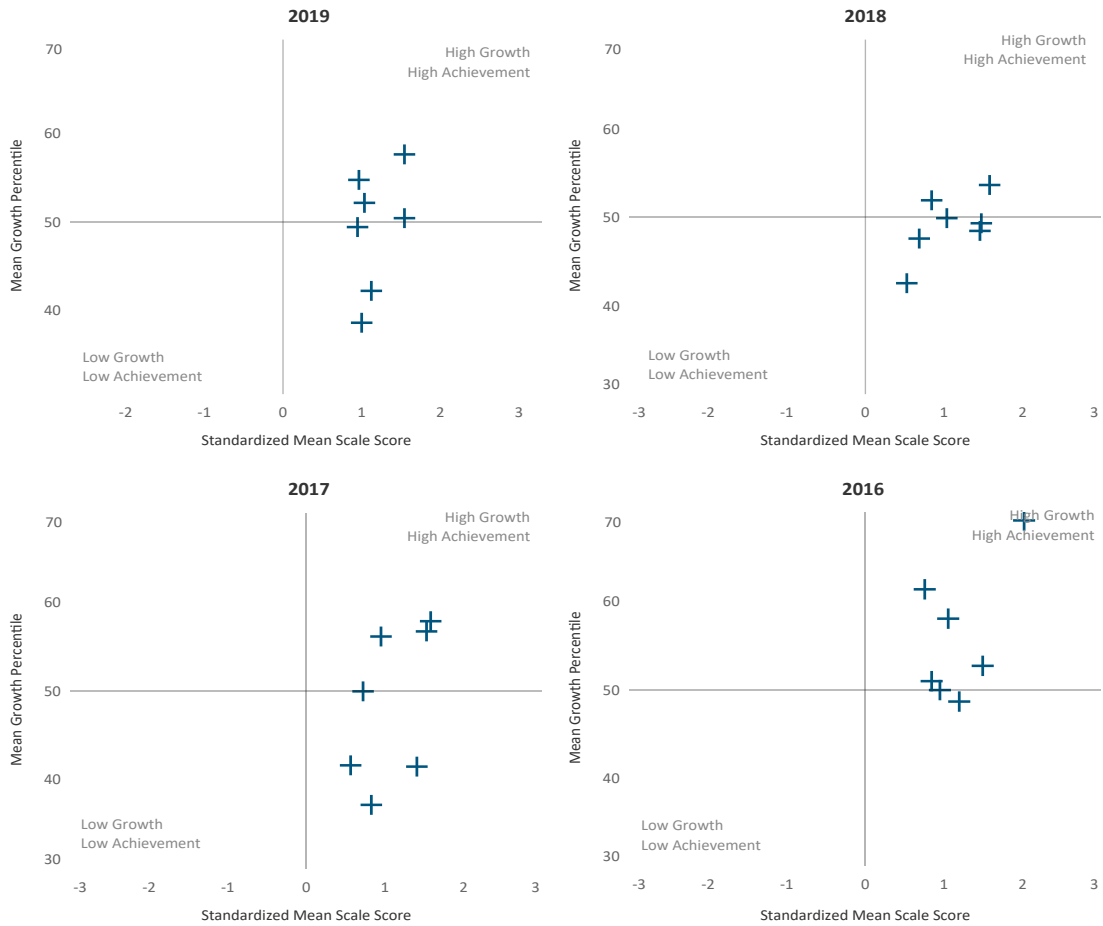
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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

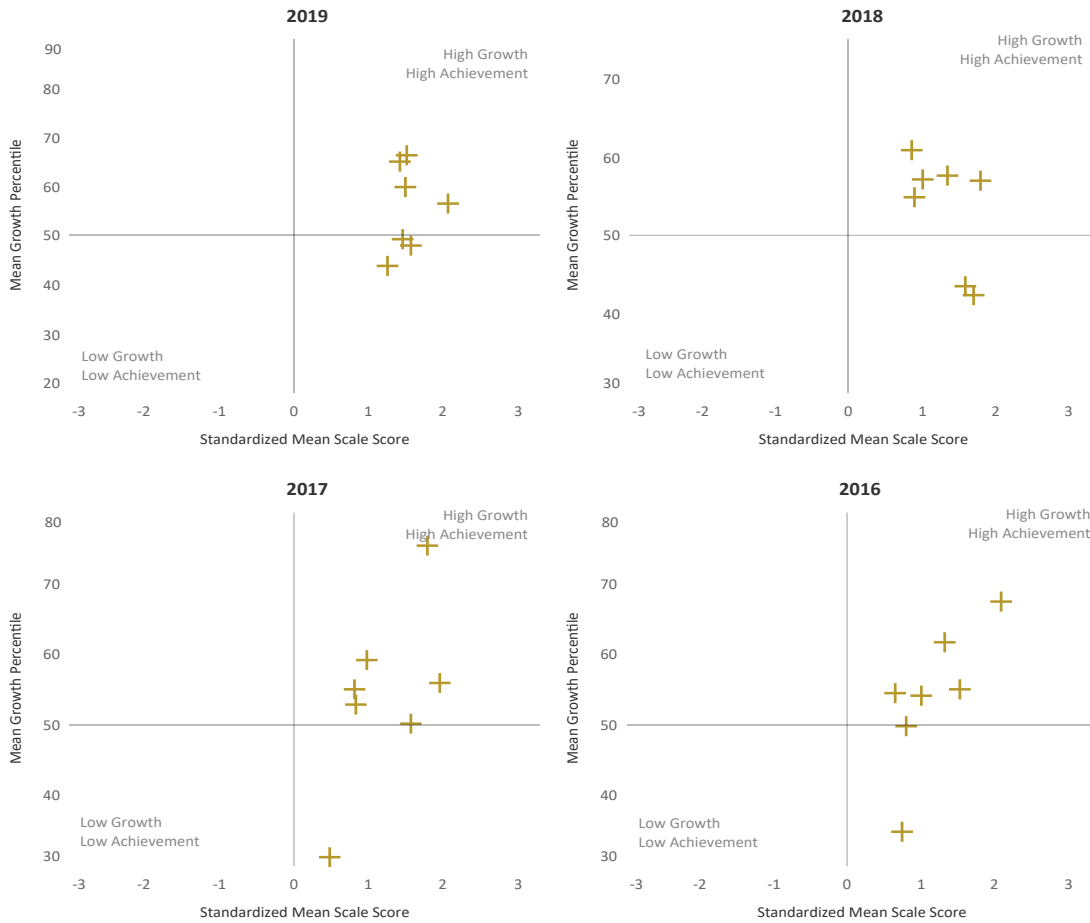


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

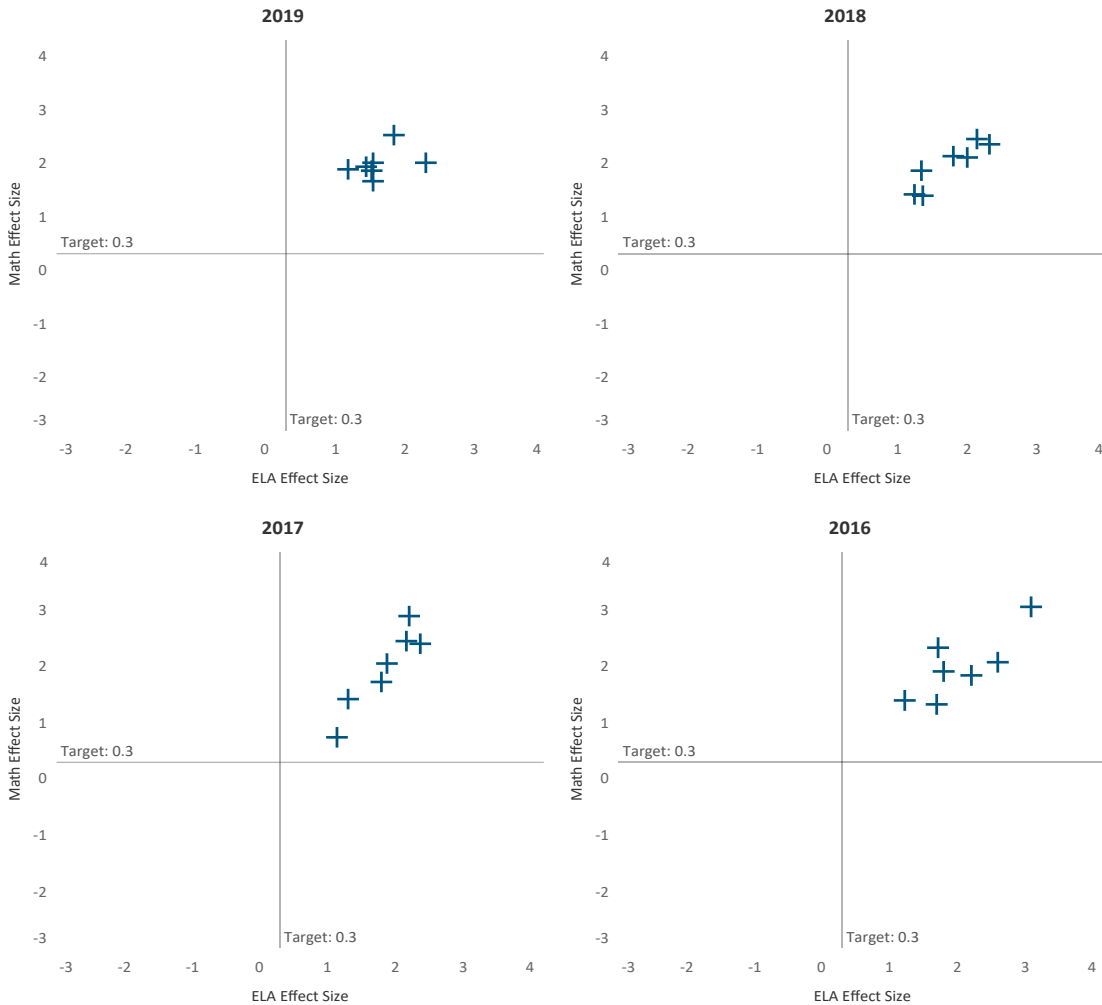


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ACADEMIC PERFORMANCE

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 network’s approach to learning and teaching in a full in-person model. The Institute conducted its review before Icahn schools transitioned to remote learning in spring 2020. Therefore, the information that follows is relevant to the school’s programs at the time of the renewal 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 Background and Executive Summary 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 IO 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.

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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 Knowledge⁹ is the foundation of Icahn schools' educational program. Developed by E.D. Hirsch, the Core Knowledge curriculum builds students' knowledge and skills year to year through 8th grade, ensuring that all students who have completed the curriculum are familiar with a specific body of knowledge and facts necessary for cultural literacy. In addition to the accumulation of knowledge and skills in the core subject areas of mathematics, 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 – 5th grade ELA, Icahn schools use the Reading Wonders program, created specifically to align with Common Core standards, and Houghton Mifflin Harcourt Collections. For mathematics, the network supplements the technology enhanced enVisionMATH program with lesson modules from Eureka 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 8th 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.

9. For additional information, refer to www.coreknowledge.org/.

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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?

Each Icahn school under renewal consideration is an effective and viable organization that has in place the key design elements identified in their charters. The network and school based operational teams support all administrative aspects of the schools allowing the principals to focus on instruction. The boards provide effective oversight to ensure each school is operationally and fiscally sound.

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

Each Icahn school is 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.

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 New York City Department of Education's ("NYCDOE's") 2018-19 NYC School Survey for all schools under consideration for renewal this year. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement.

In 2018-19, across each of the renewal schools, over 90% of families who received the survey responded. Among respondents, over 95% are satisfied with the school's program. Each school typically receives high levels of satisfaction, and when any particular question is under 90%, the school reflects on how to improve the family experience in that area.

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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 Icahn schools, 94% 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 NYSED is available to the Institute to provide either district or statewide context.

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

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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.

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.

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.

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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?

SUNY RENEWAL BENCHMARK 2D

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 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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SUNY RENEWAL BENCHMARK 2E

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, each Icahn school (Icahn 2, Icahn 3, Icahn 4, Icahn 6, and Icahn 7) is 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 term¹⁰ (The SUNY Fiscal Dashboard for each school is included in the corresponding School Overview sections).

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3A**

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 that each education corporation took that included flat per pupil aid, padded expenditures for an additional level of flexibility, and the schools prepared three budget scenarios depending on funding cut levels. Each school does not anticipate needing to use 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.

10. 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.

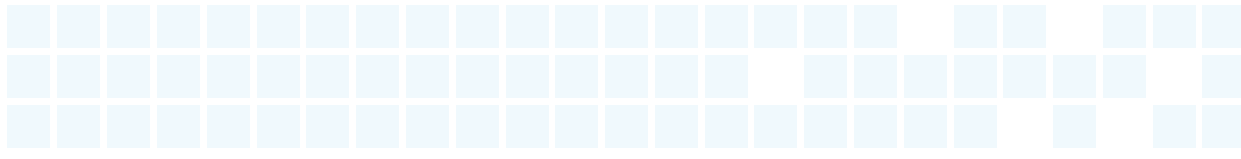
- The education corporations' annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporations' independent auditor meets with the boards to discuss the 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, 2020 prior to the deadline of November 1, 2020 and it reported no material weaknesses.

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

Each school maintains adequate financial resources to ensure stable operations.

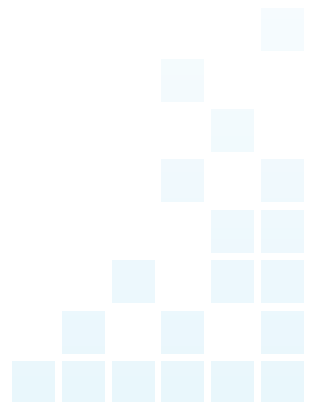
- Icahn 2 shows a fiscally strong composite score rating on the SUNY Fiscal Dashboard indicating a consistent level of fiscal stability over the current charter term. Icahn 2 maintains sufficient cash to pay current liabilities and those that are due shortly. Icahn 2 retains a healthy 3.6 months of cash on hand and maintains a healthy balance sheet with total net assets of \$4.4 million as of June 30, 2020. Icahn 2 has shown operating losses during the current charter term due to rent expense amortization related to the current facility agreement. This expense will continue to be amortized through the end of the current facility agreement, which expires in 2025. Each year the school recognizes \$605,000 in amortized rent expense, but this expense does not represent a loss by the school. The school has a written lease with NYCDOE for \$1, which expires 2025.
- Icahn 3 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 3 maintains sufficient cash to pay current liabilities and those that are due shortly. Icahn 3 retains a healthy 11.4 months of cash on hand and maintains a healthy balance sheet with total net assets of \$10.6 million as of June 30, 2020. Of this \$10.6 million, approximately \$6.2 million represents a temporarily restricted net asset accounting for the completion of a building shared by Icahn 3, Icahn 4, and Icahn 5. The fair value of the building is calculated at \$20 million and is shared across the three schools. This asset will be amortized over the next 30 years.
- Icahn 4 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 4 maintains sufficient cash to pay current liabilities and those that are due shortly. Icahn 4 retains a healthy 4.5 months of cash on hand and maintains a healthy balance sheet with total net assets of \$7.9 million as of June 30, 2020. As stated above, Icahn 4 shares the fair value of a recently completed building with Icahn 3 and Icahn 5 on its balance sheet. The \$6.6 million asset will be amortized over the next 30 years.
- Icahn 6 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 6 maintains sufficient cash to pay current liabilities and those that are due shortly. Icahn 6 retains a healthy 5.2 months of cash on hand and maintains a healthy balance sheet with total net assets of \$2.4 million as of June 30, 2020.



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- Icahn 7 shows a fiscally strong composite score indicating a consistent level of fiscal stability over the current charter term. Icahn 7 maintains sufficient cash balance to pay current liabilities and those that are due shortly. Icahn 7 retains a healthy 3.4 months of cash on hand and maintains a strong balance sheet with a total net assets of \$1.1 million as of June 30, 2020.

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 2

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FUTURE PLANS

ICAHN CHARTER SCHOOL 2

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 2 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 2 on January 24, 2006. The school opened its doors in the fall of 2007 initially serving 108 students in Kindergarten through 2nd grade. The school is authorized to serve 324 students in grades Kindergarten – 8th grade during the 2020-21 school year and will continue to serve students in grades Kindergarten – 8th grade, with a projected total enrollment of 324 students in the renewal term.

The current charter term expires on July 31, 2022. The school is co-located in a NYCDOE building at 1640 Bronxdale Avenue, Bronx, New York in CSD 11. The building also houses The Van Nest Academy for Environmental Health Sciences & Technology, a district middle school.

NOTEWORTHY - ICAHN 2

Icahn 2 supports its students in navigating the process of matriculating into high school programs across the city. In 2018-19, 100% of graduating 8th graders were admitted to high schools of their choice.

ACADEMIC PROGRAM

In addition to a battery of diagnostic and summative assessments throughout the year, Icahn 2 emphasizes project based learning as a method of assessing students' abilities. As part of the presentation of the bi-annual projects, each student's teachers and peers provide constructive feedback following formal presentations of projects. Notably, leaders encourage parents to work alongside their child on projects.

Icahn 2 implements a strong academic program. Across all subjects, teachers facilitate student discussion and the use of academic vocabulary in alignment with the school's priority of accountable talk. Teachers also maintain classrooms focused on academic achievement with little or no disruption. In one classroom, a teacher maintained a tally of the positive behaviors displayed by students and made explicit reference to those behaviors throughout the lesson.

LEGAL REQUIREMENTS

Annual Reports. While Icahn 2 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 2's projected five year budget reflects anticipated flat revenues and conservative enrollment projections in response to the COVID-19 pandemic. If renewed, the school will continue to serve Kindergarten – 8th 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 2 opened in 2007-08 and has reported operating surpluses and deficits which have been offset by accumulating surpluses. The school had net assets of approximately \$4.4 million as of June 30, 2020.

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
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SCHOOL OVERVIEW

K-8 SCHOOL LEADERS

Brenda Carrasquillo-Silen (2007-08 to Present)

SCHOOL CHARACTERISTICS - ICAHN 2

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	324	316	98%	K-8
2017-18	324	326	101%	K-8
2018-19	324	316	98%	K-8
2019-20	324	321	99%	K-8
2020-21	324	320	99%	K-8

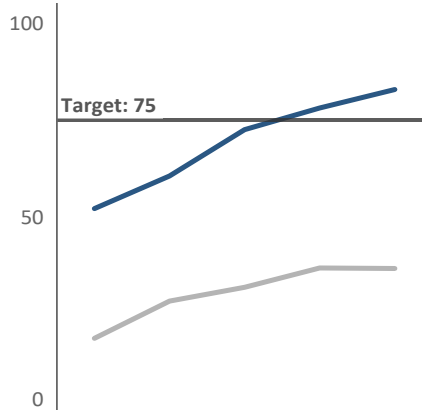
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 2

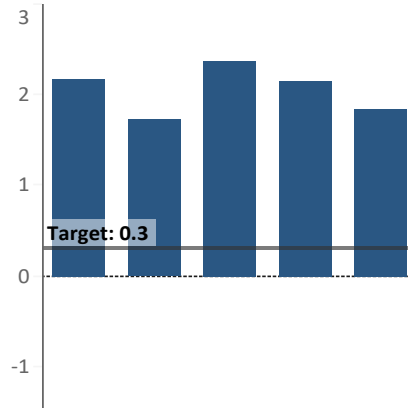
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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**.



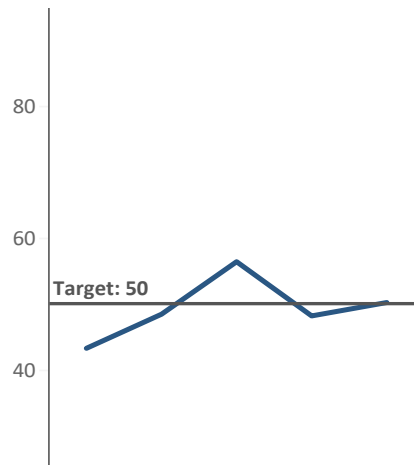
Test Year	Comp Grades	District %	School %
2015	3-8	19	53
2016	3-8	29	61
2017	3-8	32	73
2018	3-8	37	78
2019	3-8	37	83

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 **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	2.17
2016	3-8	1.72
2017	3-8	2.38
2018	3-8	2.14
2019	3-8	1.85

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	43.5
2016	48.6
2017	56.6
2018	48.4
2019	50.4

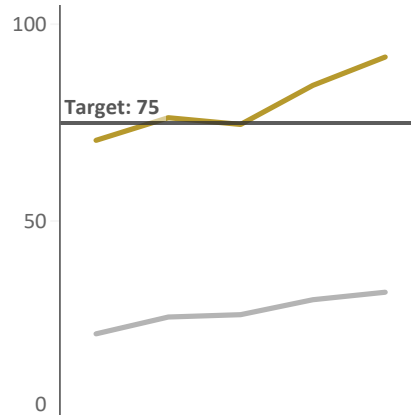
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 2

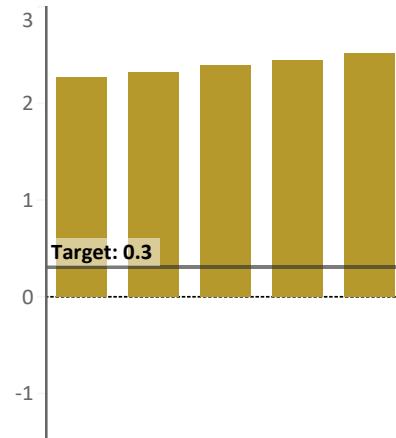
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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**.



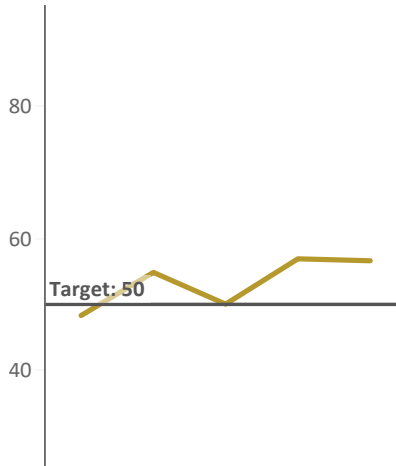
Test Year	Comp Grades	District %	School %
2015	3-8	22	71
2016	3-8	26	77
2017	3-8	26	75
2018	3-8	30	85
2019	3-8	32	92

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	2.26
2016	3-8	2.33
2017	3-8	2.38
2018	3-8	2.44
2019	3-8	2.53

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	48.4
2016	54.9
2017	50.1
2018	57.0
2019	56.7

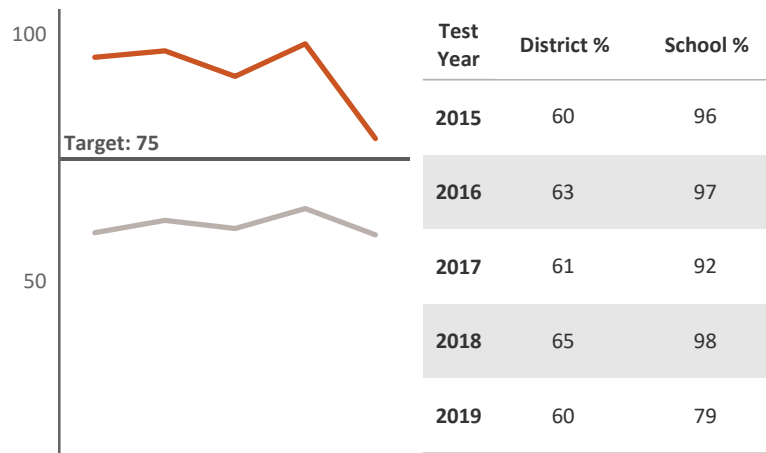
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 2

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
Enrollment Receiving Mandated Academic Services	38	37	35
Tested on State Exam	25	27	24
School Percent Proficient on ELA Exam	52.0	59.3	79.2
District Percent Proficient	7.2	10.2	10.2
	2017	2018	2019
ELL Enrollment	22	17	15
Tested on NYSESLAT Exam	17	17	12
School Percent 'Commanding' or Making Progress on NYSESLAT	23.5	41.2	58.3

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."







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SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on Icahn 2'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 2's Enrollment and Retention Status: 2018-19			Target	School
enrollment	economically disadvantaged		85.6	54.5
	English language learners		9.3	4.6
	students with disabilities		17.1	10.8
retention	economically disadvantaged		91.7	95.4
	English language learners		91.3	94.1
	students with disabilities		92.0	84.8

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PERFORMANCE

Su

SUMMARIES

SUNY Charter Schools Institute
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PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Icahn Charter School 2

	2016-17				2017-18				2018-19						
	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	96.6 (29)	96.6 (29)		3	84.2 (38)	82.4 (34)		3	97.2(36)	100.0(32)				
	4	79.5 (39)	81.1 (37)		4	96.4 (28)	95.8 (24)		4	81.8(33)	84.4(32)				
	5	70.6 (34)	67.7 (31)		5	80.6 (36)	80.0 (35)		5	96.6(29)	96.0(25)				
	6	37.1 (35)	37.1 (35)		6	86.1 (36)	83.9 (31)		6	85.7(35)	84.8(33)				
	7	87.9 (33)	87.9 (33)		7	52.8 (36)	54.5 (33)		7	77.1(35)	75.8(33)				
	8	70.6 (34)	70.6 (34)		8	78.8 (33)	78.8 (33)		8	63.9(36)	62.9(35)				
	All	73.0 (204)	72.9 (199)	NO	All	79.2 (207)	78.4 (190)	YES	All	83.3(204)	83.2(190)	YES			
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP				
	3-8	171	111	YES	3-8	192	101	YES	3-8	199	105	YES			
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.	Comparison: Bronx CSD 11				Comparison: Bronx CSD 11				Comparison: Bronx CSD 11						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	72.9	32.4	YES	3-8	78.4	37.4	YES	3-8	83.2	37.2	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3	87.1	96.6	30.3	3.71	3	63.2	84.2	49.5	2.11	3	68.4	614.0	598.2	2.09
	4	77.5	79.5	32.2	2.59	4	77.8	96.4	40.3	2.91	4	51.5	608.0	600.2	1.16
	5	66.7	70.6	31.3	2.66	5	62.2	80.6	35.2	2.84	5	65.6	620.0	598.4	2.99
	6	80.6	37.1	21.9	1.02	6	65.7	86.1	45.8	2.32	6	54.3	618.0	599.2	2.51
	7	60.6	87.9	39.1	2.77	7	74.3	52.8	32.9	1.09	7	40.0	617.0	603.3	1.74
8	66.7	70.6	40.6	1.72	8	63.6	78.8	44.8	1.72	8	58.3	606.0	599.7	0.76	
All	73.0	73.0	32.5	2.38	YES	67.4	79.2	41.5	2.14	YES	56.2	613.7	599.9	1.84	YES
Grades	School	State		Grades	School	State		Grades	School	State					
4	56.7			4	47.4			4	46.6						
5	62.7			5	58.3			5	52.3						
6	47.0			6	43.2			6	54.7						
7	67.1			7	49.8			7	53.0						
8	49.8			8	42.5			8	45.6						
All	56.6	50.0	YES	All	48.4	50.0	NO	All	50.4	50.0	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.															
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						
	Grades	School	State		Grades	School	State		Grades	School	State				
	4	56.7			4	47.4			4	46.6					
	5	62.7			5	58.3			5	52.3					
	6	47.0			6	43.2			6	54.7					
	7	67.1			7	49.8			7	53.0					
	8	49.8			8	42.5			8	45.6					
	All	56.6	50.0	YES	All	48.4	50.0	NO	All	50.4	50.0	YES			
	Grades	School	State		Grades	School	State		Grades	School	State				

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Icahn Charter School 2

SUNY Charter Schools Institute
 H. Carl McCall SUNY Building
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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		
3		92.9 (28)	92.9 (28)		3	89.5 (38)	88.2 (34)		3	97.1 (34)	96.7 (30)			
4		82.5 (40)	84.2 (38)		4	100.0 (28)	100.0 (24)		4	97.0 (33)	96.9 (32)			
5		85.3 (34)	83.9 (31)		5	89.2 (37)	88.9 (36)		5	100.0 (29)	100.0 (25)			
6		65.7 (35)	65.7 (35)		6	83.3 (36)	80.6 (31)		6	91.4 (35)	90.9 (33)			
7		75.8 (33)	75.8 (33)		7	83.3 (36)	81.8 (33)		7	91.4 (35)	90.9 (33)			
8		50.0 (34)	50.0 (34)		8	72.7 (33)	72.7 (33)		8	80.6 (36)	80.0 (35)			
All		75.0 (204)	74.9 (199)	NO	All	86.1 (208)	84.8 (191)	YES	All	92.6 (202)	92.0 (188)	YES		
Absolute Measure		Grades	PI	AMO	Grades	PI	MIP		Grades	PI	MIP			
3-8		171	109	YES	3-8	211	103	YES	3-8	223	107	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 11			Comparison: Bronx CSD 11				Comparison: Bronx CSD 11					
Grades		School	District		Grades	School	District		Grades	School	District			
3-8		74.9	26.5	YES	3-8	84.8	30.3	YES	3-8	92.0	32.2	YES		
Comparative Measure		Grade	% ED	Actual	Predicted	ES			Grade	% ED	Actual	Predicted	ES	
3		87.1	92.9	35.5	2.74				3	68.4	618.0	598.5	2.41	
4		77.5	82.5	32.8	2.52				4	51.5	618.0	601.9	2.20	
5		66.7	85.3	38.1	2.77				5	65.6	629.0	598.7	3.40	
6		80.6	65.7	26.4	2.00				6	54.3	620.0	601.5	2.59	
7		60.6	75.8	34.0	2.46				7	40.0	624.0	605.1	2.57	
8		66.7	50.0	16.6	1.87				8	58.3	619.0	598.8	2.13	
All		73.0	75.0	30.4	2.38	YES	2.44	YES	All	56.1	621.1	600.8	2.53	YES
Growth Measure		Grades	School	State	Grades	School	State		Grades	School	State			
4		42.7	57.1	55.8	4	57.1	55.1		4	55.1	55.1			
5		52.6	55.8	47.5	5	55.8	65.1		5	65.1	65.1			
6		67.1	47.5	66.9	6	47.5	0.0		6	0.0	0.0			
7		60.5	66.9	58.1	7	66.9	67.1		7	67.1	67.1			
8		29.2	58.1	50.1	8	58.1	41.3		8	41.3	41.3			
All		50.1	50.0	50.0	All	57.0	50.0	YES	All	56.7*	50.0	YES		

*Due to an issue in data reporting, the state did not calculate mathematics growth scores for students in 6th grade at the school in 2018-19.

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

FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 2

SCHOOL INFORMATION

BALANCE SHEET

Opened 2007-08

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

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents - GRAPH 1	1,344,549	1,229,969	1,359,124	1,540,383	1,736,522
Grants and Contracts Receivable	129,229	121,826	132,841	145,325	120,274
Accounts Receivable	84,751	139,804	118,157	10,707	91,580
Prepaid Expenses	69,956	54,282	49,080	36,039	40,589
Contributions and Other Receivables	5,581,000	4,957,914	4,366,216	3,750,137	3,139,823
Total Current Assets - GRAPH 1	7,209,485	6,503,795	6,025,418	5,482,591	5,128,788
Property, Building and Equipment, net	180,574	151,063	281,052	241,762	199,873
Other Assets	87,360	87,360	87,360	88,132	90,023
Total Assets - GRAPH 1	7,477,419	6,742,218	6,393,830	5,812,485	5,418,684

Accounts Payable and Accrued Expenses	238,991	167,975	263,130	255,921	98,548
Accrued Payroll and Benefits	542,625	621,020	700,548	762,870	791,038
Deferred Revenue	215,873	100,973	106,521	110,966	46,871
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	31,184	22,346	13,124	44,726	34,101
Total Current Liabilities - GRAPH 1	1,028,673	912,314	1,083,323	1,174,483	970,558
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	1,028,673	912,314	1,083,323	1,174,483	970,558

Without Donor Restrictions	860,910	883,394	969,692	827,882	1,318,701
With Donor Restrictions	5,587,836	4,946,510	4,340,815	3,810,120	3,129,425
Total Net Assets	6,448,746	5,829,904	5,310,507	4,638,002	4,448,126
Total Liabilities and Net Assets	7,477,419	6,742,218	6,393,830	5,812,485	5,418,684

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

Resident Student Enrollment	4,506,532	4,736,832	4,815,909	5,046,138	5,277,293
Students with Disabilities	20,069	26,777	49,017	32,330	29,906

State and local	26,104	25,621	25,242	24,727	25,602
Federal - Title and IDEA	180,866	159,390	205,390	184,720	167,858
Federal - Other	28,215	-	-	-	-
Other	49,866	9,535	15,296	13,430	15,109
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	4,811,652	4,958,155	5,110,854	5,301,345	5,515,768

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

Management and General	860,390	889,934	854,782	892,960	912,355
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,405,747	5,586,630	5,653,802	6,014,925	5,731,872
Surplus / (Deficit) From School Operations	(594,095)	(628,475)	(542,948)	(713,579)	(216,104)

Contributions	15,973	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	4,899	9,633	23,551	41,074	26,228
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	20,872	9,633	23,551	41,074	26,228

Regular Education	4,417,973	4,520,667	4,591,605	4,910,923	4,680,083
SPED	127,384	176,029	207,415	211,041	139,434
Other	-	-	-	-	-
Total Program Services	4,545,357	4,696,696	4,799,020	5,121,964	4,819,517
Management and General	860,390	889,934	854,782	892,960	912,355
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,405,747	5,586,630	5,653,802	6,014,925	5,731,872

Surplus / (Deficit) From School Operations	(594,095)	(628,475)	(542,948)	(713,579)	(216,104)
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Contributions	15,973	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	4,899	9,633	23,551	41,074	26,228
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	20,872	9,633	23,551	41,074	26,228

Total Unrestricted Revenue	5,485,727	5,609,114	5,740,100	5,948,114	6,147,691
Total Temporarily Restricted Revenue	(653,203)	(641,326)	(605,695)	(605,695)	(605,695)
Total Revenue - GRAPHS 2 & 3	4,832,524	4,967,788	5,134,405	5,342,419	5,541,996

Change in Net Assets	(573,223)	(618,842)	(519,397)	(672,505)	(189,876)
Net Assets - Beginning of Year - GRAPH 2	7,021,969	6,448,746	5,829,904	5,310,507	4,638,002
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	6,448,746	5,829,904	5,310,507	4,638,002	4,448,126

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FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 2

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	486,248	507,152	509,017	549,955	575,290
Instructional Personnel	2,191,040	2,311,204	2,407,320	2,550,289	2,480,933
Non-Instructional Personnel	252,825	257,548	251,002	276,690	287,242
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,930,113	3,075,904	3,167,339	3,376,934	3,343,465
Fringe Benefits & Payroll Taxes	493,154	535,562	549,013	550,999	567,447
Retirement	95,588	101,778	116,123	117,118	103,931
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	605,695	605,695	605,695	605,695	605,695
Staff Development	204,128	160,104	187,216	190,501	171,590
Professional Fees, Consultant & Purchased Services	67,024	66,910	97,785	72,288	69,810
Marketing / Recruitment	2,703	2,370	3,566	6,251	13,762
Student Supplies, Materials & Services	363,401	358,957	322,376	461,043	231,219
Depreciation	161,510	146,452	106,190	123,391	116,929
Other	482,431	532,898	498,499	510,704	508,024
Total Expenses	5,405,747	5,586,630	5,653,803	6,014,924	5,731,872

SCHOOL ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	324	324	324	324	324
Final Chartered Enrollment (includes any revisions)	324	324	324	324	324
Actual Enrollment - GRAPH 4	323	316	326	316	317
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2015-16	2016-17	2017-18	2018-19	2019-20
Increase over prior year	13,904	13,904	14,527	15,307	16,159
	2.7%	0.0%	4.3%	5.1%	5.3%

PER STUDENT BREAKDOWN

Revenue	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	14,897	15,690	15,677	16,776	17,400
Other Revenue and Support	65	30	72	130	83
TOTAL - GRAPH 3	14,961	15,721	15,750	16,906	17,483
Expenses	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	14,072	14,863	14,721	16,209	15,204
Management and General, Fundraising	2,664	2,816	2,622	2,826	2,878
TOTAL - GRAPH 3	16,736	17,679	17,343	19,035	18,082
% of Program Services	84.1%	84.1%	84.9%	85.2%	84.1%
% of Management and Other	15.9%	15.9%	15.1%	14.8%	15.9%
% of Revenue Exceeding Expenses - GRAPH 5	-10.6%	-11.1%	-9.2%	-11.2%	-3.3%

Student to Faculty Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
10.3	10.1	10.1	9.8	10.1

Faculty to Admin Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
3.5	3.9	4.0	4.9	4.3

Financial Responsibility Composite Scores - GRAPH 6

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.8	2.6	2.8	2.5	3.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	6,180,812	5,591,481	4,942,095	4,308,108	4,158,230
As % of Unrestricted Revenue	112.7%	99.7%	86.1%	72.4%	67.6%
Working Capital (Current) Ratio Score	7.0	7.1	5.6	4.7	5.3
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	6.9	7.1	5.5	4.6	5.2
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.1	0.1	0.2	0.2	0.2
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

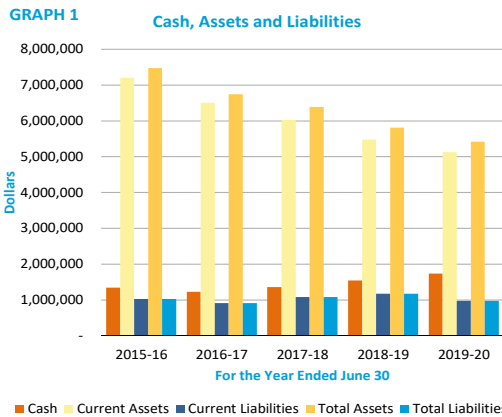
Months of Cash - GRAPH 8

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	3.0	2.6	2.9	3.1	3.6
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Good	Good	Excellent	Excellent

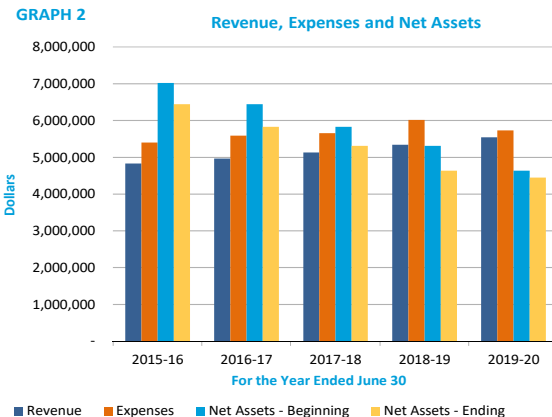
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FISCAL DASHBOARD

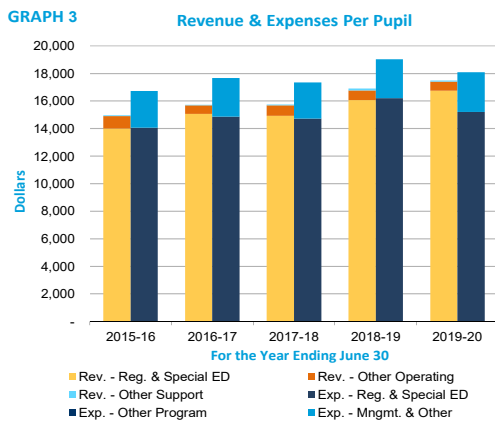
ICAHN CHARTER SCHOOL 2



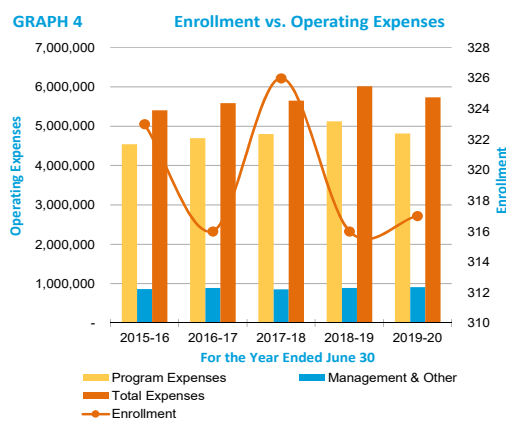
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



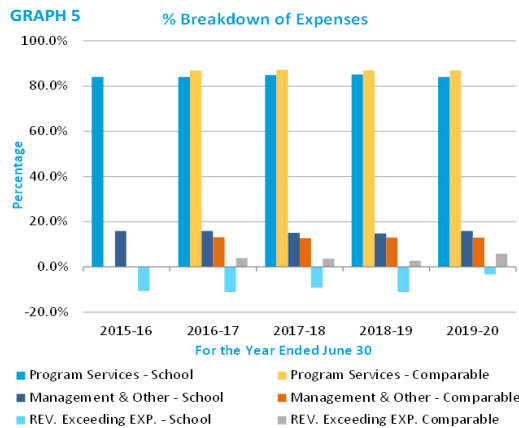
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

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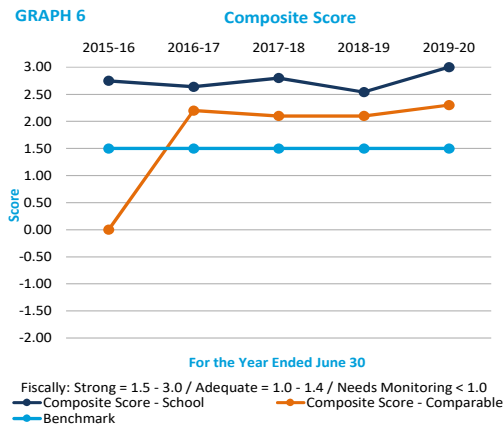
FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 2

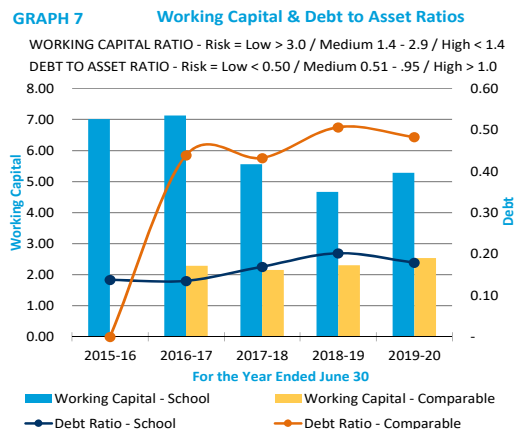
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



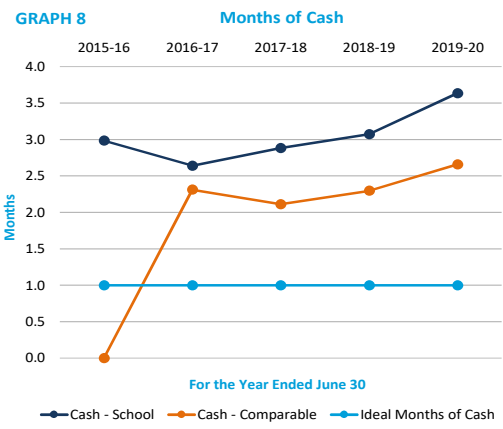
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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 2 is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Icahn 2 plans 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 2 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 2 presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable.

	ICAHN 2	
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	324	324
Grade Span	K-8	K-8
Teaching Staff	29	30
Days of Instruction	183	183

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The school is confident that it will have the opportunity to remain in the current co-located 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.

Icahn Charter School 3

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SCHOOL OVERVIEW

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FUTURE PLANS

ICAHN CHARTER SCHOOL 3

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, and a review of the academic program, Icahn Charter School 3 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 3 on October 26, 2007. It opened its doors in the fall of 2008 initially serving 108 students in Kindergarten – 2nd grade. The school is authorized to serve 324 students in Kindergarten – 8th grade during the 2020-21 school year and will continue to serve approximately 324 students in Kindergarten – 8th grade.

The current charter term expires on July 31, 2023. The school leases private space at 1500 Pelham Parkway South, Bronx, NY, in CSD 11. Icahn 3 shares this space with Icahn Charter Schools 4 and 5.

NOTEWORTHY - ICAHN 3

Icahn 3 students earned 1st place in the American Debate League's Debate Championship for 2019-20. Through the debate team, students develop public speaking, writing, and argumentative skills.

ACADEMIC PROGRAM

In addition to the network's focus on improving students' writing, Icahn 3 has made writing an academic priority this year. The school administered a pre-assessment at the beginning of the year and intends to administer the same assessment at the end of the year to measure students' growth. Throughout the year teachers provide extra writing support through small groups and conferencing.

To maintain a positive school culture, teachers and the principal regularly communicate with parents. Teachers use ClassDojo, text messages, emails, and phone calls to quickly update parents on their student's academic and behavioral progress. For repetitive behaviors, the principal will reach out to families to explain the nature of the behavior and the potential consequences if behaviors continue, while teachers share the same with students. This clear communication about the school's policies, consequences, and incentives helps to create a positive culture in which students, staff, and families work together to uphold the same standards at home and school. From 2014-15 through 2018-19, Icahn 3 has had only three in-school suspensions and three out-of-school suspensions.

LEGAL REQUIREMENTS

Annual Reports. While Icahn 3 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 3's projected five year budget reflects anticipated flat revenues and conservative enrollment projections in response to the COVID-19 pandemic. If renewed, the school will continue to serve Kindergarten – 8th 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 3 opened in 2008-09 and has reported operating continuous operating surpluses over the duration of the current charter term. The school had net assets of approximately \$10.6 million as of June 30, 2020.

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SCHOOL OVERVIEW

K-8 SCHOOL LEADERS

Marcia Glattstein, Principal (2013-14 to Present)

Migda Agosto, Principal (2008-09 to 2013-14)

SCHOOL CHARACTERISTICS - ICAHN 3

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	324	314	97%	K-8
2017-18	324	320	99%	K-8
2018-19	324	319	98%	K-8
2019-20	324	321	99%	K-8
2020-21	324	320	99%	K-8

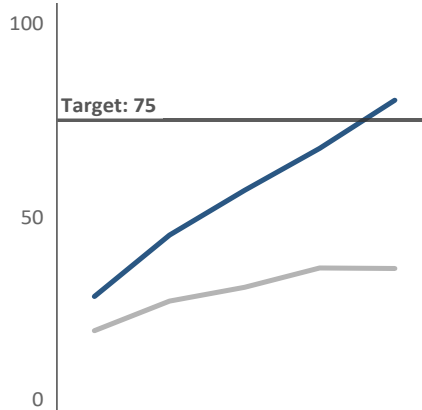
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SCHOOL OVERVIEW

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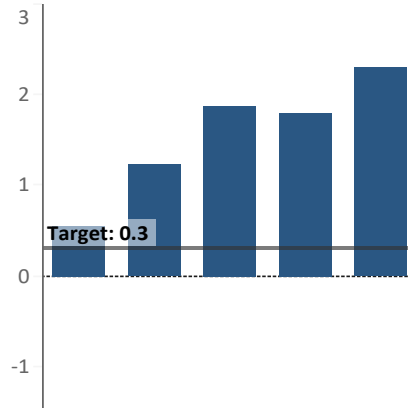
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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.



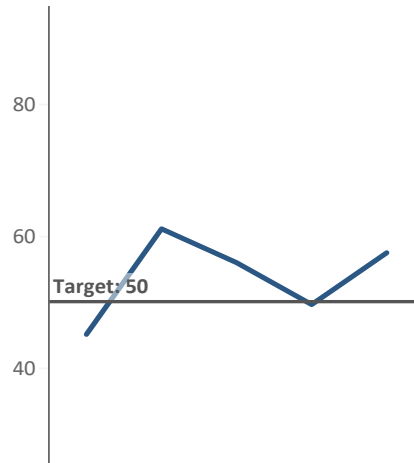
Test Year	Comp Grades	District %	School %
2015	3-8	21	30
2016	3-8	29	46
2017	3-8	32	57
2018	3-8	37	68
2019	3-8	37	80

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	0.55
2016	3-8	1.22
2017	3-8	1.88
2018	3-8	1.80
2019	3-8	2.30

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	61.3
2017	56.2
2018	49.8
2019	57.7

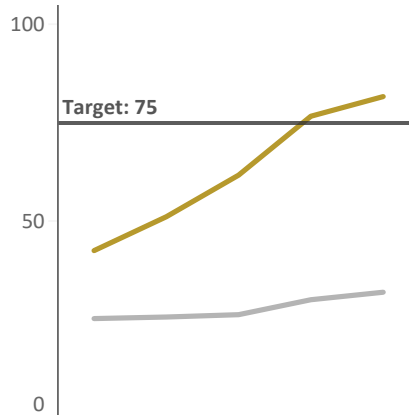
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SCHOOL OVERVIEW

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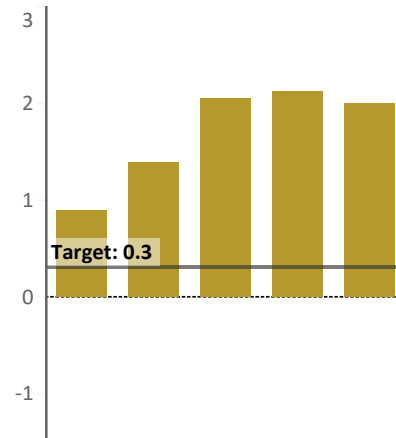
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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**.



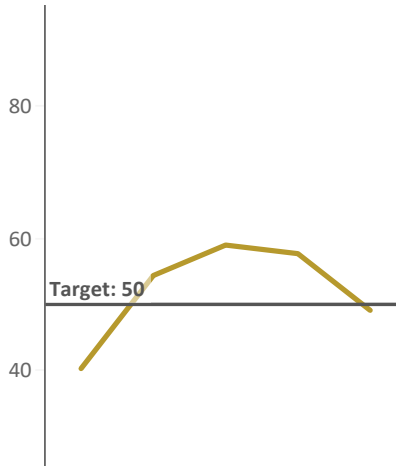
Test Year	Comp Grades	District %	School %
2015	3-8	25	43
2016	3-8	26	51
2017	3-8	26	62
2018	3-8	30	77
2019	3-8	32	82

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	0.89
2016	3-8	1.39
2017	3-8	2.05
2018	3-8	2.12
2019	3-8	2.00

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	40.4
2016	54.5
2017	59.1
2018	57.8
2019	49.2

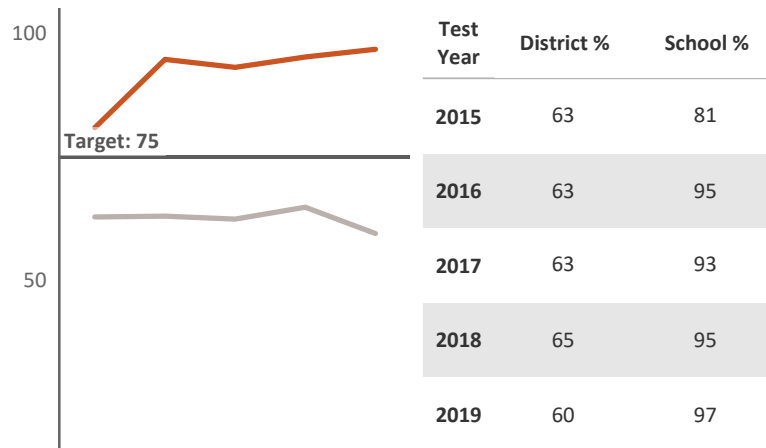
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 3

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
Enrollment Receiving Mandated Academic Services	38	33	23
Tested on State Exam	29	24	18
School Percent Proficient on ELA Exam	31.0	29.2	27.8
District Percent Proficient	7.2	10.2	10.2
	2017	2018	2019
ELL Enrollment	12	8	9
Tested on NYSESLAT Exam	9	8	9
School Percent 'Commanding' or Making Progress on NYSESLAT	22.2	37.5	22.2

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 NYCDOE held its required hearing on Icahn 3's renewal application on April 27, 2020 by videoconference. Four people were present. One school leadership member spoke in favor of the renewal application citing the school's strong academic program, committed staff and the use of technology to drive high student achievement. One individual stated a general opposition to any charter renewal, but did not have specific comments regarding Icahn 3.

ENROLLMENT AND RETENTION

Icahn Charter School 3's Enrollment and Retention Status: 2018-19			Target	School
enrollment	economically disadvantaged		85.6	81.7
	English language learners		9.3	2.5
	students with disabilities		17.1	7.1
retention	economically disadvantaged		91.7	93.2
	English language learners		91.3	100.0
	students with disabilities		92.0	79.3

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

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PERFORMANCE SUMMARIES

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		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	64.9 (37)	63.9 (36)		3	83.8 (37)	81.3 (32)		3	87.8(41)	87.5(40)		3	87.8(41)	87.5(40)	
4	66.7 (36)	65.7 (35)		4	80.0 (35)	79.4 (34)		4	90.0(40)	89.5(38)		4	90.0(40)	89.5(38)	
5	47.4 (38)	47.2 (36)		5	54.5 (33)	54.5 (33)		5	74.2(31)	73.3(30)		5	74.2(31)	73.3(30)	
6	36.7 (30)	36.7 (30)		6	61.8 (34)	61.8 (34)		6	80.6(31)	82.8(29)		6	80.6(31)	82.8(29)	
7	64.5 (31)	64.5 (31)		7	67.9 (28)	67.9 (28)		7	71.0(31)	71.0(31)		7	71.0(31)	71.0(31)	
8	66.7 (24)	66.7 (24)		8	63.3 (30)	63.3 (30)		8	73.1(26)	73.1(26)		8	73.1(26)	73.1(26)	
All	57.7 (196)	57.3 (192)	NO	All	69.0 (197)	68.1 (191)	NO	All	80.5(200)	80.4(194)	YES	All	80.5(200)	80.4(194)	YES
Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP	
3-8	152	111	YES	3-8	175	101	YES	3-8	194	105	YES	3-8	194	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.							
Absolute Measure		Comparative Measure		Growth Measure											
Comparison: Bronx CSD 11		Comparison: Bronx CSD 11		Comparison: Bronx CSD 11											
Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES
3-8	57.3	32.4	YES	3-8	68.1	37.4	YES	3-8	80.4	37.2	YES	3-8	80.4	37.2	YES
Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted
3	78.9	64.9	33.9	3	82.1	83.8	41.5	3	92.7	615.0	594.1	3	92.7	615.0	594.1
4	94.7	66.7	24.8	4	82.9	80.0	38.4	4	85.0	615.0	594.0	4	85.0	615.0	594.0
5	76.3	47.4	27.2	5	79.4	54.5	28.5	5	81.3	616.0	595.2	5	81.3	616.0	595.2
6	96.9	36.7	15.3	6	79.4	61.8	39.5	6	87.1	611.0	591.6	6	87.1	611.0	591.6
7	87.1	64.5	27.7	7	83.3	67.9	29.3	7	84.4	611.0	594.8	7	84.4	611.0	594.8
8	87.5	66.7	32.7	8	86.7	63.3	37.3	8	96.3	611.0	593.6	8	96.3	611.0	593.6
All	86.4	57.7	26.9	All	82.2	69.0	36.0	All	87.7	613.4	593.9	All	87.7	613.4	593.9
Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State	
4	52.6	57.3		4	57.3	60.2		4	60.2	50.0		4	60.2	50.0	
5	47.0	44.0		5	44.0	54.7		5	54.7	50.0		5	54.7	50.0	
6	61.6	46.2		6	46.2	57.1		6	57.1	50.0		6	57.1	50.0	
7	61.8	56.6		7	56.6	57.3		7	57.3	50.0		7	57.3	50.0	
8	61.7	45.1		8	45.1	58.5		8	58.5	50.0		8	58.5	50.0	
All	56.2	50.0	YES	All	49.8	50.0	NO	All	57.7	50.0	YES	All	57.7	50.0	YES

SUNY Charter Schools Institute
 H. Carl McCall SUNY Building
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PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Icahn Charter School 3

	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 proficiency on the New York State exam.	3	78.4 (37)	77.8 (36)		3	94.6 (37)	93.8 (32)		3	85.4 (41)	85.0 (40)				
	4	75.0 (36)	74.3 (35)		4	80.0 (35)	79.4 (34)		4	92.5 (40)	92.1 (38)				
	5	60.5 (38)	58.3 (36)		5	66.7 (33)	66.7 (33)		5	87.1 (31)	86.7 (30)				
	6	60.0 (30)	60.0 (30)		6	88.2 (34)	88.2 (34)		6	77.4 (31)	79.3 (29)				
	7	48.4 (31)	48.4 (31)		7	71.4 (28)	71.4 (28)		7	74.2 (31)	74.2 (31)				
	8	45.8 (24)	45.8 (24)		8	60.0 (30)	60.0 (30)		8	69.2 (26)	69.2 (26)				
	All	62.8 (196)	62.0 (192)	NO	All	77.7 (197)	77.0 (191)	YES	All	82.0 (200)	82.0 (194)	YES			
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP				
Absolute Measure															
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.	3-8	153	109	YES	3-8	191	103	YES	3-8	202	107	YES			
	Comparison: Bronx CSD 11				Comparison: Bronx CSD 11				Comparison: Bronx CSD 11						
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				
	3-8	62.0	26.5	YES	3-8	77.0	30.3	YES	3-8	82.0	32.2	YES			
	Grade	%ED	Actual	Predicted	ES	Grade	%ED	Actual	Predicted	ES	Grade	%ED	Actual	Predicted	ES
	3	78.9	78.4	39.2	2.00	3	82.1	94.6	44.4	2.43	3	92.7	618.0	594.0	2.52
	4	94.7	75.0	24.1	2.71	4	82.9	80.0	37.4	2.03	4	85.0	615.0	594.7	1.94
	5	76.3	60.5	33.1	1.51	5	79.4	66.7	33.5	1.80	5	81.3	619.0	595.4	2.24
	6	96.9	60.0	17.2	2.68	6	79.4	88.2	33.4	2.70	6	87.1	610.0	593.9	1.62
	7	87.1	48.4	19.9	1.52	7	83.3	71.4	27.7	1.91	7	84.4	613.0	594.9	1.74
8	87.5	45.8	13.1	1.90	8	86.7	60.0	21.6	1.80	8	96.3	614.0	593.7	1.59	
All	86.4	62.8	25.6	2.05	All	82.2	77.7	33.6	2.12	All	87.7	615.0	594.5	1.98	
Comparative Measure															
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.	Grades	School	State		Grades	School	State		Grades	School	State				
	4	46.1			4	62.4			4	39.1					
	5	55.0			5	39.8			5	50.7					
	6	75.8			6	75.8			6	55.9					
	7	51.5			7	59.2			7	48.6					
	8	73.1			8	50.3			8	54.9					
	All	59.1	50.0	YES	All	57.8	50.0	YES	All	49.2	50.0	NO			
	Growth 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	46.1			4	62.4			4	39.1					
	5	55.0			5	39.8			5	50.7					
	6	75.8			6	75.8			6	55.9					
	7	51.5			7	59.2			7	48.6					
	8	73.1			8	50.3			8	54.9					
	All	59.1	50.0	YES	All	57.8	50.0	YES	All	49.2	50.0	NO			

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FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 3

SCHOOL INFORMATION

BALANCE SHEET

Opened 2008-09

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

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents - GRAPH 1	2,529,074	2,635,600	3,124,602	3,931,942	4,669,171
Grants and Contracts Receivable	142,820	162,098	172,549	180,259	116,625
Accounts Receivable	-	143,791	118,895	20,234	194,251
Prepaid Expenses	90,735	77,016	86,138	45,945	64,518
Contributions and Other Receivables	330,898	274,578	262,585	237,878	88,015
Total Current Assets - GRAPH 1	3,093,527	3,293,083	3,764,769	4,416,258	5,132,580
Property, Building and Equipment, net	303,442	307,848	287,003	6,659,673	6,425,551
Other Assets	79,368	91,525	75,000	75,000	75,000
Total Assets - GRAPH 1	3,476,337	3,692,456	4,126,772	11,150,931	11,633,131

	2015-16	2016-17	2017-18	2018-19	2019-20
Accounts Payable and Accrued Expenses	241,124	198,072	330,582	414,373	185,813
Accrued Payroll and Benefits	431,735	565,647	639,468	661,972	768,280
Deferred Revenue	208,071	99,734	104,983	110,691	46,261
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	12,139	-	10,853	8,059	5,143
Total Current Liabilities - GRAPH 1	893,069	863,453	1,085,886	1,195,095	1,005,497
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	13,531	-	-	-
Total Liabilities - GRAPH 1	893,069	876,984	1,085,886	1,195,095	1,005,497

	2015-16	2016-17	2017-18	2018-19	2019-20
Without Donor Restrictions	2,583,268	2,815,472	3,040,886	3,417,872	4,386,892
With Donor Restrictions	-	-	-	6,537,964	6,240,742
Total Net Assets	2,583,268	2,815,472	3,040,886	9,955,836	10,627,634
Total Liabilities and Net Assets	3,476,337	3,692,456	4,126,772	11,150,931	11,633,131

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Resident Student Enrollment	4,347,869	4,685,420	4,763,215	5,033,788	5,303,976
Students with Disabilities	40,194	66,535	24,791	9,436	22,219

	2015-16	2016-17	2017-18	2018-19	2019-20
State and local	669,669	814,696	920,831	6,766,013	26,047
Federal - Title and IDEA	159,474	166,160	243,908	230,619	171,001
Federal - Other	60,535	-	-	-	-
Other	16,914	47,489	8,357	7,357	7,357
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	5,294,655	5,780,300	5,961,102	12,047,213	5,530,600

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Regular Education	3,859,954	4,349,531	4,661,640	4,247,177	4,043,052
SPED	284,089	299,588	247,478	162,315	130,512
Other	-	-	-	-	-
Total Program Services	4,144,043	4,649,119	4,909,118	4,409,492	4,173,564
Management and General	836,041	913,939	880,177	806,678	744,612
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	4,980,084	5,563,058	5,789,295	5,216,170	4,918,176
Surplus / (Deficit) From School Operations	314,571	217,242	171,807	6,831,043	612,424

	2015-16	2016-17	2017-18	2018-19	2019-20
Contributions	15,970	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	4,933	14,962	53,607	83,907	59,374
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	20,903	14,962	53,607	83,907	59,374

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Unrestricted Revenue	5,315,558	5,795,262	6,014,709	5,668,156	5,812,196
Total Temporarily Restricted Revenue	-	-	-	6,462,964	(222,222)
Total Revenue - GRAPHS 2 & 3	5,315,558	5,795,262	6,014,709	12,131,120	5,589,974

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Assets - Beginning of Year - GRAPH 2	2,247,794	2,583,268	2,815,472	3,040,886	9,955,836
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	2,583,268	2,815,472	3,040,886	9,955,836	10,627,634

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FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 3

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	423,649	453,754	463,580	529,593	530,268
Instructional Personnel	1,870,484	2,063,781	2,158,563	2,133,179	2,254,357
Non-Instructional Personnel	223,529	242,400	229,417	221,269	205,513
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,517,662	2,759,935	2,851,560	2,884,041	2,990,138
Fringe Benefits & Payroll Taxes	521,408	531,111	532,213	484,822	533,419
Retirement	57,352	73,525	83,425	79,606	83,750
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	643,557	788,607	895,601	74,633	-
Staff Development	174,013	165,690	215,576	190,682	172,650
Professional Fees, Consultant & Purchased Services	85,239	104,103	76,369	60,276	75,613
Marketing / Recruitment	2,514	2,555	4,257	20,166	13,791
Student Supplies, Materials & Services	294,376	325,676	361,034	460,353	153,326
Depreciation	211,098	224,616	208,915	355,782	324,439
Other	472,866	587,240	560,346	605,809	571,050
Total Expenses	4,980,084	5,563,058	5,789,296	5,216,170	4,918,176

SCHOOL ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	324	324	324	324	324
Final Chartered Enrollment (includes any revisions)	324	324	324	324	324
Actual Enrollment - GRAPH 4	309	314	320	319	320
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2015-16	2016-17	2017-18	2018-19	2019-20
Increase over prior year	13,880	13,880	14,529	15,307	16,168
	2.5%	0.0%	4.5%	5.1%	5.3%

PER STUDENT BREAKDOWN

Revenue	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	17,135	18,409	18,628	37,766	17,283
Other Revenue and Support	68	48	168	263	186
TOTAL - GRAPH 3	17,202	18,456	18,796	38,029	17,469
Expenses	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	13,411	14,806	15,341	13,823	13,042
Management and General, Fundraising	2,706	2,911	2,751	2,529	2,327
TOTAL - GRAPH 3	16,117	17,717	18,092	16,352	15,369
% of Program Services	83.2%	83.6%	84.8%	84.5%	84.9%
% of Management and Other	16.8%	16.4%	15.2%	15.5%	15.1%
% of Revenue Exceeding Expenses - GRAPH 5	6.7%	4.2%	3.9%	132.6%	13.7%

Student to Faculty Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
9.5	9.8	9.9	10.5	9.8

Faculty to Admin Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
4.3	4.0	4.8	5.3	5.5

Financial Responsibility Composite Scores - GRAPH 6

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	3.0	3.0	3.0	3.0	3.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	2,200,458	2,429,630	2,678,883	3,221,163	4,127,083
As % of Unrestricted Revenue	41.4%	41.9%	44.5%	56.8%	71.0%
Working Capital (Current) Ratio Score	3.5	3.8	3.5	3.7	5.1
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	3.4	3.7	3.4	3.7	5.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.3	0.2	0.3	0.1	0.1
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

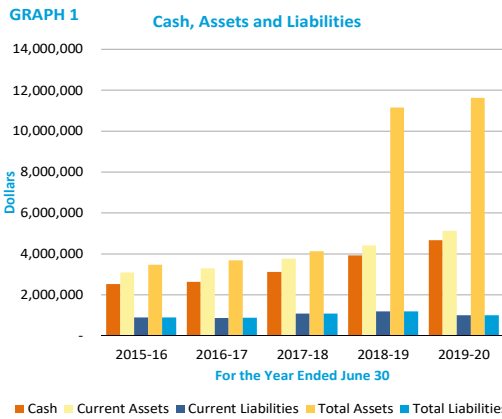
Months of Cash - GRAPH 8

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	6.1	5.7	6.5	9.0	11.4
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

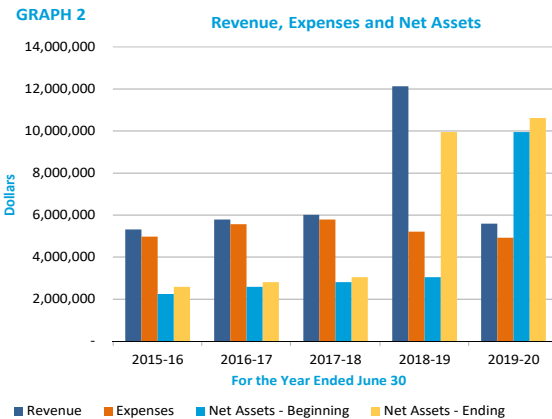
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FISCAL DASHBOARD

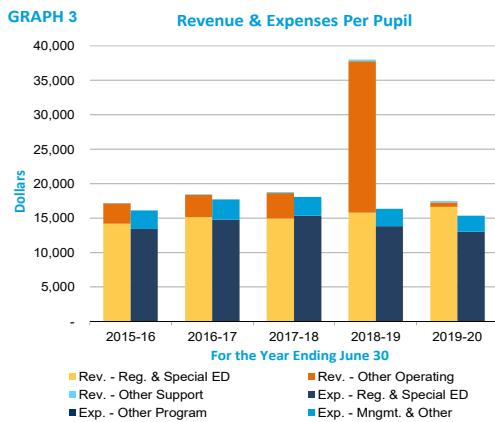
ICAHN CHARTER SCHOOL 3



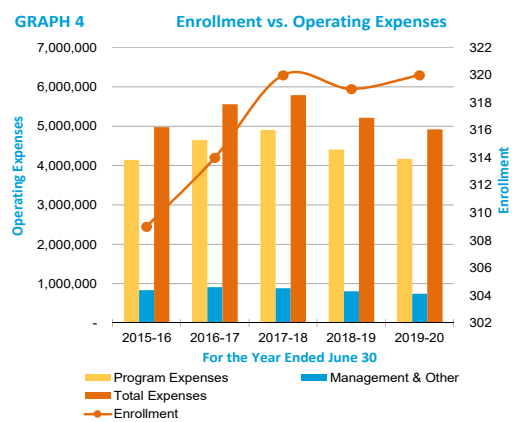
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



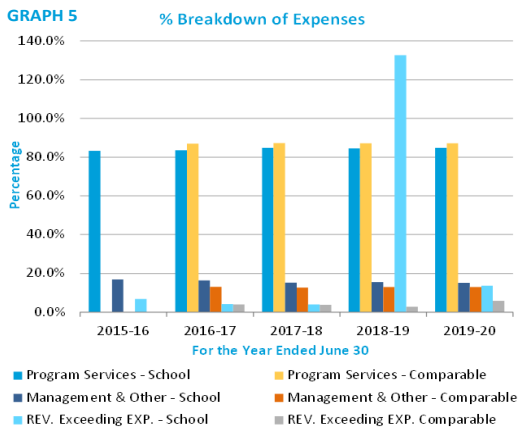
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

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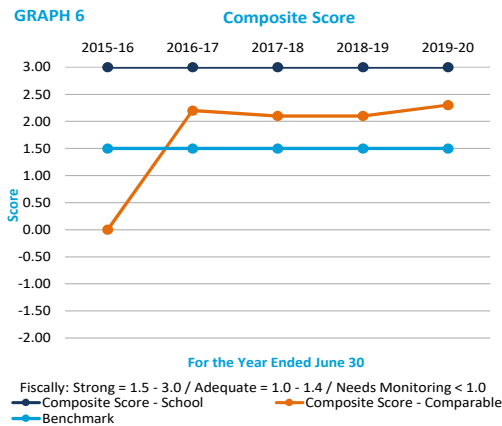
FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 3

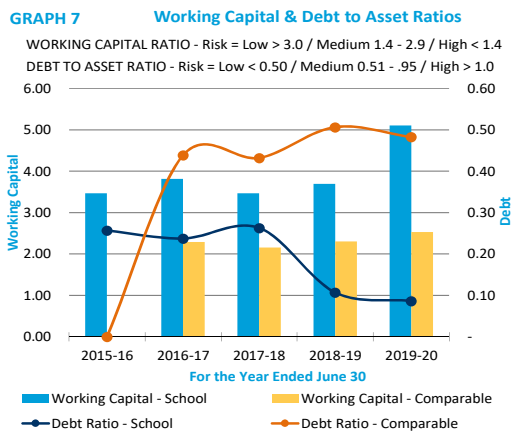
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



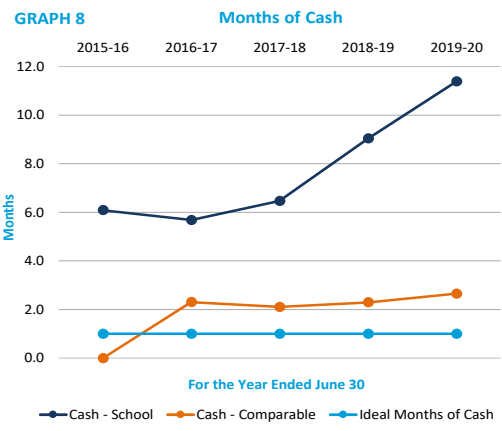
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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?

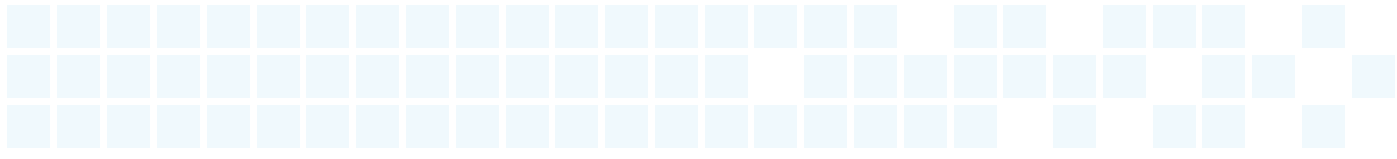
Icahn 3 is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Icahn 3 plans to continue to operate the school in the same manner, making its plans for the school's future sound.

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 3 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 3 presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable.

ICAHN 3		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	324	324
Grade Span	K-8	K-8
Teaching Staff	30	30
Days of Instruction	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.



Icahn Charter School 4

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SCHOOL OVERVIEW

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FUTURE PLANS

ICAHN CHARTER SCHOOL 4

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 4 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 4 on September 19, 2008. The school opened its doors in the fall of 2009 initially serving 109 students in Kindergarten – 2nd grade. The school is authorized to serve 324 students in Kindergarten – 8th grade during the 2020-21 school year and, if renewed, will continue to serve students in Kindergarten – 8th grade with an enrollment of 324 students.

The current charter term expires on July 31, 2024. The school is located in privately leased space at 1500 Pelham Parkway, Bronx, NY in New York City CSD 11.

NOTEWORTHY - ICAHN 4

The Young American Poetry Digest selected six 3rd grade students and one 5th grade student from Icahn 4 to have their work published in the autumn 2018 edition of its national publication. Work is selected based on creativity, language, imagery, structure, and poetic techniques.

ACADEMIC PROGRAM

In addition to the network's focus on improving students' process based writing, Icahn 4's academic priority this year is to streamline instruction and use the same literacy methods that are taught in ELA in all of the content area classes. For example, the principal pushes teachers to use close reading and text annotation strategies in mathematics, science, history, art, and music classes.

This year, Icahn 4's principal chose to implement a social emotional program called Move This World to solidify school culture. Through the program, Icahn 4 helps students recognize and manage their emotions to build their skills in areas such as self management, relationships, decision making, social awareness, and self awareness.

LEGAL REQUIREMENTS

Annual Reports. While Icahn 4 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 4's projected five year budget reflects anticipated flat revenues and conservative enrollment projections in response to the COVID-19 pandemic. If renewed, the school will continue to serve Kindergarten – 8th 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 4 opened in 2009-10 and has reported operating surpluses and deficits which have been offset by accumulating surpluses. The school had net assets of approximately \$7.9 million as of June 30, 2020.

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SCHOOL OVERVIEW

K-8 SCHOOL LEADERS

Michelle Allen, Principal (2010-11 to Present)

Betzaida Franco, Principal (2009-10)

SCHOOL CHARACTERISTICS - ICAHN 4

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	319	98%	K-8
2018-19	324	317	98%	K-8
2019-20	324	321	99%	K-8
2020-21	324	303	94%	K-8

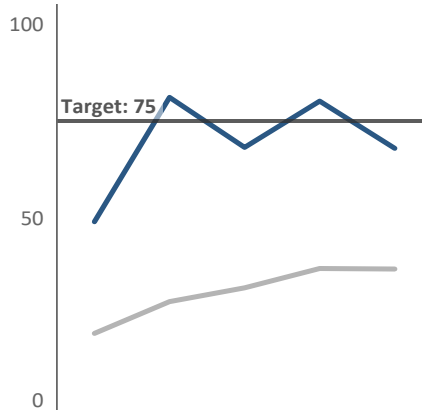
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 4

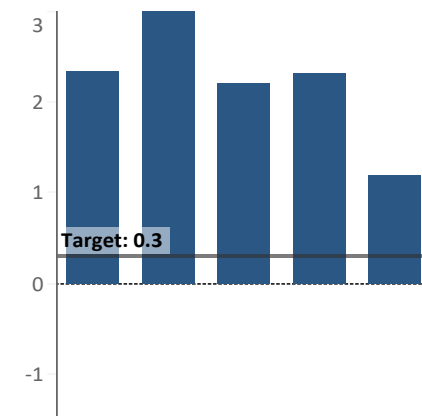
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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**.



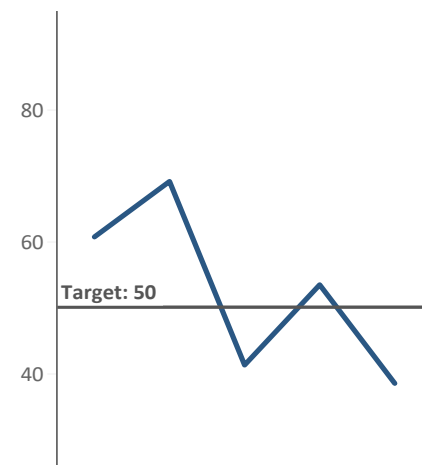
Test Year	Comp Grades	District %	School %
2015	3-7	21	49
2016	3-8	29	81
2017	3-8	32	68
2018	3-8	37	80
2019	3-8	37	68

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	3-7	2.34
2016	3-8	3.10
2017	3-8	2.21
2018	3-8	2.32
2019	3-8	1.18

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	60.9
2016	69.3
2017	41.4
2018	53.6
2019	38.7

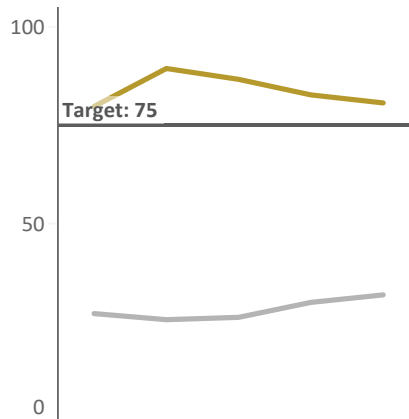
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 4

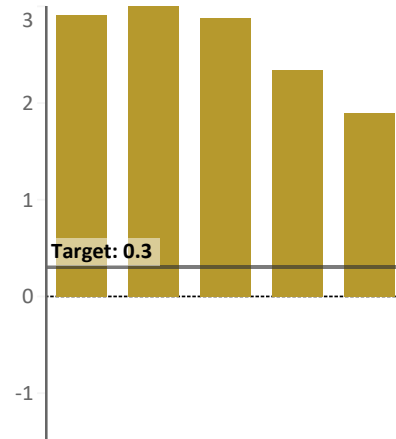
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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**.



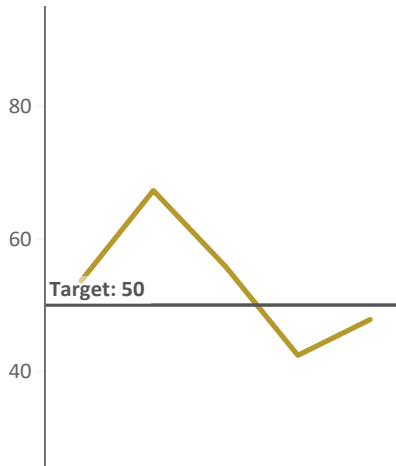
Test Year	Comp Grades	District %	School %
2015	3-7	27	80
2016	3-8	26	90
2017	3-8	26	87
2018	3-8	30	83
2019	3-8	32	81

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	3-7	2.91
2016	3-8	3.04
2017	3-8	2.87
2018	3-8	2.34
2019	3-8	1.89

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	53.7
2016	67.4
2017	55.9
2018	42.5
2019	47.9

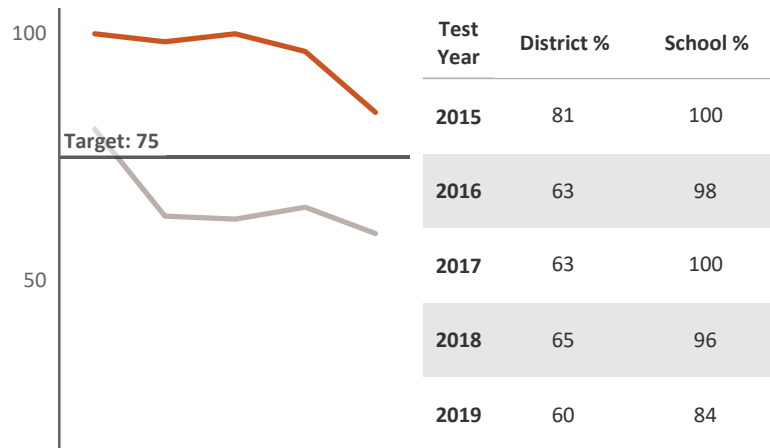
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 4

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
Enrollment Receiving Mandated Academic Services	23	26	34
Tested on State Exam	15	13	18
School Percent Proficient on ELA Exam	40.0	53.8	27.8
District Percent Proficient	7.2	10.2	10.2
	2017	2018	2019
ELL Enrollment	1	1	8
Tested on NYSESLAT Exam	1	1	8
School Percent 'Commanding' or Making Progress on NYSESLAT	s	s	12.5

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."







SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on Icahn 4's renewal application on April 27, 2020 by videoconference. Nine people were present and five people spoke in favor of the renewal application. One school leadership member cited the school's strong academic program, the integration of technology and strong relationship with families. Staff members cited the school's Blue Ribbon status as well as students' access to technology allowing the school to quickly pivot to online learning. A parent spoke of the positive experience of her student at the school. No one spoke in opposition to the renewal application.

ENROLLMENT AND RETENTION

Icahn Charter School 4's Enrollment and Retention Status: 2018-19

			Target	School
enrollment	economically disadvantaged		85.6	62.8
	English language learners		9.3	2.5
	students with disabilities		17.1	10.7
retention	economically disadvantaged		91.7	91.8
	English language learners		91.3	100.0
	students with disabilities		92.0	91.3

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PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Icahn Charter School 4

	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	64.9 (37)	62.5 (32)		3	75.8 (33)	77.4 (31)		3	61.5(39)	59.5(37)						
	4	94.1 (34)	93.8 (32)		4	87.9 (33)	87.9 (33)		4	69.7(33)	68.8(32)						
	5	54.1 (37)	51.4 (35)		5	85.7 (35)	84.4 (32)		5	66.7(30)	66.7(30)						
	6	75.0 (32)	72.4 (29)		6	66.7 (33)	63.3 (30)		6	81.8(33)	81.3(32)						
	7	63.6 (33)	63.6 (33)		7	84.4 (32)	86.2 (29)		7	54.3(35)	55.9(34)						
	8	70.4 (27)	69.2 (26)		8	81.8 (33)	81.8 (33)		8	80.0(30)	80.0(30)						
	All	70.0 (200)	68.4 (187)	NO	All	80.4 (199)	80.3 (188)	YES	All	68.5(200)	68.2(195)	NO					
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	167	111	YES	3-8	196	101	YES	3-8	174	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 11	School	District		Comparison: Bronx CSD 11	School	District		Comparison: Bronx CSD 11	School	District						
	3-8	68.4	32.4	YES	3-8	80.3	37.4	YES	3-8	68.2	37.2	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.	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES		
	3	73.0	64.9	36.5	1.62	3	68.4	75.8	47.3	1.62	3	63.2	606.0	599.1	0.91		
	4	61.8	94.1	38.9	3.32	4	74.3	87.9	41.7	2.39	4	58.8	605.0	598.8	0.88		
	5	81.1	54.1	25.2	1.88	5	69.4	85.7	32.4	3.24	5	41.9	611.0	603.3	1.13		
	6	67.7	75.0	27.1	3.04	6	80.0	66.7	39.3	1.46	6	57.1	613.0	598.5	1.88		
	7	76.5	63.6	32.3	1.67	7	80.6	84.4	30.4	2.88	7	58.3	606.0	599.7	0.74		
	8	74.1	70.4	37.8	1.78	8	84.8	81.8	37.9	2.28	8	76.7	611.0	596.7	1.69		
	All	72.5	70.0	32.8	2.21	YES	All	76.2	80.4	38.1	2.32	YES	All	59.4	608.5	599.3	1.18
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	47.5	60.6		4	60.6	60.6		4	47.5	47.5						
	5	51.2	53.5		5	53.5	53.5		5	39.7	39.7						
	6	51.2	55.8		6	55.8	55.8		6	37.3	37.3						
	7	26.8	54.7		7	54.7	54.7		7	35.8	35.8						
	8	26.7	43.8		8	43.8	43.8		8	32.9	32.9						
	All	41.4	50.0	NO	All	53.6	50.0	YES	All	38.7	50.0	NO					

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Icahn Charter School 4

		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	78.4 (37)	78.1 (32)		3	82.4 (34)	78.1 (32)		3	82.1 (39)	81.1 (37)		3	82.1 (39)	81.1 (37)	
4	94.1 (34)	93.8 (32)		4	84.8 (33)	82.4 (34)		4	90.9 (33)	90.6 (32)		4	90.9 (33)	90.6 (32)	
5	72.2 (36)	73.5 (34)		5	91.4 (35)	90.6 (32)		5	73.3 (30)	73.3 (30)		5	73.3 (30)	73.3 (30)	
6	100.0 (32)	100.0 (29)		6	75.0 (32)	73.3 (30)		6	97.0 (33)	96.9 (32)		6	97.0 (33)	96.9 (32)	
7	90.9 (33)	90.9 (33)		7	90.3 (31)	89.7 (29)		7	57.1 (35)	58.8 (34)		7	57.1 (35)	58.8 (34)	
8	88.0 (25)	88.0 (25)		8	78.8 (33)	78.8 (33)		8	86.7 (30)	86.7 (30)		8	86.7 (30)	86.7 (30)	
All	86.8 (197)	87.0 (185)	YES	All	83.8 (198)	83.1 (189)	YES	All	81.0 (200)	81.0 (195)	YES	All	81.0 (200)	81.0 (195)	YES
Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP	
3-8	186	109	YES	3-8	208	103	YES	3-8	203	107	YES	3-8	203	107	YES
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		Comparison: Bronx CSD 11	
Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES
3-8	87.0	26.5	YES	3-8	83.1	30.3	YES	3-8	81.0	32.2	YES	3-8	81.0	32.2	YES
Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted
3	73.0	78.4	41.9	1.87	3	68.4	82.4	50.3	1.64	3	63.2	612.0	599.4	1.55	
4	61.8	94.1	40.7	3.04	4	74.3	84.8	41.4	2.07	4	58.8	620.0	600.3	2.42	
5	81.1	72.2	30.6	2.21	5	69.4	91.4	38.6	2.98	5	41.9	615.0	603.7	1.51	
6	67.7	100.0	33.6	3.44	6	80.0	75.0	33.1	2.00	6	57.1	623.0	600.9	2.92	
7	76.5	90.9	25.5	3.20	7	80.6	90.3	29.1	2.68	7	58.3	609.0	600.9	0.94	
8	74.1	88.0	15.3	3.92	8	84.8	78.8	21.9	2.66	8	76.7	620.0	596.3	2.09	
All	72.4	86.8	32.2	2.87	All	76.1	83.8	35.9	2.34	All	59.4	616.3	600.2	1.89	
Grades	School	State	ES	Grades	School	State	ES	Grades	School	State	ES	Grades	School	State	ES
4	80.5			4	65.1			4	78.1			4	78.1		
5	37.2			5	34.5			5	35.7			5	35.7		
6	70.0			6	57.8			6	63.4			6	63.4		
7	31.8			7	35.6			7	30.5			7	30.5		
8	63.2			8	20.4			8	28.4			8	28.4		
All	55.9	50.0	YES	All	42.5	50.0	NO	All	47.9	50.0	NO	All	47.9	50.0	NO

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FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 4

SCHOOL INFORMATION

BALANCE SHEET

Opened 2009-10

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

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents - GRAPH 1	1,811,986	1,582,433	1,639,143	1,948,417	2,022,005
Grants and Contracts Receivable	70,152	155,036	163,499	159,177	100,834
Accounts Receivable	95,816	173,157	120,941	7,728	70,073
Prepaid Expenses	94,848	81,133	81,162	60,878	65,502
Contributions and Other Receivables	26,735	20,143	65,788	34,038	21,475
Total Current Assets - GRAPH 1	2,099,537	2,011,902	2,070,533	2,210,238	2,279,889
Property, Building and Equipment, net	233,689	245,073	238,019	6,691,768	6,484,759
Other Assets	75,000	83,900	92,799	100,814	109,323
Total Assets - GRAPH 1	2,408,226	2,340,875	2,401,351	9,002,820	8,873,971

	2015-16	2016-17	2017-18	2018-19	2019-20
Accounts Payable and Accrued Expenses	337,644	264,632	296,414	373,184	134,920
Accrued Payroll and Benefits	437,483	556,042	626,235	609,213	756,787
Deferred Revenue	211,907	99,993	105,615	111,520	46,847
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	14,516	8,689	2,610	76,652	62,416
Total Current Liabilities - GRAPH 1	1,001,550	929,356	1,030,874	1,170,569	1,000,970
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	1,001,550	929,356	1,030,874	1,170,569	1,000,970

	2015-16	2016-17	2017-18	2018-19	2019-20
Without Donor Restrictions	1,406,676	1,411,519	1,370,477	1,294,287	1,632,259
With Donor Restrictions	-	-	-	6,537,964	6,240,742
Total Net Assets	1,406,676	1,411,519	1,370,477	7,832,251	7,873,001
Total Liabilities and Net Assets	2,408,226	2,340,875	2,401,351	9,002,820	8,873,971

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Resident Student Enrollment	4,400,888	4,734,413	4,784,653	5,047,184	5,256,758
Students with Disabilities	34,891	35,809	63,184	23,108	30,857

	2015-16	2016-17	2017-18	2018-19	2019-20
State and local	669,678	814,591	920,774	6,765,922	24,317
Federal - Title and IDEA	171,075	156,817	206,143	201,469	134,575
Federal - Other	46,407	-	-	-	-
Other	19,363	40,448	8,347	7,357	7,358
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	5,342,302	5,782,078	5,983,101	12,045,040	5,453,865

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Regular Education	4,338,952	4,788,325	5,040,678	4,731,265	4,592,769
SPED	130,198	135,248	177,769	110,545	112,851
Other	-	-	-	-	-
Total Program Services	4,469,150	4,923,573	5,218,447	4,841,810	4,705,620
Management and General	835,106	865,505	832,780	789,785	740,752
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,304,256	5,789,078	6,051,227	5,631,595	5,446,372
Surplus / (Deficit) From School Operations	38,046	(7,000)	(68,126)	6,413,445	7,493

	2015-16	2016-17	2017-18	2018-19	2019-20
Contributions	15,970	1,000	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	3,480	10,843	27,084	48,329	33,257
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	19,450	11,843	27,084	48,329	33,257
Total Unrestricted Revenue	5,361,752	5,793,921	6,010,185	5,630,405	5,709,344
Total Temporarily Restricted Revenue	-	-	-	6,462,964	(222,222)
Total Revenue - GRAPHS 2 & 3	5,361,752	5,793,921	6,010,185	12,093,369	5,487,122
Change in Net Assets	57,496	4,843	(41,042)	6,461,774	40,750
Net Assets - Beginning of Year - GRAPH 2	1,349,180	1,406,676	1,411,519	1,370,477	7,832,251
Net Assets - End of Year - GRAPH 2	1,406,676	1,411,519	1,370,477	7,832,251	7,873,001

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ICAHN CHARTER SCHOOL 4

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	457,363	480,633	492,019	498,646	545,909
Instructional Personnel	1,908,506	2,139,191	2,262,167	2,398,683	2,454,558
Non-Instructional Personnel	233,360	224,738	209,618	233,662	209,416
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,599,229	2,844,562	2,963,804	3,130,991	3,209,883
Fringe Benefits & Payroll Taxes	530,990	569,106	570,189	615,059	649,023
Retirement	66,486	78,003	77,707	90,672	91,332
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	643,556	788,607	895,601	74,633	-
Staff Development	202,432	187,692	191,658	203,513	205,941
Professional Fees, Consultant & Purchased Services	78,744	80,455	107,764	79,230	88,666
Marketing / Recruitment	2,545	5,938	12,157	13,161	13,562
Student Supplies, Materials & Services	490,846	411,873	453,924	433,111	252,055
Depreciation	158,712	185,226	165,108	338,607	322,920
Other	530,715	637,616	613,315	652,616	612,990
Total Expenses	5,304,256	5,789,078	6,051,227	5,631,595	5,446,372

SCHOOL ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	324	324	324	324	324
Final Chartered Enrollment (includes any revisions)	324	324	324	324	324
Actual Enrollment - GRAPH 4	316	323	319	317	316
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2015-16	2016-17	2017-18	2018-19	2019-20
Increase over prior year	13,908	13,908	14,557	15,307	16,150
	2.7%	0.0%	4.5%	4.9%	5.2%

PER STUDENT BREAKDOWN

	2015-16	2016-17	2017-18	2018-19	2019-20
Revenue					
Operating	16,906	17,901	18,756	37,997	17,259
Other Revenue and Support	62	37	85	152	105
TOTAL - GRAPH 3	16,968	17,938	18,841	38,149	17,364
Expenses					
Program Services	14,143	15,243	16,359	15,274	14,891
Management and General, Fundraising	2,643	2,680	2,611	2,491	2,344
TOTAL - GRAPH 3	16,786	17,923	18,969	17,765	17,235
% of Program Services	84.3%	85.0%	86.2%	86.0%	86.4%
% of Management and Other	15.7%	15.0%	13.8%	14.0%	13.6%
% of Revenue Exceeding Expenses - GRAPH 5	1.1%	0.1%	-0.7%	114.7%	0.7%

Student to Faculty Ratio

	2015-16	2016-17	2017-18	2018-19	2019-20
Student to Faculty Ratio	9.8	10.2	10.1	9.3	9.8

Faculty to Admin Ratio

	2015-16	2016-17	2017-18	2018-19	2019-20
Faculty to Admin Ratio	4.2	5.4	4.4	5.8	5.7

Financial Responsibility Composite Scores - GRAPH 6

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.4	2.2	2.1	2.2	2.8
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	1,097,987	1,082,546	1,039,659	1,039,669	1,278,919
As % of Unrestricted Revenue	20.5%	18.7%	17.3%	18.5%	22.4%
Working Capital (Current) Ratio Score	2.1	2.2	2.0	1.9	2.3
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	Good

Quick (Acid Test) Ratio

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	2.0	2.1	1.9	1.8	2.2
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
	Good	Good	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.4	0.4	0.4	0.1	0.1
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	LOW	LOW	LOW	LOW	LOW
	Excellent	Excellent	Excellent	Excellent	Excellent

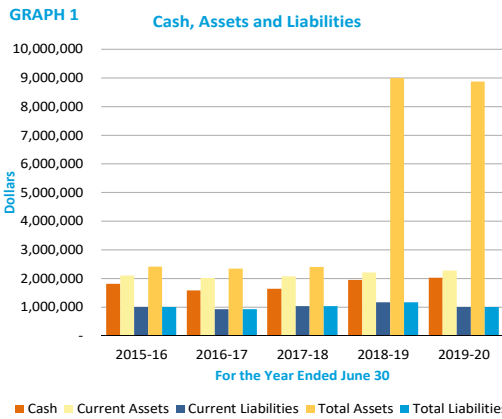
Months of Cash - GRAPH 8

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	4.1	3.3	3.3	4.2	4.5
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	LOW	LOW	LOW	LOW	LOW
	Excellent	Excellent	Excellent	Excellent	Excellent

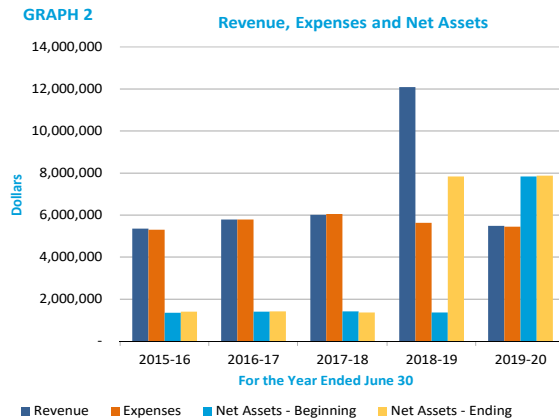
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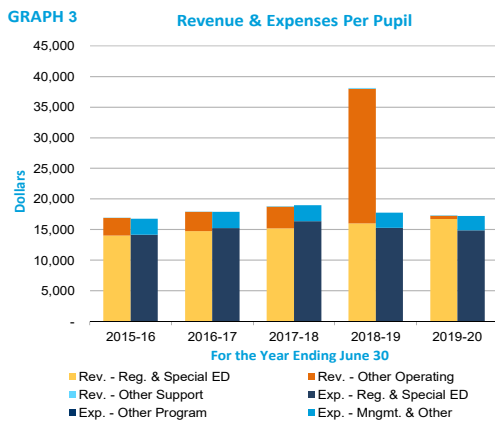
ICAHN CHARTER SCHOOL 4



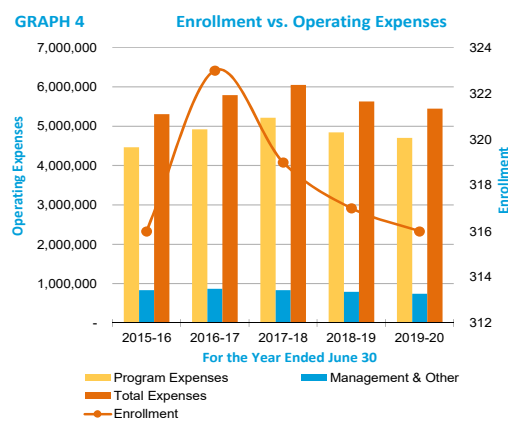
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



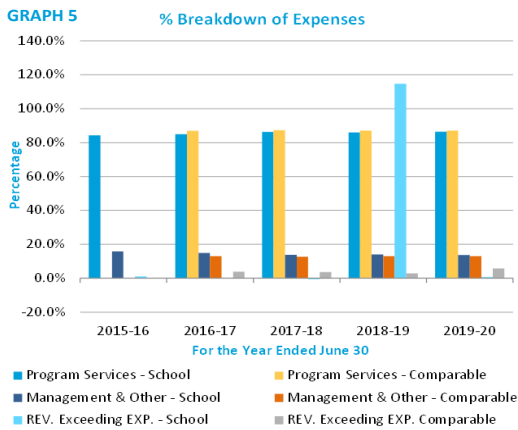
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

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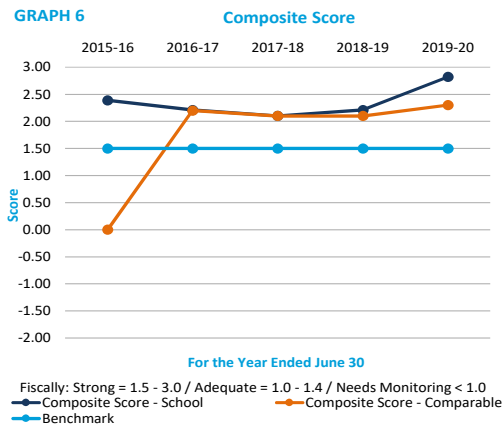
FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 4

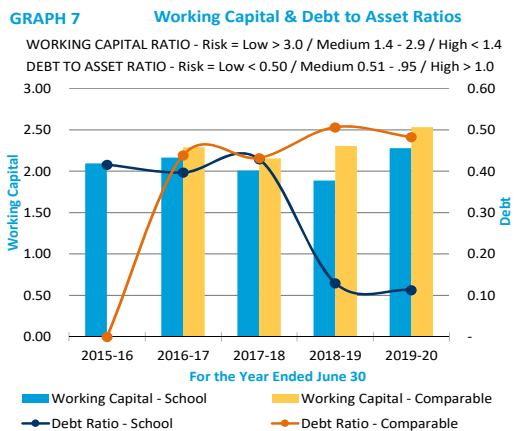
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



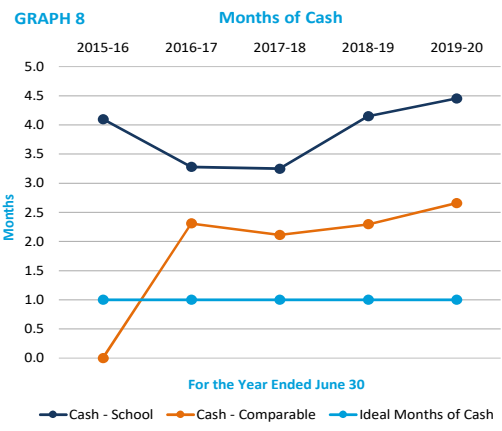
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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 4 is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Icahn 4 plans 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 4 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 4 presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable.

ICAHN 4		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	324	324
Grade Span	K-8	K-8
Teaching Staff	29	30
Days of Instruction	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.

Icahn Charter School 6

So

SCHOOL OVERVIEW

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FUTURE PLANS

ICAHN CHARTER SCHOOL 6

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 6 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

SUNY Trustees approved the Icahn 6 the original charter for Icahn 6 on June 15, 2011. It opened its doors in the fall of 2012 initially serving 108 students in Kindergarten – 2nd grade. The school is authorized to serve 378 students in Kindergarten – 8th grade during the 2020-21 school year and will continue to serve students in Kindergarten – 8th grade with a total enrollment of 324 students in its next charter term to align with actual enrollment and other Icahn schools.

The current charter term expires on July 31, 2022. The elementary grades are co-located in a NYCDOE building at 1701 Fulton Avenue, Bronx, New York in New York City CSD 9. The building also houses P.S./M.S. 004 Crotona Park West a pre-Kindergarten – 8th grade district school. The middle school grades are located in a private facility at 1776 Mansion Street, Bronx, New York.

NOTEWORTHY - ICAHN 6

Via the Youth in Government Program 7th graders traveled to Albany to present two bills in the State Legislature. One bill was successfully passed which will fund teaching life skills such as creating a resume, preparing for job interviews, completing college applications, and balancing checkbooks at the high school level.

ACADEMIC PROGRAM

In 2019, Icahn 6 increased its proficiency rate by 10 points in ELA and 15 points in mathematics for students enrolled for at least two years at the school. The principal and teachers attribute the school's academic gains to the data analysis and action planning process the school conducted at the start of the year. The school's staff developer hosts a weekly data meeting with each grade level to review recent data and to make instructional plans. The staff developer works in partnership with an ELA consultant and a mathematics consultant. In addition, targeted assistance teachers provide instruction to small groups of students based on their specific academic needs. These are dynamic groups in which the lessons focus on the specific skills that assessments indicate students have not yet mastered.

Like the other Icahn schools, Icahn 6 has implemented the new Icahn writing curriculum during the current year. This school has utilized its partnership with Teaching Matters to extend the curriculum development to the primary grades. The Kindergarten – 2nd grade curriculum mirrors the 3rd – 8th grade curriculum and includes unit plans with detail for each day. To support implementation, the school has three writing consultants work with teachers in the classroom by observing, modeling, and co-teaching.

LEGAL REQUIREMENTS

Annual Reports. While Icahn 6 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 6's projected five year budget reflects anticipated flat revenues and conservative enrollment projections in response to the COVID-19 pandemic. If renewed, the school will continue to serve Kindergarten – 8th 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 6 opened in 2012-13 and has reported continuous operating surpluses over the duration of the current charter term. The school had net assets of approximately \$2.4 million as of June 30, 2020.

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SCHOOL OVERVIEW

K-8 SCHOOL LEADERS

Jason Cartagena (2018-19 to Present)

Brian Geelan (2012-13 to 2017-18)

SCHOOL CHARACTERISTICS - ICAHN 6

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	252	295	117%	K-6
2017-18	336	329	98%	K-7
2018-19	378	345	91%	K-8
2019-20	378	322	85%	K-8
2020-21	378	317	84%	K-8

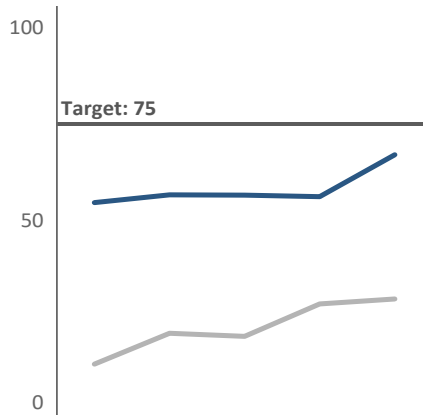
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 6

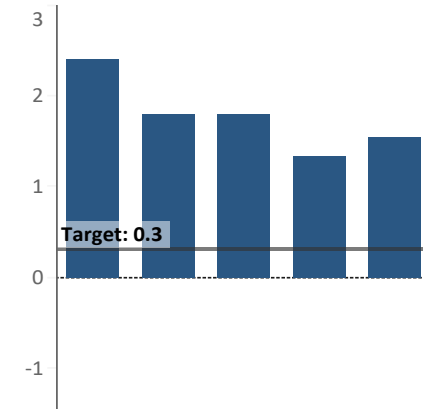
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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**.



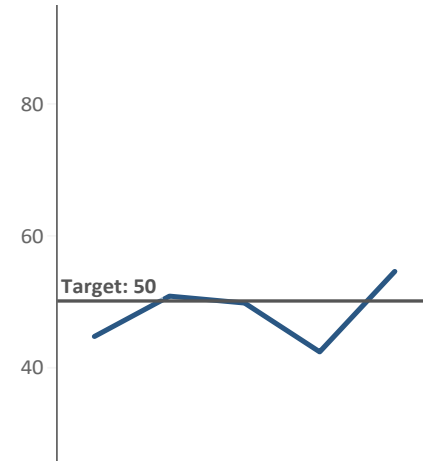
Test Year	Comp Grades	District %	School %
2015	3-4	14	55
2016	3-5	21	57
2017	3-6	21	57
2018	3-7	29	57
2019	3-8	30	67

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	3-4	2.41
2016	3-5	1.80
2017	3-6	1.81
2018	3-7	1.34
2019	3-8	1.55

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	44.8
2016	51.0
2017	49.9
2018	42.5
2019	54.7

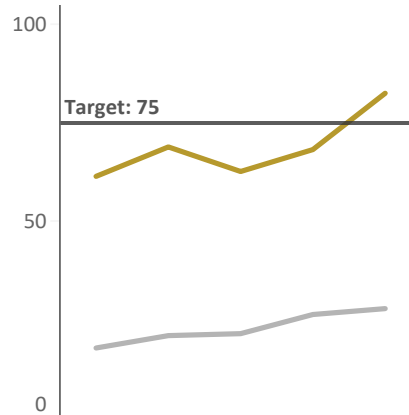
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SCHOOL OVERVIEW

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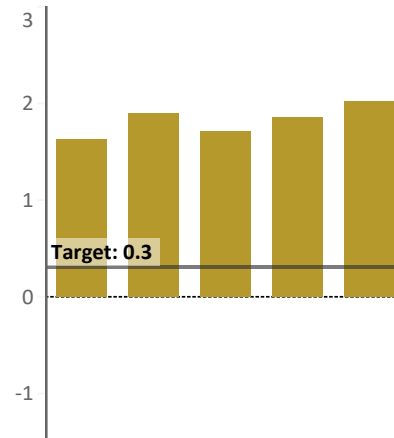
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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**.



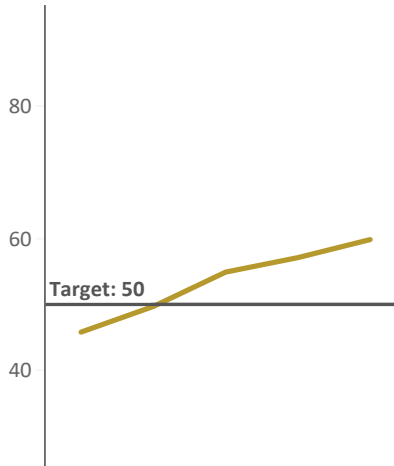
Test Year	Comp Grades	District %	School %
2015	3-4	18	62
2016	3-5	21	69
2017	3-6	22	63
2018	3-7	27	68
2019	3-8	28	83

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	3-4	1.63
2016	3-5	1.89
2017	3-6	1.72
2018	3-7	1.86
2019	3-8	2.01

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	45.9
2016	49.8
2017	55.0
2018	57.2
2019	59.9

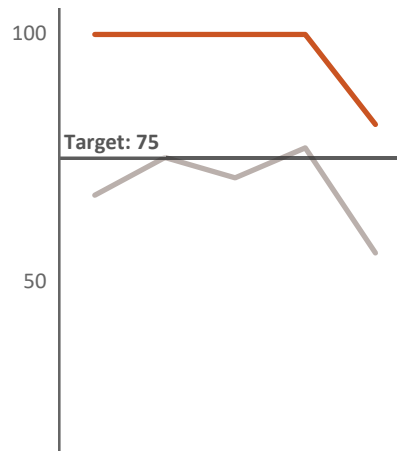
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 6

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	68	100
2016	75	100
2017	71	100
2018	77	100
2019	56	82

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	28	39	35
Tested on State Exam	17	23	23
School Percent Proficient on ELA Exam	35.3	30.4	34.8
District Percent Proficient	5.1	9.6	10.1
	2017	2018	2019
ELL Enrollment	11	10	18
Tested on NYSESLAT Exam	10	10	17
School Percent 'Commanding' or Making Progress on NYSESLAT	0.0	10.0	5.9

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 NYCDOE held its required hearing on Icahn 6's renewal application on April 28, 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 6's Enrollment and Retention Status: 2018-19

			Target	School
enrollment	economically disadvantaged		95.4	83.7
	English language learners		25.9	5.1
	students with disabilities		18.8	9.9
retention	economically disadvantaged		90.3	91.7
	English language learners		91.2	90.0
	students with disabilities		90.6	89.7

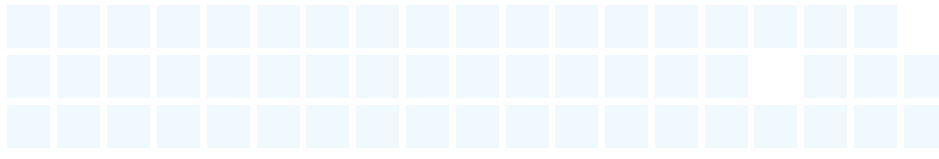
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PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Icahn Charter School 6

	2016-17 Grades Served K-6				2017-18 Grades Served K-7				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	65.1 (43)	58.8 (34)		3	76.9 (39)	72.7 (33)		3	80.0(40)	79.5(39)				
	4	62.5 (40)	67.7 (31)		4	52.4 (42)	56.4 (39)		4	77.8(36)	77.1(35)				
	5	52.4 (42)	58.6 (29)		5	41.9 (43)	42.1 (38)		5	57.5(40)	57.5(40)				
	6	40.0 (40)	41.4 (29)		6	69.0 (42)	72.2 (36)		6	73.2(41)	71.1(38)				
	7	(0)	(0)		7	42.1 (38)	42.1 (38)		7	58.3(36)	57.1(35)				
	8	(0)	(0)		8	(0)	(0)		8	60.6(33)	60.6(33)				
	All	55.2 (165)	56.9 (123)	NO	All	56.4 (204)	56.5 (184)	NO	All	68.1(226)	67.3(220)	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				
	3-6	146	111	YES	3-7	152	101	YES	3-8	174	105	YES			
	Comparison: Bronx CSD 9														
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				
	3-6	56.9	20.7	YES	3-7	56.5	29.0	YES	3-8	67.3	30.3	YES			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3	88.1	65.1	29.9	1.97	3	87.8	76.9	39.0	2.00	3	79.1	61.0	596.4	1.75
	4	95.0	62.5	24.7	2.19	4	97.7	52.4	32.6	1.10	4	89.5	609.0	593.1	1.93
	5	77.5	52.4	26.7	1.71	5	88.1	41.9	25.1	1.05	5	80.5	609.0	595.3	1.77
	6	85.7	40.0	19.8	1.35	6	78.6	69.0	39.9	1.55	6	82.5	609.0	592.7	1.86
	7					7	90.0	42.1	26.7	1.01	7	72.5	608.0	597.0	1.28
8					8					8	78.4	601.0	596.5	0.54	
All	86.5	55.2	25.4	1.81	YES	88.4	56.4	32.6	1.34	YES	80.5	608.0	595.1	1.55	YES
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	50.4	34.3		4	34.3	50.0		4	53.6	50.0				
	5	51.1	40.4		5	40.4	50.0		5	69.9	50.0				
	6	48.1	52.6		6	52.6	50.0		6	55.5	50.0				
	7	0.0	42.6		7	42.6	50.0		7	49.9	50.0				
	8	0.0	0.0		8	0.0	50.0		8	41.8	50.0				
	All	49.9	50.0	NO	All	42.5	50.0	NO	All	54.7	50.0	YES			
	Growth Measure														



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

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Icahn Charter School 6

		2016-17 Grades Served K-6				2017-18 Grades Served K-7				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	67.4 (43)	61.8 (34)		3	87.2 (39)	84.8 (33)		3	92.5 (40)	92.3 (39)		3	92.5 (40)	92.3 (39)																																									
4	75.0 (40)	77.4 (31)		4	59.5 (42)	61.5 (39)		4	94.6 (37)	94.4 (36)		4	94.6 (37)	94.4 (36)																																									
5	54.8 (42)	62.1 (29)		5	72.1 (43)	71.1 (38)		5	75.0 (40)	75.0 (40)		5	75.0 (40)	75.0 (40)																																									
6	51.2 (41)	50.0 (30)		6	66.7 (42)	69.4 (36)		6	87.8 (41)	86.8 (38)		6	87.8 (41)	86.8 (38)																																									
7	(0)	(0)		7	57.9 (38)	57.9 (38)		7	77.8 (36)	77.1 (35)		7	77.8 (36)	77.1 (35)																																									
8	(0)	(0)		8	(0)	(0)		8	69.7 (33)	69.7 (33)		8	69.7 (33)	69.7 (33)																																									
All	62.0 (166)	62.9 (124)	NO	All	68.6 (204)	68.5 (184)	NO	All	83.3 (227)	82.8 (221)	YES	All	83.3 (227)	82.8 (221)	YES																																								
Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP																																									
3-6	154	109	YES	3-7	178	103	YES	3-8	200	107	YES	3-8	200	107	YES																																								
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.</p>																																																							
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SUNY Charter Schools Institute
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FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 6

SCHOOL INFORMATION

BALANCE SHEET

Opened 2012-13

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

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents - GRAPH 1	858,442	1,098,867	1,791,037	2,673,648	2,722,192
Grants and Contracts Receivable	80,358	142,020	180,628	185,613	225,997
Accounts Receivable	73,527	124,333	117,813	-	-
Prepaid Expenses	70,001	139,100	107,915	30,038	145,259
Contributions and Other Receivables	16,102	14,361	38,143	20,207	9,684
Total Current Assets - GRAPH 1	1,098,430	1,518,681	2,235,536	2,909,507	3,103,132
Property, Building and Equipment, net	114,559	346,789	350,399	312,133	197,225
Other Assets	141,000	141,000	141,000	141,000	141,000
Total Assets - GRAPH 1	1,353,989	2,006,470	2,726,935	3,362,639	3,441,357

Accounts Payable and Accrued Expenses	62,732	97,612	204,012	398,463	213,951
Accrued Payroll and Benefits	326,204	445,912	547,805	563,107	717,460
Deferred Revenue	144,431	103,406	120,996	134,726	61,929
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	169,591	163,055	-	-
Other	6,069	29,199	38,251	29,108	19,705
Total Current Liabilities - GRAPH 1	539,436	845,720	1,074,119	1,125,404	1,013,045
Deferred Rent/Lease Liability	-	-	-	126,102	73,808
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	539,436	845,720	1,074,119	1,251,506	1,086,853

Without Donor Restrictions	814,553	1,160,750	1,652,816	2,036,133	2,354,504
With Donor Restrictions	-	-	-	75,000	-
Total Net Assets	814,553	1,160,750	1,652,816	2,111,133	2,354,504
Total Liabilities and Net Assets	1,353,989	2,006,470	2,726,935	3,362,639	3,441,357

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

Resident Student Enrollment	2,996,176	4,301,248	4,911,911	5,465,686	5,344,707
Students with Disabilities	11,182	10,400	44,405	12,853	9,203

State and local	104,682	165,059	279,181	928,086	256,817
Federal - Title and IDEA	102,066	155,607	269,882	253,463	209,466
Federal - Other	-	-	-	-	-
Other	14,158	30,589	41,422	24,829	28,444
NYC DoE Rental Assistance	-	222,432	536,319	-	628,685
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	3,228,264	4,885,335	6,083,120	6,684,917	6,477,322

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Regular Education	2,504,414	3,519,447	4,377,551	5,067,973	5,221,500
SPED	49,483	116,134	215,590	174,547	127,458
Other	-	-	-	-	-
Total Program Services	2,553,897	3,635,581	4,593,141	5,242,520	5,348,958
Management and General	465,927	916,818	1,024,398	1,046,134	928,748
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	3,019,824	4,552,399	5,617,539	6,288,654	6,277,706
Surplus / (Deficit) From School Operations	208,440	332,936	465,581	396,263	199,616

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Contributions	-	5,850	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	2,071	7,411	26,485	62,054	43,755
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	2,071	13,261	26,485	62,054	43,755

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

Total Unrestricted Revenue	3,230,335	4,898,596	6,109,605	6,746,971	5,892,392
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	3,230,335	4,898,596	6,109,605	6,746,971	5,892,392
Change in Net Assets	210,511	346,197	492,066	458,317	243,371
Net Assets - Beginning of Year - GRAPH 2	604,042	814,553	1,160,750	1,652,816	2,111,133
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	814,553	1,160,750	1,652,816	2,111,133	2,354,504

SUNY Charter Schools Institute
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Albany, NY 12246

FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 6

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	342,715	395,129	403,187	437,271	447,214
Instructional Personnel	1,333,566	1,694,333	2,124,721	2,342,720	2,564,408
Non-Instructional Personnel	116,530	255,973	286,907	311,507	245,220
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	1,792,810	2,345,435	2,814,814	3,091,497	3,256,842
Fringe Benefits & Payroll Taxes	357,281	455,679	521,488	594,116	640,250
Retirement	65,898	70,057	67,318	90,964	89,167
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	87,606	670,654	829,818	864,064	805,376
Staff Development	121,760	141,867	174,920	302,908	337,985
Professional Fees, Consultant & Purchased Services	49,710	58,523	98,743	65,343	50,235
Marketing / Recruitment	2,609	2,304	8,851	15,416	14,893
Student Supplies, Materials & Services	190,101	242,031	398,376	552,186	400,423
Depreciation	191,620	194,373	237,566	251,529	218,513
Other	160,428	371,476	466,346	460,631	464,022
Total Expenses	3,019,824	4,552,399	5,618,239	6,288,654	6,277,706

SCHOOL ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	216	252	336	378	378
Final Chartered Enrollment (includes any revisions)	216	252	336	378	378
Actual Enrollment - GRAPH 4	226	295	329	345	323
Chartered Grades	K-5	K-6	K-7	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2015-16	2016-17	2017-18	2018-19	2019-20
Increase over prior year	13,877	13,877	14,527	15,307	16,150
	2.5%	0.0%	4.5%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue

	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	14,284	16,560	18,490	19,377	20,054
Other Revenue and Support	9	45	81	180	135
TOTAL - GRAPH 3	14,294	16,605	18,570	19,556	20,189

Expenses

	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	11,300	12,324	13,961	15,196	16,560
Management and General, Fundraising	2,062	3,108	3,114	3,032	2,875
TOTAL - GRAPH 3	13,362	15,432	17,075	18,228	19,436
% of Program Services	84.6%	79.9%	81.8%	83.4%	85.2%
% of Management and Other	15.4%	20.1%	18.2%	16.6%	14.8%
% of Revenue Exceeding Expenses - GRAPH 5	7.0%	7.6%	8.8%	7.3%	3.9%

Student to Faculty Ratio

	2015-16	2016-17	2017-18	2018-19	2019-20
Student to Faculty Ratio	7.8	11.8	10.6	11.5	11.1

Faculty to Admin Ratio

	2015-16	2016-17	2017-18	2018-19	2019-20
Faculty to Admin Ratio	3.4	2.9	2.7	3.1	2.7

Financial Responsibility Composite Scores - GRAPH 6

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.7	2.7	2.8	3.0	2.3
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	558,994	672,961	1,161,417	1,784,102	2,090,087
As % of Unrestricted Revenue	17.3%	13.7%	19.0%	26.4%	35.5%
Working Capital (Current) Ratio Score	2.0	1.8	2.1	2.6	3.1
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	Excellent

Quick (Acid Test) Ratio

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	1.9	1.6	2.0	2.6	2.9
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	MEDIUM	MEDIUM	MEDIUM	LOW	LOW
	Good	Good	Good	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.4	0.4	0.4	0.4	0.3
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	LOW	LOW	LOW	LOW	LOW
	Excellent	Excellent	Excellent	Excellent	Excellent

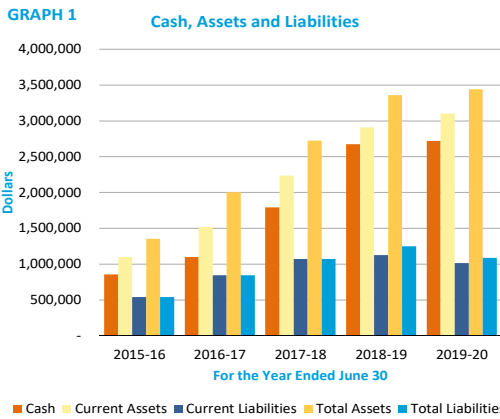
Months of Cash - GRAPH 8

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	3.4	2.9	3.8	5.1	5.2
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	LOW	MEDIUM	LOW	LOW	LOW
	Excellent	Good	Excellent	Excellent	Excellent

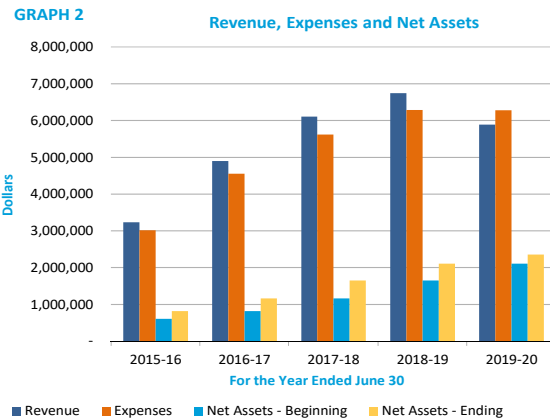
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FISCAL DASHBOARD

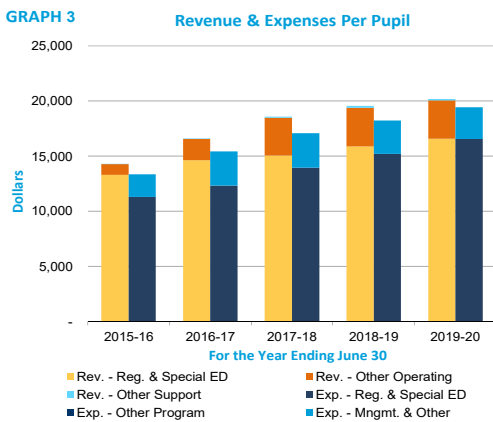
ICAHN CHARTER SCHOOL 6



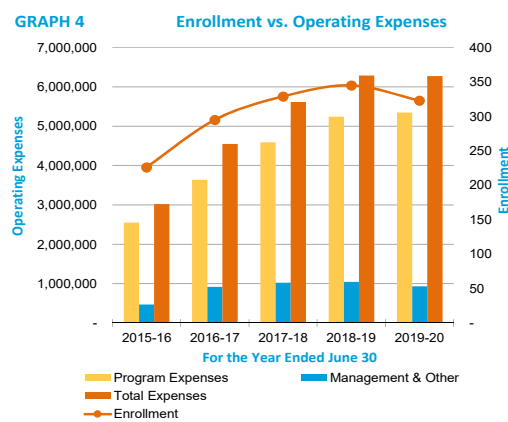
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



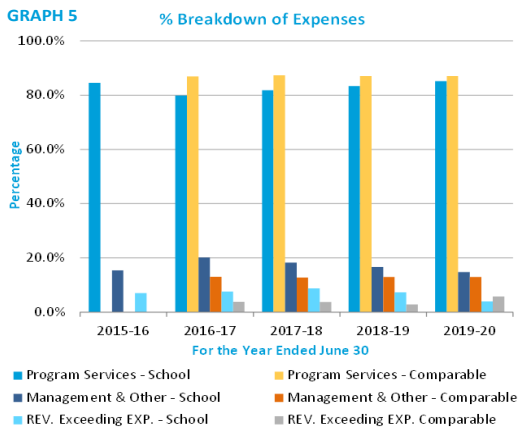
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

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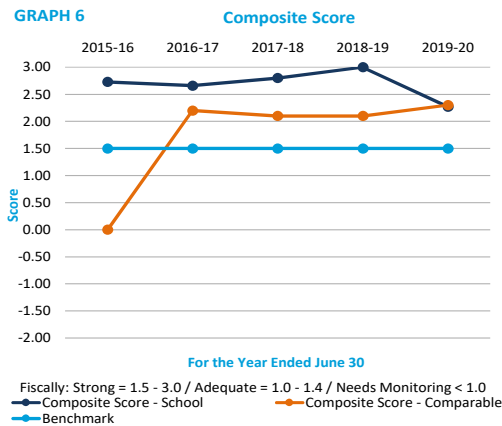
FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 6

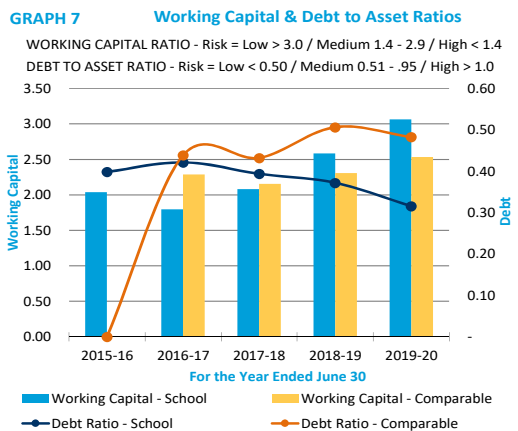
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



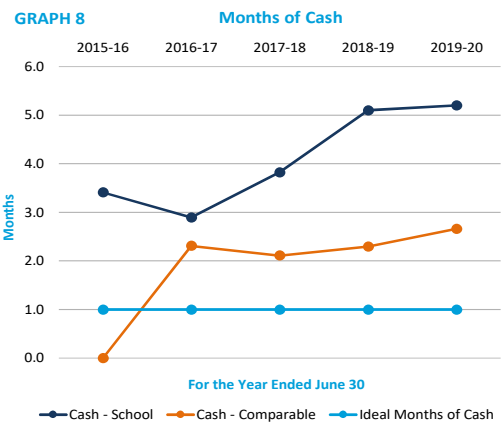
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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 6 is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Icahn 4 plans 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 6 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 6 presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable.

	ICAHN 6	
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	378	324*
Grade Span	K-8	K-8
Teaching Staff	31	32
Days of Instruction	183	183

* The reduction in enrollment aligns with the actual enrollment for the school.

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The school is confident that it will have the opportunity to remain in the current co-located 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.

Icahn Charter School 7

So

SCHOOL OVERVIEW

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ICAHN CHARTER SCHOOL 7

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, and a review of the academic program, Icahn Charter School 7 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 7 on June 15, 2011. After facilities constraints delayed its opening for two years, Icahn 7 opened its doors in the fall of 2013 initially serving 108 students in Kindergarten – 2nd grade. The school is authorized to serve 324 students in Kindergarten – 8th grade during the 2020-21 school year and will continue to serve students in Kindergarten – 8th grade with a total enrollment of 324 students in its next charter term.

The current charter term expires on July 31, 2023. The elementary grades are co-located in a NYCDOE building at 1535 Story Avenue, Bronx, New York in CSD 8. The building also houses P.S. 093 Albert G. Oliver, a district school serving Kindergarten – 5th grade. The middle school grades are co-located in a NYCDOE building at 1695 Seward Avenue, Bronx, New York. The building also houses P.S. 107, a district school serving pre-Kindergarten – 5th grade.

NOTEWORTHY - ICAHN 7

Icahn 7's partnership with Asphalt Green Waterproofing Program enables 2nd grade students to learn to swim via weekly swim lessons.

ACADEMIC PROGRAM

Icahn 7 is committed to providing a well-rounded education to its students. The school has established partnerships to provide enrichment programs such as ballroom dance, swimming, and female empowerment. At the time of the site visit, the middle school level was about to hold its first student council election with student candidates who had completed a robust application comprised of a transcript, supporter signatures, and cover letter.

In addition to ELA and mathematics coaching, Icahn 7 has a weekly technology coach to support teachers in integrating technology in the classroom. Teachers are able to sign up for appointments for assistance with creating Google Classroom activities, using a Smart Board, and assigning specific iReady lessons to individual students. In addition, the coach guides parents to websites to use with their students. To further engage family as partners in their children's learning, Icahn 7 provides parent workshops. This year, the school held evening family events focused on literacy, science, and technology. The guidance counselor also taught a family engagement workshop to teach parents how to work with their children at home.

LEGAL REQUIREMENTS

Annual Reports. While Icahn 7 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 7's projected five year budget reflects anticipated flat revenues and conservative enrollment projections in response to the COVID-19 pandemic. If renewed, the school will continue to serve Kindergarten – 8th 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 7 opened in 2013-14 and has reported operating surpluses and deficits which have been offset by accumulating surpluses. The school had net assets of approximately \$1.1 million as of June 30, 2020.

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SCHOOL OVERVIEW

K-8 SCHOOL LEADERS

Naudia Bethany (2016-17 to Present)

Laura Sullivan (2013-14 to 2015-16)

SCHOOL CHARACTERISTICS - ICAHN 7

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	216	216	100%	K-5
2017-18	252	247	98%	K-6
2018-19	288	287	100%	K-7
2019-20	324	317	98%	K-8
2020-21	324	286	88%	K-8

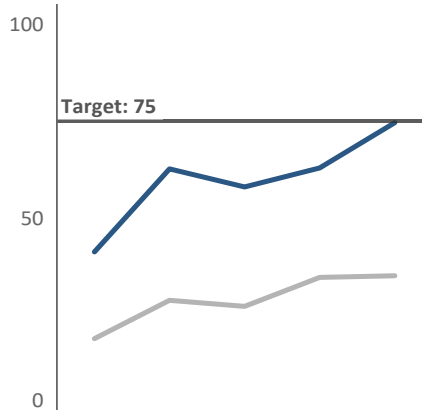
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 7

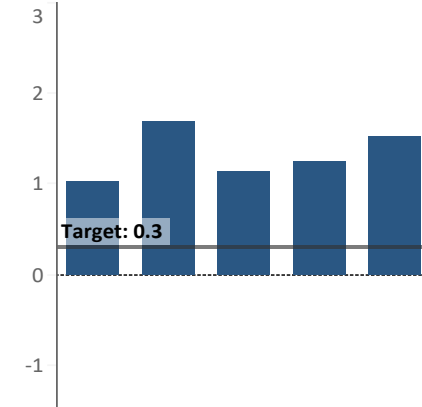
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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**.



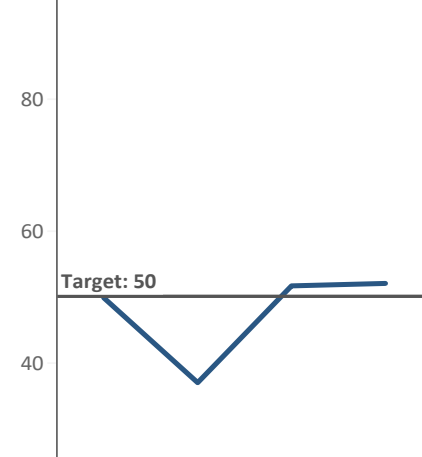
Test Year	Comp Grades	District %	School %
2015	3	19	42
2016	3-4	29	63
2017	3-5	28	58
2018	3-6	35	63
2019	3-7	36	75

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	1.02
2016	3-4	1.69
2017	3-5	1.14
2018	3-6	1.25
2019	3-7	1.53

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
2016	50.0
2017	37.1
2018	51.8
2019	52.2

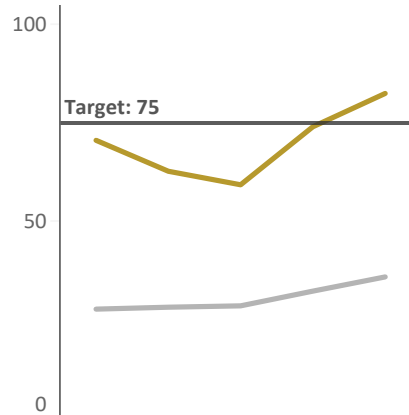
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 7

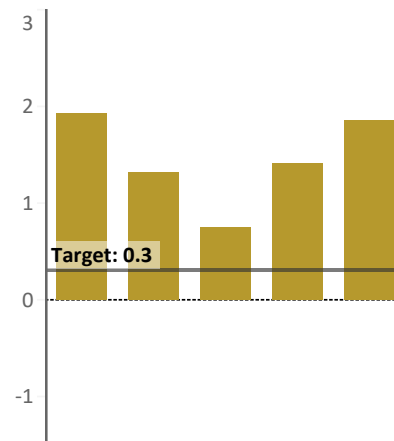
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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**.



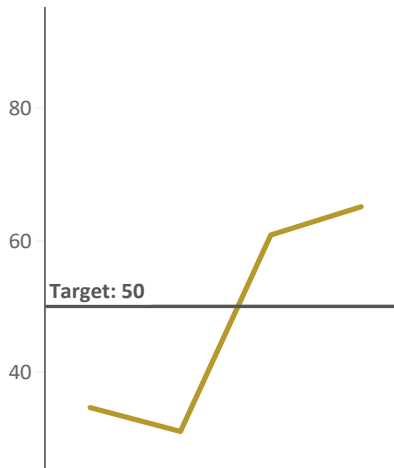
Test Year	Comp Grades	District %	School %
2015	3	28	71
2016	3-4	28	63
2017	3-5	29	60
2018	3-6	32	74
2019	3-7	36	83

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	1.94
2016	3-4	1.32
2017	3-5	0.74
2018	3-6	1.41
2019	3-7	1.85

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
2016	34.9
2017	31.3
2018	60.9
2019	65.1

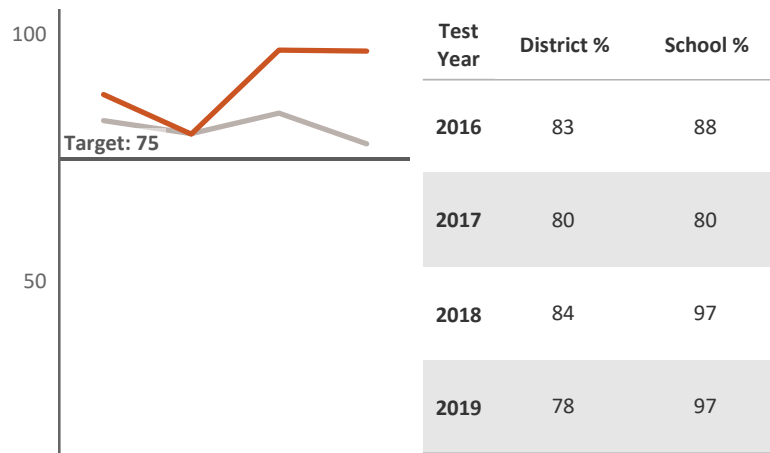
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SCHOOL OVERVIEW

ICAHN CHARTER SCHOOL 7

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
Enrollment Receiving Mandated Academic Services	10	19	24
Tested on State Exam	4	9	17
School Percent Proficient on ELA Exam	25.0	11.1	58.8
District Percent Proficient	8.9	12.7	13.2
	2017	2018	2019
ELL Enrollment	5	7	20
Tested on NYSESLAT Exam	5	7	20
School Percent 'Commanding' or Making Progress on NYSESLAT	s	42.9	0.0

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."

SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on Icahn 7's renewal application on April 28, 2020 by videoconference. Five people were present. One person, the school leader, spoke in favor of the renewal application citing strong academic performance and well-rounded programming including robotics, swimming, and dancing. The leader also spoke of building a strong relationship with the co-located school. No one spoke in opposition to the renewal application.

ENROLLMENT AND RETENTION

Icahn Charter School 7's Enrollment and Retention Status: 2018-19

			Target	School
enrollment	economically disadvantaged		88.1	74.1
	English language learners		12.3	5.7
	students with disabilities		20.5	9.1
retention	economically disadvantaged		90.3	82.8
	English language learners		89.5	100.0
	students with disabilities		91.3	63.2

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PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Icahn Charter School 7

		2016-17 Grades Served K-5				2017-18 Grades Served K-6				2018-19 Grades Served K-7					
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	79.5 (39)	80.6 (36)		3	65.7 (35)	71.4 (28)		3	89.5(38)	93.8(32)		3	89.5(38)	93.8(32)	
4	42.4 (33)	48.0 (25)		4	53.8 (39)	55.9 (34)		4	68.6(35)	73.3(30)		4	68.6(35)	73.3(30)	
5	36.0 (25)	34.8 (23)		5	52.9 (34)	50.0 (26)		5	66.7(39)	69.7(33)		5	66.7(39)	69.7(33)	
6	(0)	(0)		6	82.6 (23)	83.3 (18)		6	77.8(27)	77.8(27)		6	77.8(27)	77.8(27)	
7	(0)	(0)		7	(0)	(0)		7	52.0(25)	52.4(21)		7	52.0(25)	52.4(21)	
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
All	55.7 (97)	58.3 (84)	NO	All	61.8 (131)	63.2 (106)	NO	All	72.0(164)	74.8(143)	NO	All	72.0(164)	74.8(143)	NO
Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP	
3-5	144	111	YES	3-6	166	101	YES	3-7	176	105	YES	3-7	176	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.		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.		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.		Comparative Measure		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.		Growth Measure	
Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8	
Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES
3-5	58.3	27.7	YES	3-6	63.2	35.1	YES	3-7	74.8	35.5	YES	3-7	74.8	35.5	YES
Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted	Grade	% ED	Actual	Predicted
3	63.2	79.5	40.8	3	78.9	65.7	42.8	3	65.7	611.0	598.7	3	65.7	611.0	598.7
4	67.9	42.4	36.3	4	72.5	53.8	42.4	4	72.7	606.0	596.2	4	72.7	606.0	596.2
5	65.4	36.0	31.9	5	71.4	52.9	31.6	5	72.7	612.0	596.9	5	72.7	612.0	596.9
6				6	69.6	82.6	44.0	6	80.6	607.0	593.1	6	80.6	607.0	593.1
7				7				7	71.4	606.0	597.2	7	71.4	606.0	597.2
8				8				8				8			
All	65.3	55.7	37.0	All	73.4	61.8	40.0	All	72.2	608.8	596.6	All	72.2	608.8	596.6
Grades	School	State	State	Grades	School	State	State	Grades	School	State	State	Grades	School	State	State
4	36.5			4	31.5			4	52.9			4	52.9		
5	37.9			5	62.5			5	57.5			5	57.5		
6	0.0			6	70.1			6	54.7			6	54.7		
7	0.0			7	0.0			7	40.2			7	40.2		
8	0.0			8	0.0			8	0.0			8	0.0		
All	37.1	50.0	50.0	All	51.8	50.0	50.0	All	52.2	50.0	50.0	All	52.2	50.0	50.0

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

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Icahn Charter School 7

		2016-17 Grades Served K-5				2017-18 Grades Served K-6				2018-19 Grades Served K-7					
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	74.4 (39)	80.6 (36)		3	65.7 (35)	75.0 (28)		3	97.4 (38)	96.9 (32)		3	97.4 (38)	96.9 (32)	
4	39.4 (33)	44.0 (25)		4	66.7 (39)	76.5 (34)		4	83.3 (36)	83.9 (31)		4	83.3 (36)	83.9 (31)	
5	44.0 (25)	43.5 (23)		5	66.7 (33)	68.0 (25)		5	76.9 (39)	78.8 (33)		5	76.9 (39)	78.8 (33)	
6	(0)	(0)		6	78.3 (23)	77.8 (18)		6	75.0 (28)	75.0 (28)		6	75.0 (28)	75.0 (28)	
7	(0)	(0)		7	(0)	(0)		7	76.0 (25)	76.2 (21)		7	76.0 (25)	76.2 (21)	
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
All	54.6 (97)	59.5 (94)	NO	All	68.5 (130)	74.3 (105)	NO	All	82.5 (166)	82.8 (145)	YES	All	82.5 (166)	82.8 (145)	YES
Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP	
3-5	141	109	YES	3-6	175	103	YES	3-7	201	107	YES	3-7	201	107	YES
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.															
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 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8		Comparison: Bronx CSD 8	
Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES
3-5	59.5	28.7	YES	3-6	74.3	32.5	YES	3-7	82.8	36.1	YES	3-7	82.8	36.1	YES
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
3	63.2	74.4	46.3	1.57	3	78.9	65.7	45.7	0.97	3	65.7	615.0	599.0	1.98	
4	67.9	39.4	37.7	0.10	4	72.5	66.7	42.2	1.23	4	72.7	613.0	597.3	1.58	
5	65.4	44.0	38.8	0.31	5	71.4	66.7	37.6	1.64	5	72.7	616.0	597.2	1.91	
6					6	69.6	78.3	38.9	2.10	6	80.6	614.0	595.4	2.00	
7					7					7	71.4	615.0	597.9	1.82	
8					8					8					
All	65.3	54.6	41.4	0.74	All	73.4	68.5	41.4	1.41	All	72.3	614.6	597.5	1.86	
Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State	
4	28.7			4	43.5			4	61.6			4	61.6		
5	34.8			5	66.0			5	70.7			5	70.7		
6	0.0			6	82.4			6	73.0			6	73.0		
7	0.0			7	0.0			7	52.9			7	52.9		
8	0.0			8	0.0			8	0.0			8	0.0		
All	31.3	50.0	NO	All	60.9	50.0	YES	All	65.1	50.0	YES	All	65.1	50.0	YES

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FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 7

SCHOOL INFORMATION

BALANCE SHEET

Assets

Opened 2013-14

Current Assets

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents - GRAPH 1	506,331	581,660	1,055,182	978,990	1,489,431
Grants and Contracts Receivable	59,430	74,715	130,388	133,363	206,715
Accounts Receivable	46,452	94,230	72,506	27,822	5,470
Prepaid Expenses	50,112	42,841	37,728	32,815	44,190
Contributions and Other Receivables	11,894	10,558	19,840	13,531	-
Total Current Assets - GRAPH 1	674,219	804,004	1,315,644	1,186,521	1,745,806

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Property, Building and Equipment, net	114,065	114,638	181,100	358,999	272,935
Other Assets	75,000	75,000	75,000	75,000	78,054
Total Assets - GRAPH 1	863,284	993,642	1,571,744	1,620,520	2,096,795

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

Accounts Payable and Accrued Expenses	110,378	68,323	211,100	182,287	113,770
Accrued Payroll and Benefits	184,733	322,373	416,603	603,736	704,591
Deferred Revenue	115,102	65,671	81,205	95,937	46,420
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	9,942	5,467	14,682	107,054	84,853
Total Current Liabilities - GRAPH 1	420,155	461,834	723,590	989,014	949,634

Total Current Liabilities - GRAPH 1

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

Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	420,155	461,834	723,590	989,014	949,634

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Without Donor Restrictions	443,129	531,808	848,154	556,506	1,147,161
With Donor Restrictions	-	-	-	75,000	-
Total Net Assets	443,129	531,808	848,154	631,506	1,147,161

Total Net Assets

Total Liabilities and Net Assets

Total Liabilities and Net Assets	863,284	993,642	1,571,744	1,620,520	2,096,795
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ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Resident Student Enrollment	2,388,375	3,048,694	3,660,829	4,343,084	5,210,491
Students with Disabilities	7,845	11,131	30,472	23,697	2,085

Grants and Contracts

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

State and local	115,336	108,159	193,648	224,966	353,117
Federal - Title and IDEA	77,751	84,077	163,181	171,139	163,047
Federal - Other	-	-	-	-	-
Other	14,782	21,737	14,196	50,139	35,501
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	2,604,089	3,273,798	4,062,326	4,813,025	5,764,240

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Regular Education	2,168,543	2,777,840	3,264,003	4,291,520	4,451,554
SPED	25,058	38,322	69,014	82,230	63,894
Other	-	-	-	-	-
Total Program Services	2,193,601	2,816,162	3,333,017	4,373,750	4,515,447

Total Program Services

Management and General
Fundraising

Management and General	384,353	373,455	433,069	685,927	755,308
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	2,577,954	3,189,617	3,766,086	5,059,677	5,270,755

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Surplus / (Deficit) From School Operations	26,135	84,181	296,240	(246,652)	493,485
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Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Contributions	-	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	1,775	4,498	20,106	30,004	22,171
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	1,775	4,498	20,106	30,004	22,171

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Unrestricted Revenue	2,605,864	3,278,296	4,082,432	4,843,029	5,786,411
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	2,605,864	3,278,296	4,082,432	4,843,029	5,786,411

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Change in Net Assets	27,910	88,679	316,346	(216,648)	515,656
Net Assets - Beginning of Year - GRAPH 2	415,219	443,129	531,808	848,154	631,506
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	443,129	531,808	848,154	631,506	1,147,162

Net Assets - End of Year - GRAPH 2

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FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 7

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service					
Administrative Staff Personnel	273,474	319,701	348,332	446,942	459,833
Instructional Personnel	1,043,388	1,462,484	1,707,391	2,344,513	2,512,902
Non-Instructional Personnel	78,381	87,743	96,338	203,890	210,977
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	1,395,243	1,869,928	2,152,061	2,995,345	3,183,711
Fringe Benefits & Payroll Taxes	269,468	381,035	422,348	549,621	625,033
Retirement	24,271	39,849	37,445	71,274	73,318
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	101,047	91,092	174,028	203,003	327,418
Staff Development	141,265	135,427	184,069	199,088	189,113
Professional Fees, Consultant & Purchased Services	52,548	55,599	81,898	72,360	53,982
Marketing / Recruitment	7,432	3,938	9,342	16,623	13,695
Student Supplies, Materials & Services	205,260	239,692	332,922	400,580	278,992
Depreciation	207,488	148,277	110,130	155,900	156,987
Other	173,932	224,780	261,843	395,882	368,506
Total Expenses	2,577,954	3,189,617	3,766,086	5,059,677	5,270,755

SCHOOL ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	180	216	252	288	324
Final Chartered Enrollment (includes any revisions)	180	216	252	288	324
Actual Enrollment - GRAPH 4	172	216	247	287	317
Chartered Grades	K-4	K-5	K-6	K-7	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2015-16	2016-17	2017-18	2018-19	2019-20
Increase over prior year	13,877	13,877	14,527	15,307	16,150
	2.5%	0.0%	4.5%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	15,140	15,156	16,447	16,770	18,184
Other Revenue and Support	10	21	81	105	70
TOTAL - GRAPH 3	15,150	15,177	16,528	16,875	18,254
Expenses	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	12,753	13,038	13,494	15,240	14,244
Management and General, Fundraising	2,235	1,729	1,753	2,390	2,383
TOTAL - GRAPH 3	14,988	14,767	15,247	17,630	16,627
% of Program Services	85.1%	88.3%	88.5%	86.4%	85.7%
% of Management and Other	14.9%	11.7%	11.5%	13.6%	14.3%
% of Revenue Exceeding Expenses - GRAPH 5	1.1%	2.8%	8.4%	-4.3%	9.8%

Student to Faculty Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
5.1	10.2	9.8	8.9	9.3

Faculty to Admin Ratio

2015-16	2016-17	2017-18	2018-19	2019-20
3.4	3.4	3.9	3.0	3.5

Financial Responsibility Composite Scores - GRAPH 6

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.0	2.2	2.5	1.1	2.5
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Adequate	Fiscally Strong

Working Capital - GRAPH 7

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	254,064	342,170	592,054	197,507	796,172
As % of Unrestricted Revenue	9.7%	10.4%	14.5%	4.1%	13.8%
Working Capital (Current) Ratio Score	1.6	1.7	1.8	1.2	1.8
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	HIGH	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Poor	Good

Quick (Acid Test) Ratio

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	1.5	1.6	1.8	1.2	1.8
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
	Good	Good	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.5	0.5	0.5	0.6	0.5
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
	Good	Good	Good	Good	Good

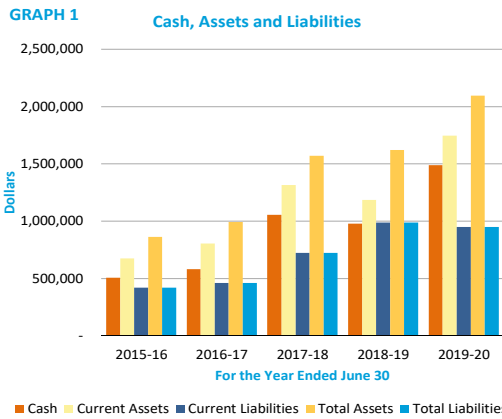
Months of Cash - GRAPH 8

Score	2015-16	2016-17	2017-18	2018-19	2019-20
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	2.4	2.2	3.4	2.3	3.4
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	MEDIUM	MEDIUM	LOW	MEDIUM	LOW
	Good	Good	Excellent	Good	Excellent

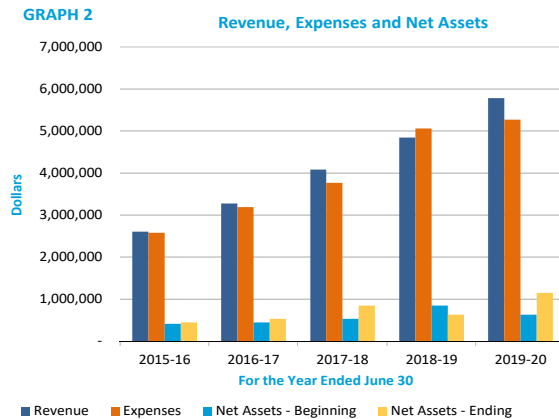
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FISCAL DASHBOARD

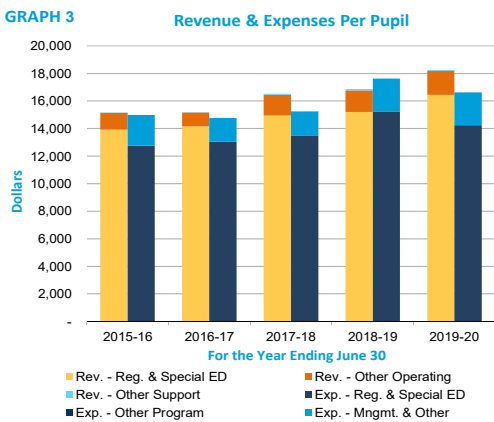
ICAHN CHARTER SCHOOL 7



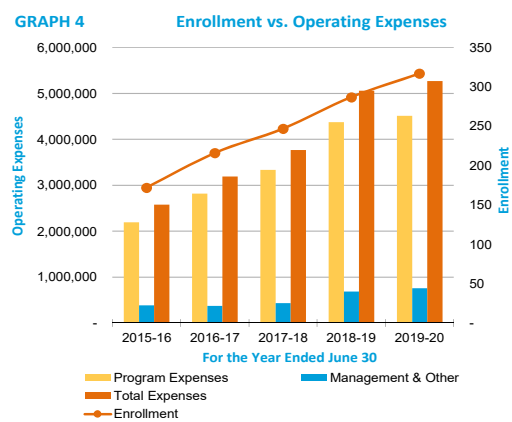
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



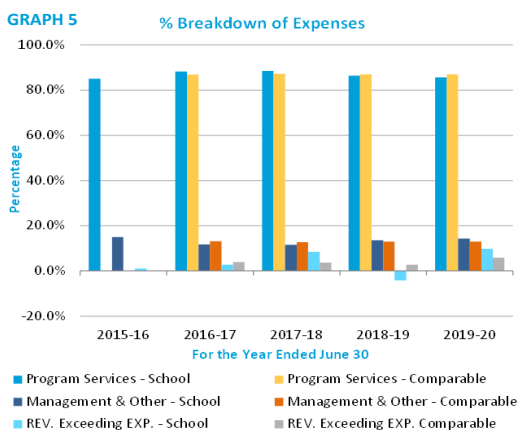
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

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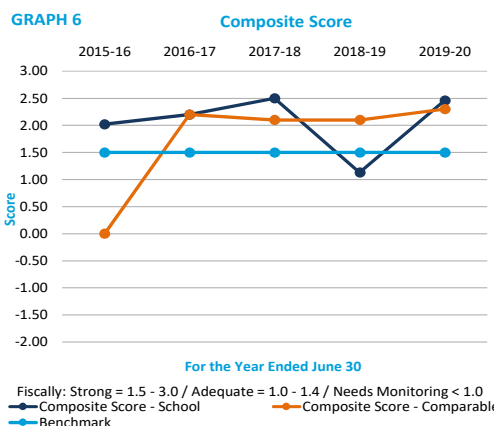
FISCAL DASHBOARD

ICAHN CHARTER SCHOOL 7

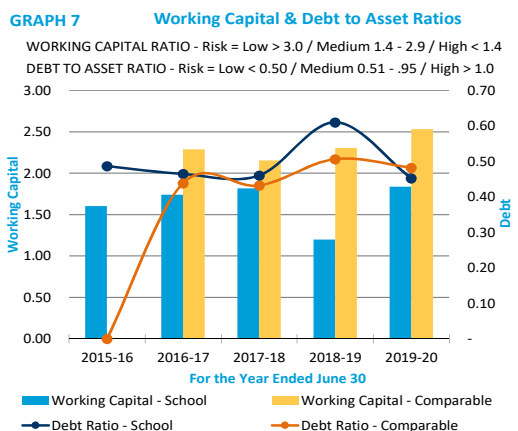
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



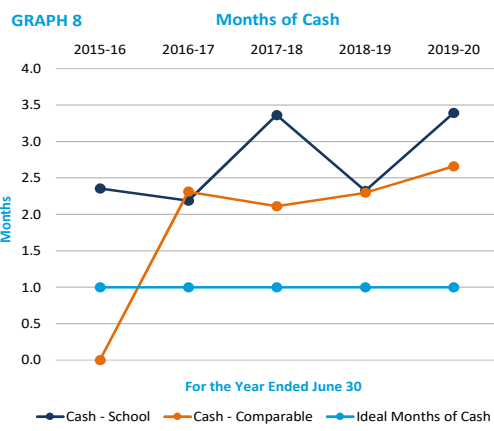
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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 7 is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Icahn 7 plans 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 7 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 7 presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable.

	ICAHN 7	
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	324	324
Grade Span	K-8	K-8
Teaching Staff	31	32
Days of Instruction	183	183

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The school is confident that it will have the opportunity to remain in the current co-located 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.

Icahn Charter Schools

Ax

APPENDICES

PAGES Ax 1-15

EO^A
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

Tamara Delgado, Icahn 2

Yocasta Rivas, Icahn 3

Sunita Gopal, Icahn 4

Phyllis Hall, Icahn 5

Betty Walker, Icahn 6

Leslie Irizarry, Icahn 7

SHARED LEADERSHIP STAFF MEMBERS

LEADERS

Jeffrey Litt, Superintendent

Melissa DeMuth, Deputy Superintendent

Richard Santiago, Deputy Superintendent

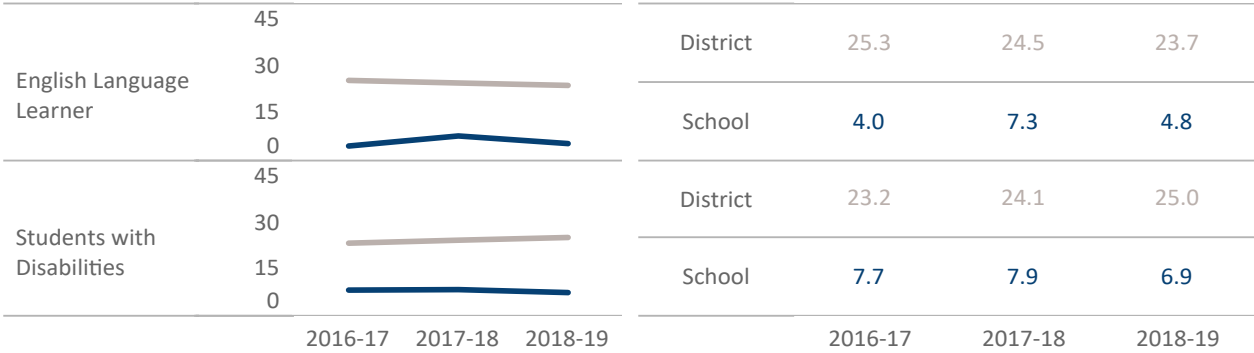
*While each Icahn school legally maintains a distinct board of trustees, all members except an individual parent representative are the same between each school. The parent representative for each school is indicated by which board they serve.

APPENDIX A: Education Corporation Overview

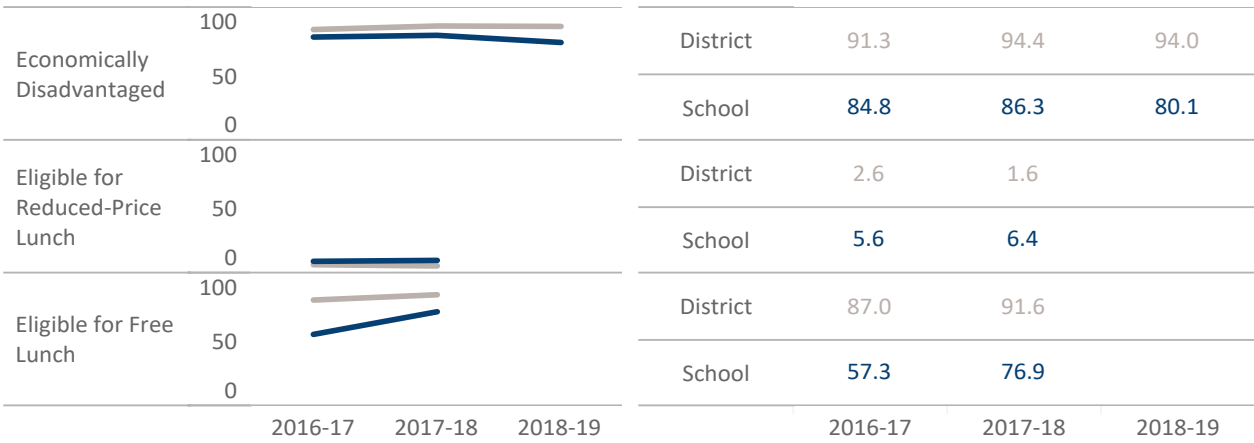
Icahn Charter School 1

Bronx CSD 9

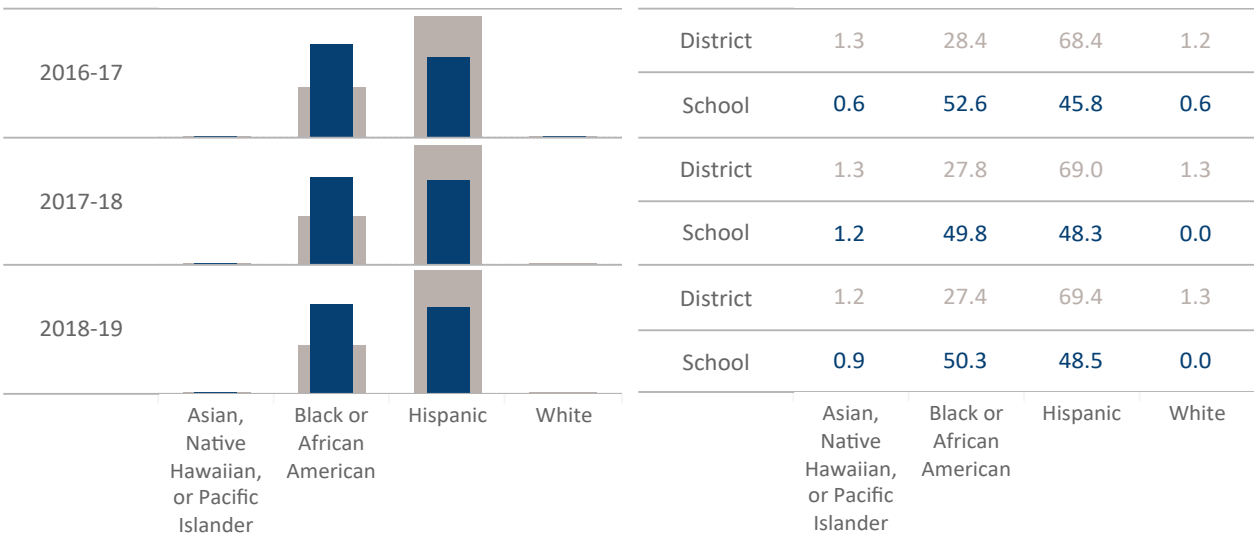
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

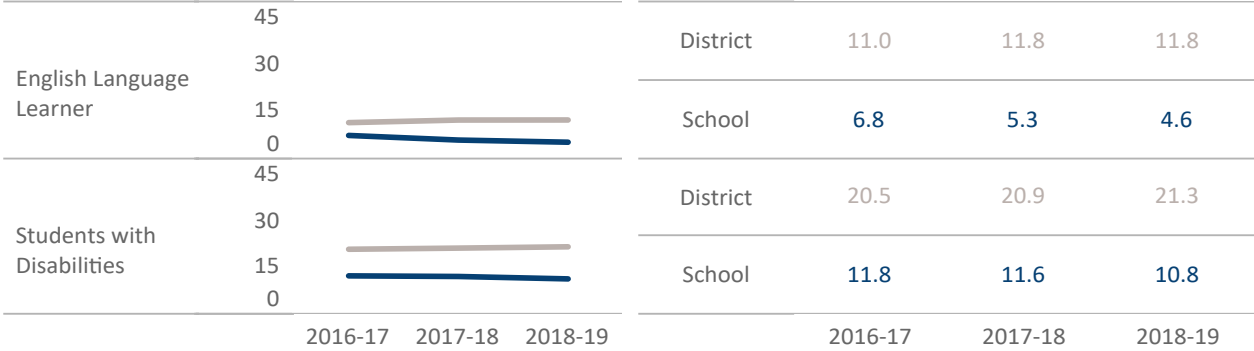


APPENDIX A: Education Corporation Overview

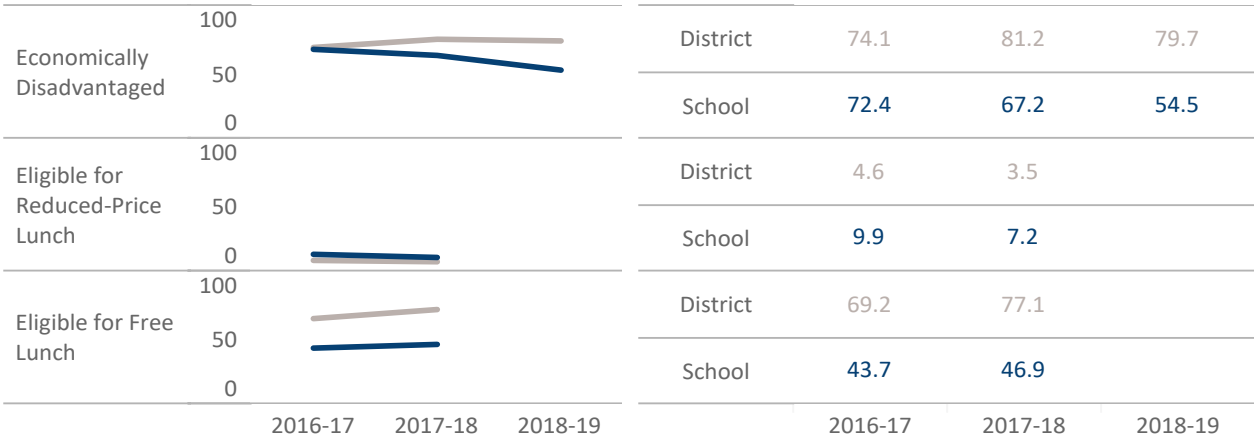
Icahn Charter School 2

Bronx CSD 11

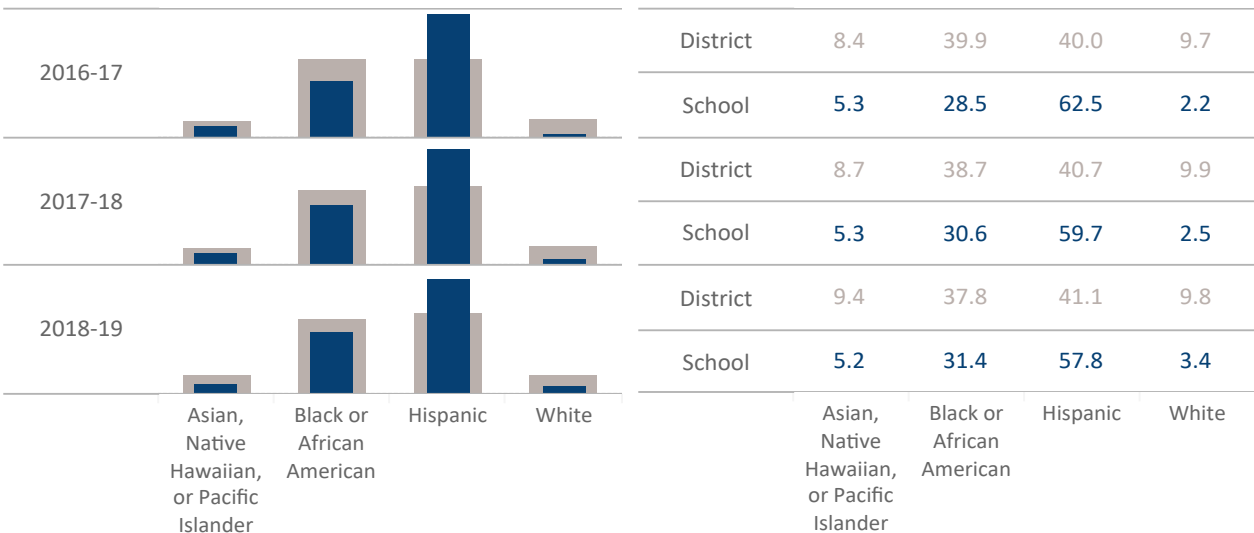
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

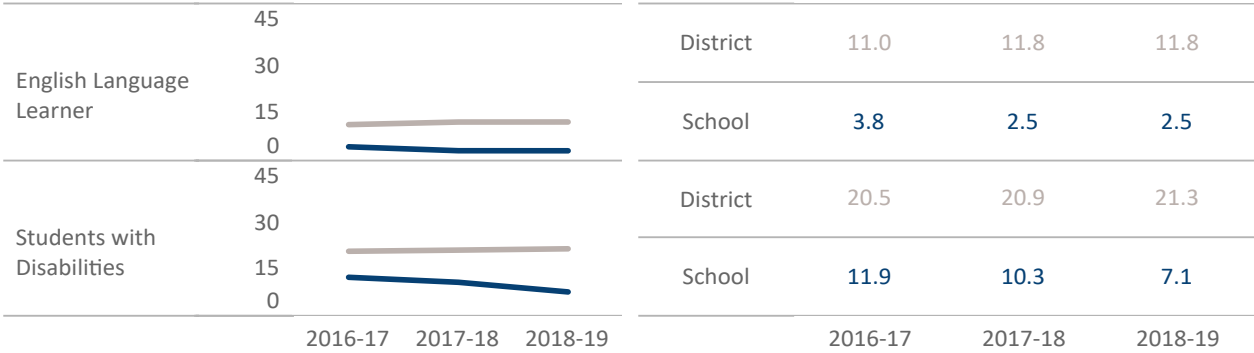


APPENDIX A: Education Corporation Overview

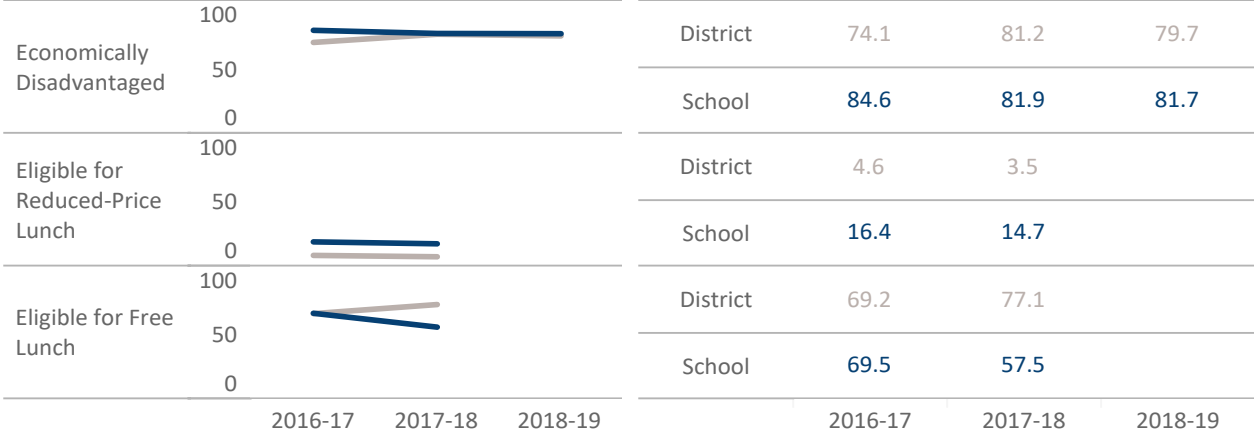
Icahn Charter School 3

Bronx CSD 11

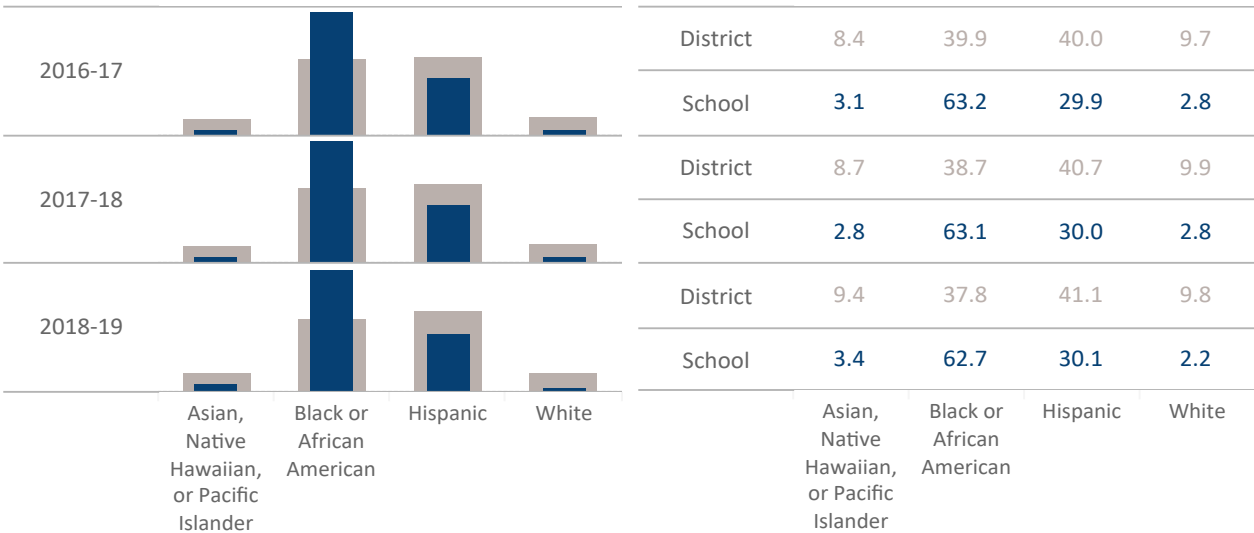
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

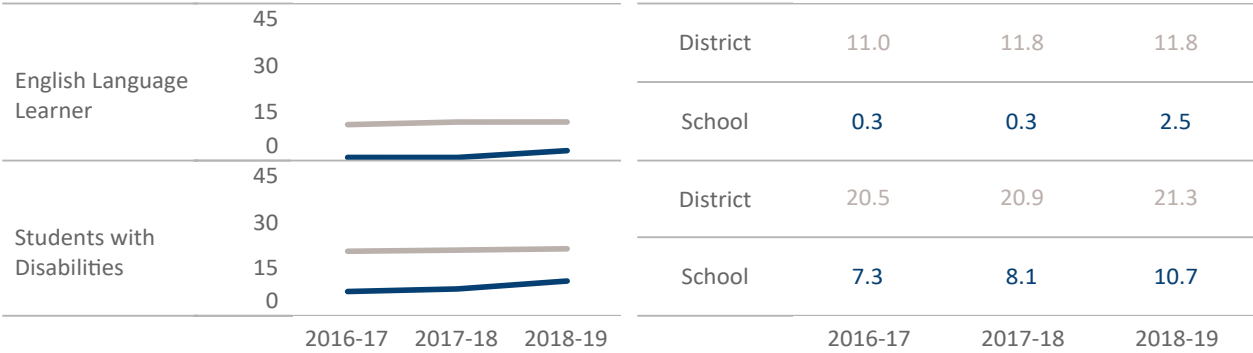


APPENDIX A: Education Corporation Overview

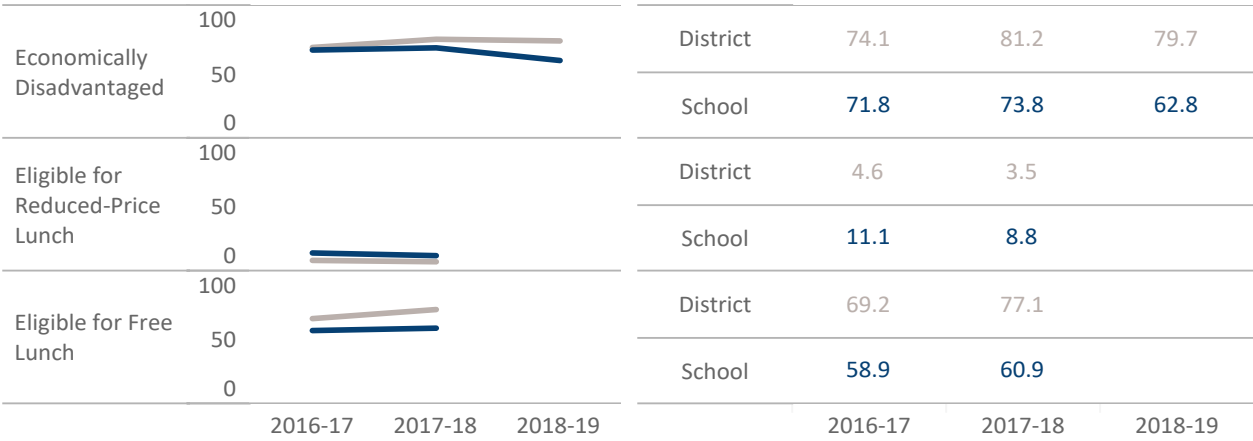
Icahn Charter School 4

Bronx CSD 11

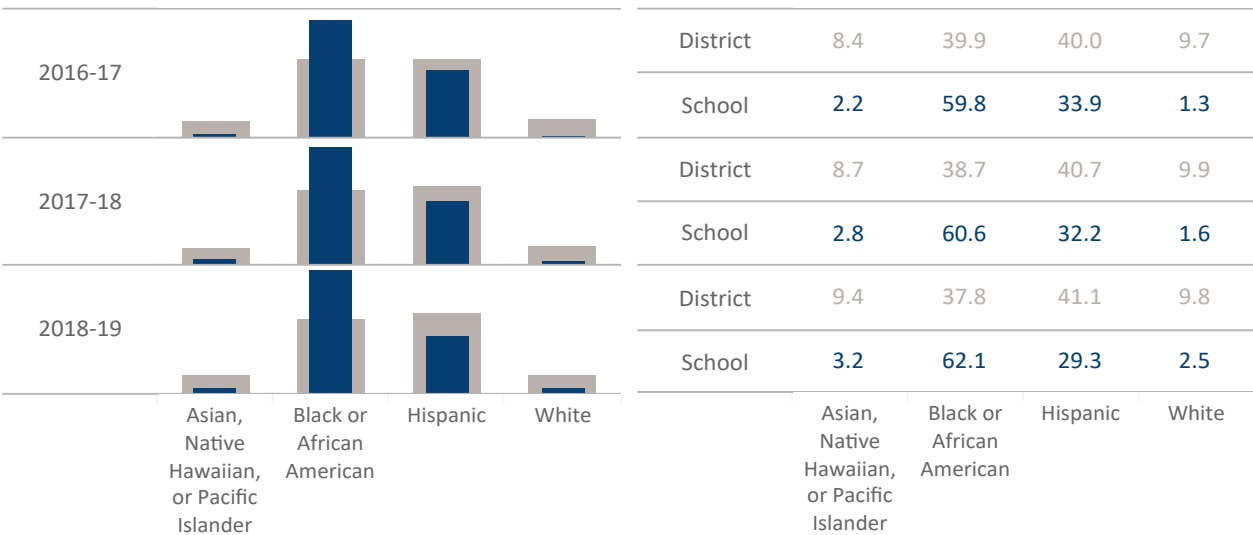
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

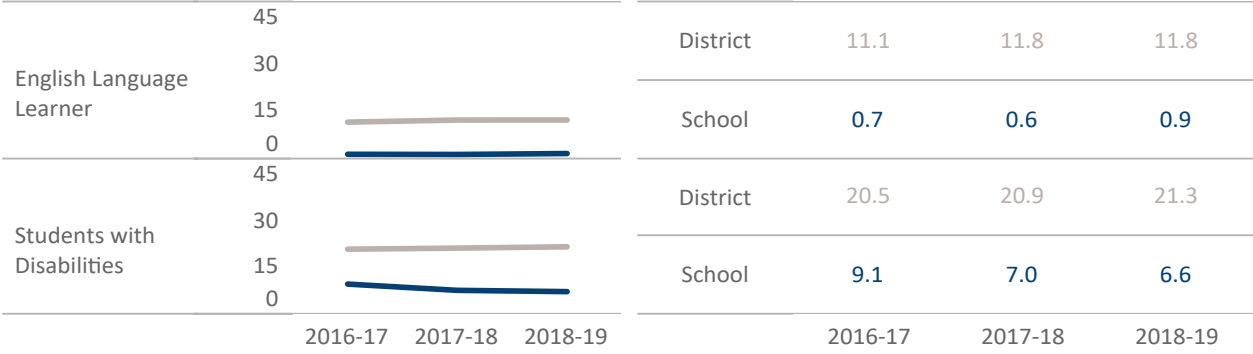


APPENDIX A: Education Corporation Overview

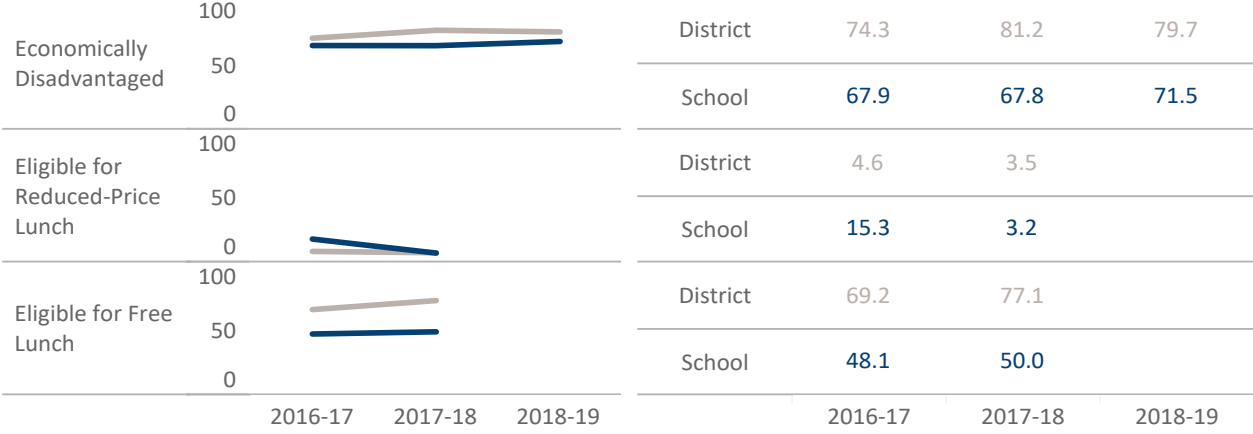
Icahn Charter School 5

Bronx CSD 11

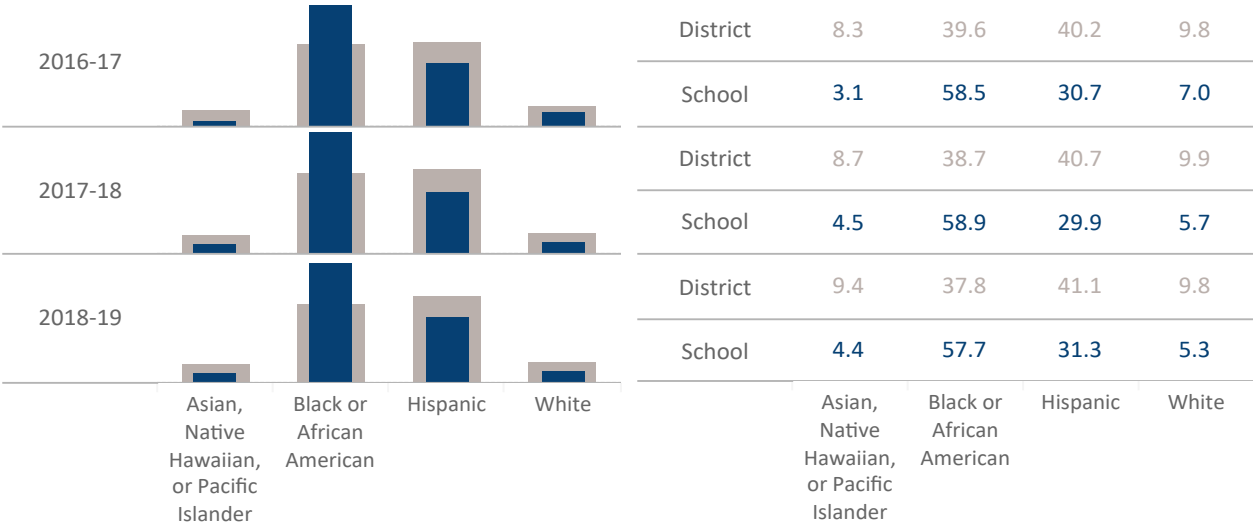
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

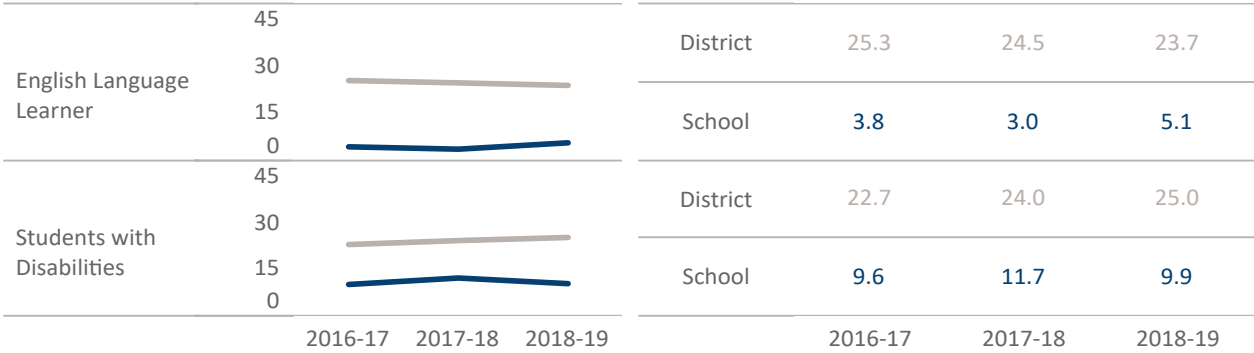


APPENDIX A: Education Corporation Overview

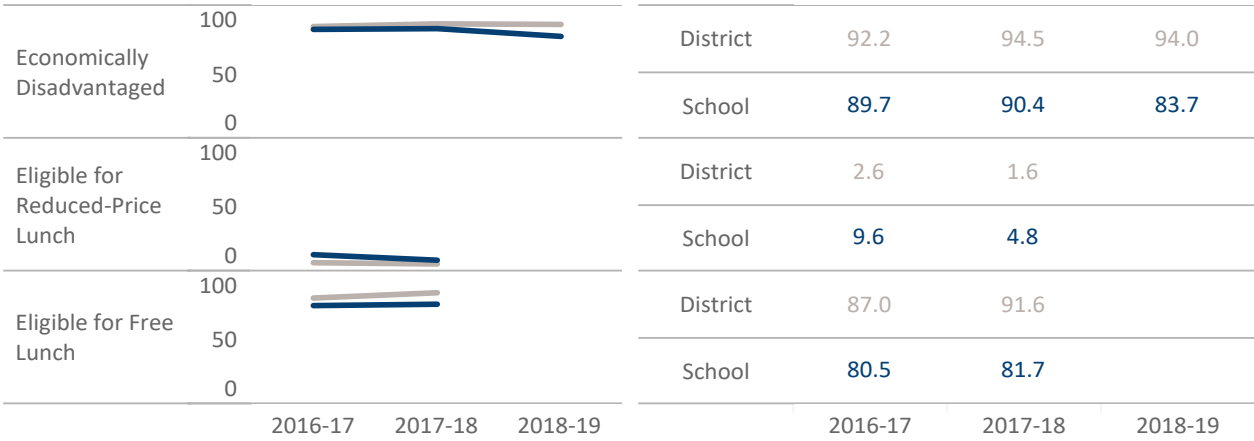
Icahn Charter School 6

Bronx CSD 9

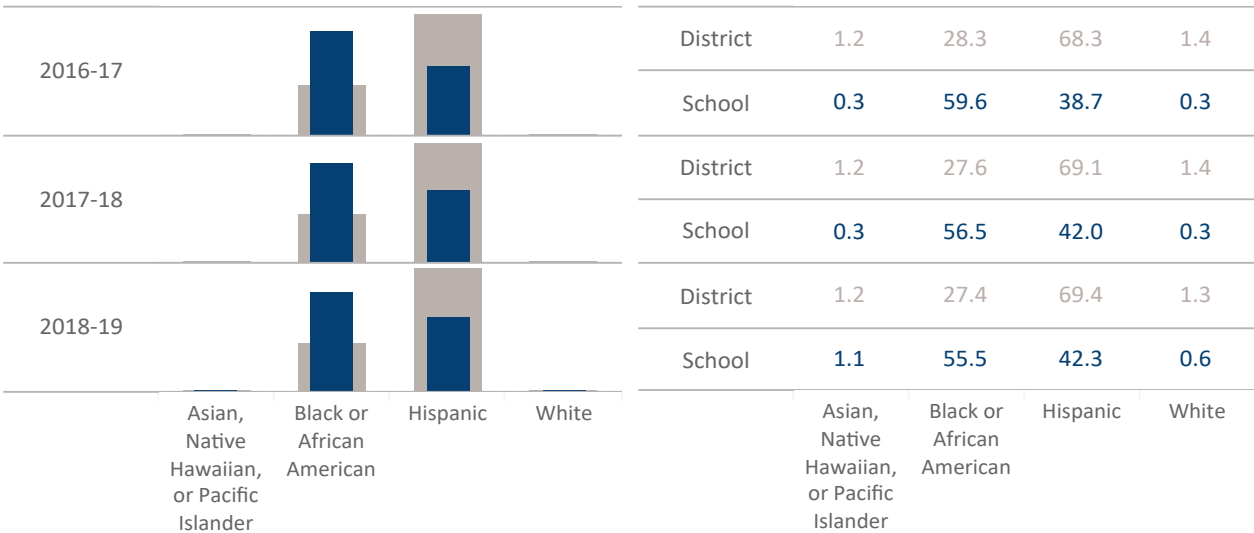
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

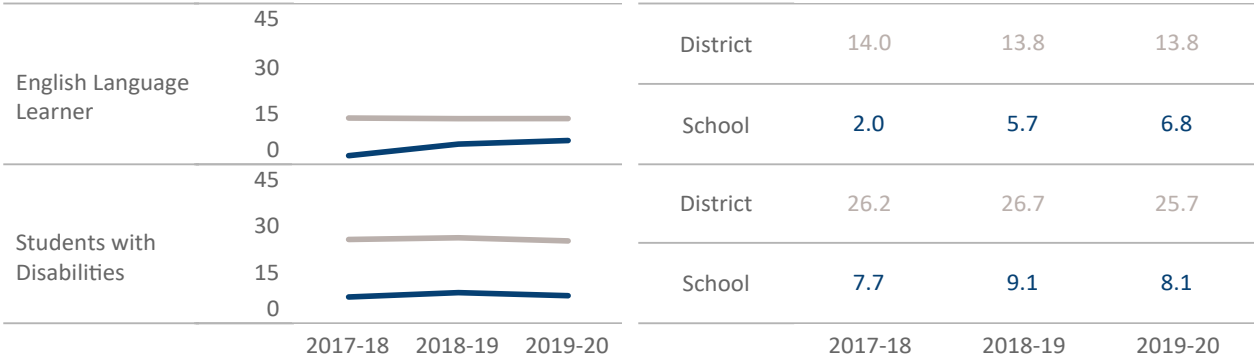


APPENDIX A: Education Corporation Overview

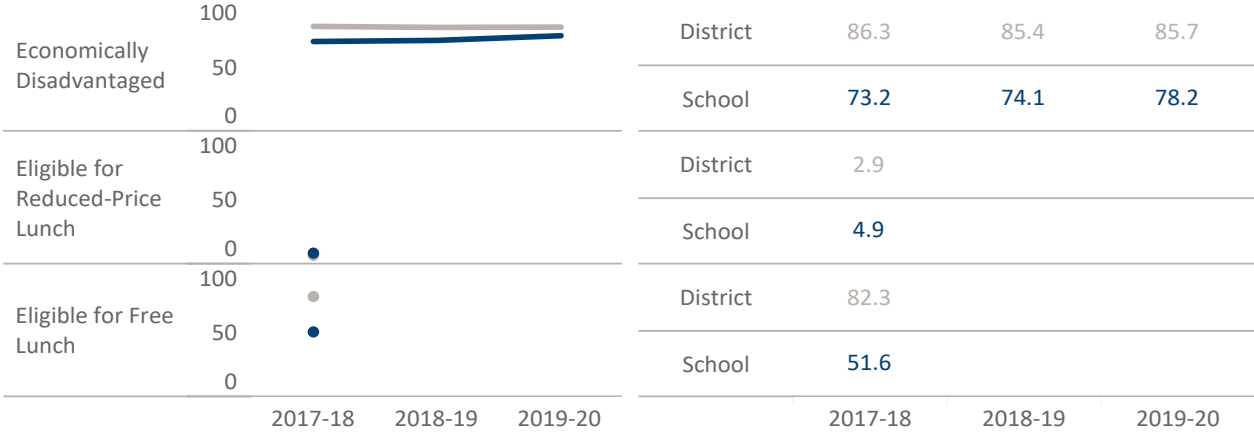
Icahn Charter School 7

Bronx CSD 8

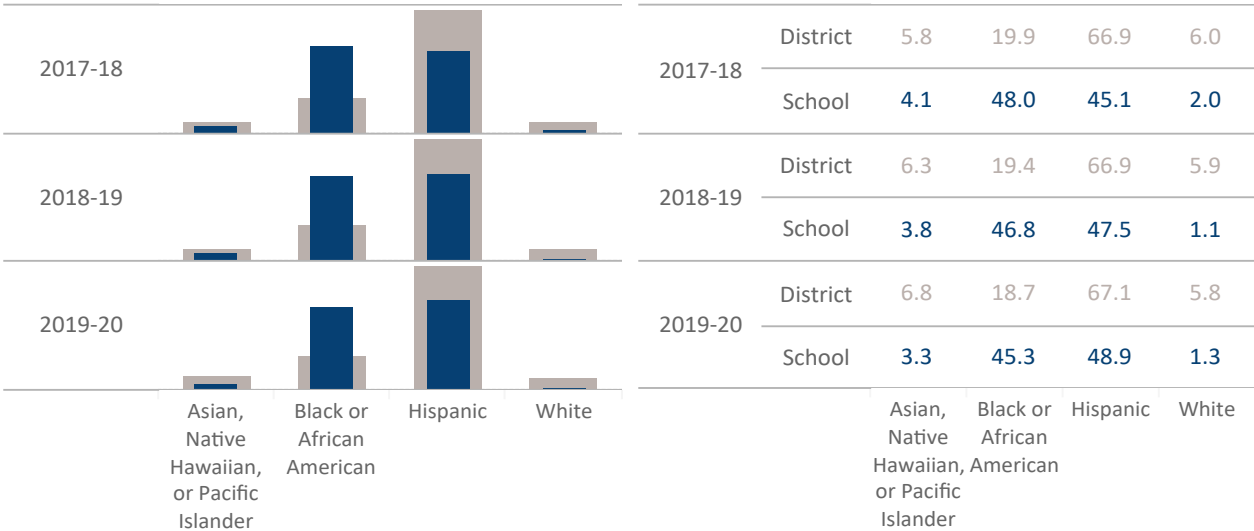
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch

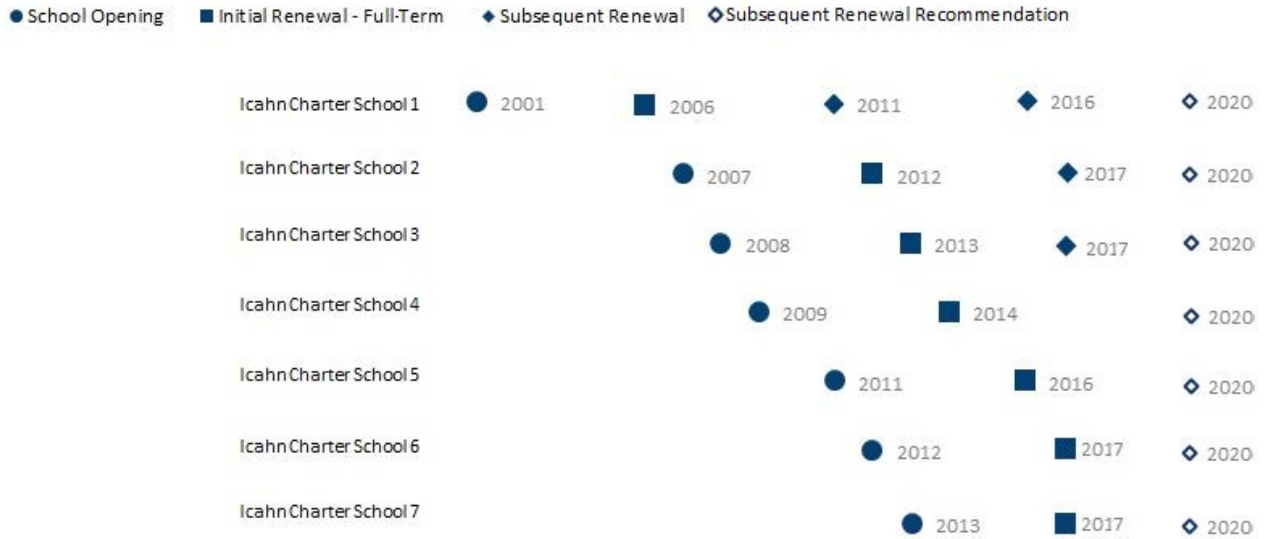


Student Demographics: Race/Ethnicity



APPENDIX A: Education Corporation Overview

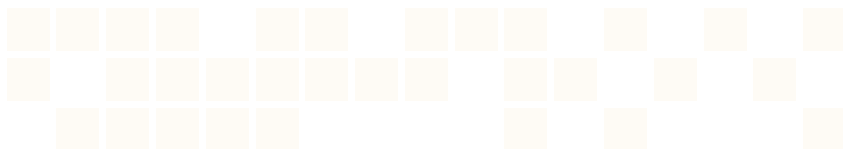
EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



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 February 24-26, 2020
	Icahn 2 - Renewal Visit	
	Icahn 3 - Renewal Visit	
	Icahn 4 - Renewal Visit	
	Icahn 5 - Renewal Visit	
	Icahn 6 - Renewal Visit	
	Icahn 7 - Renewal Visit	



CONDUCT OF THE VISIT

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

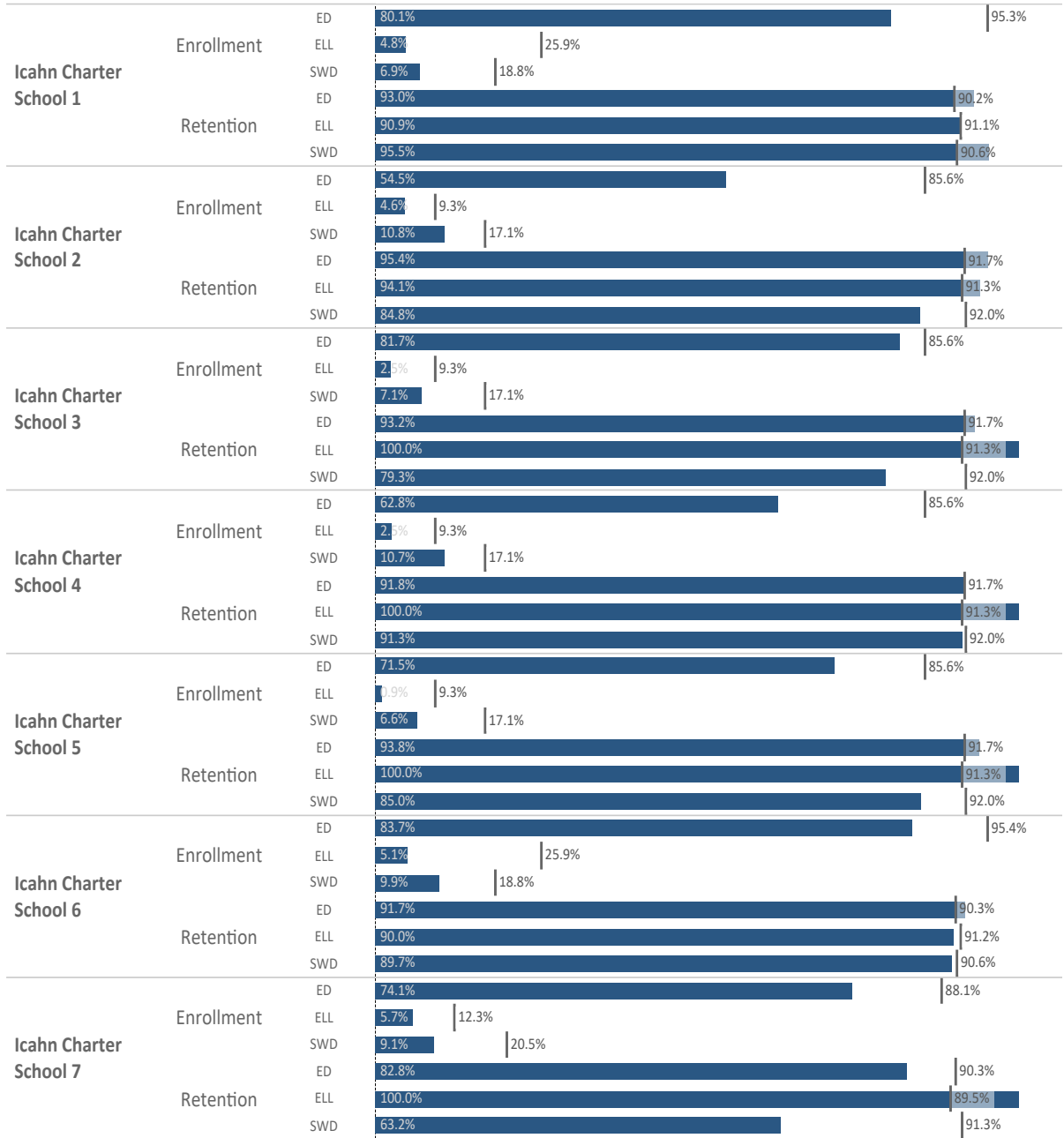
APPENDIX A: Education Corporation Overview

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

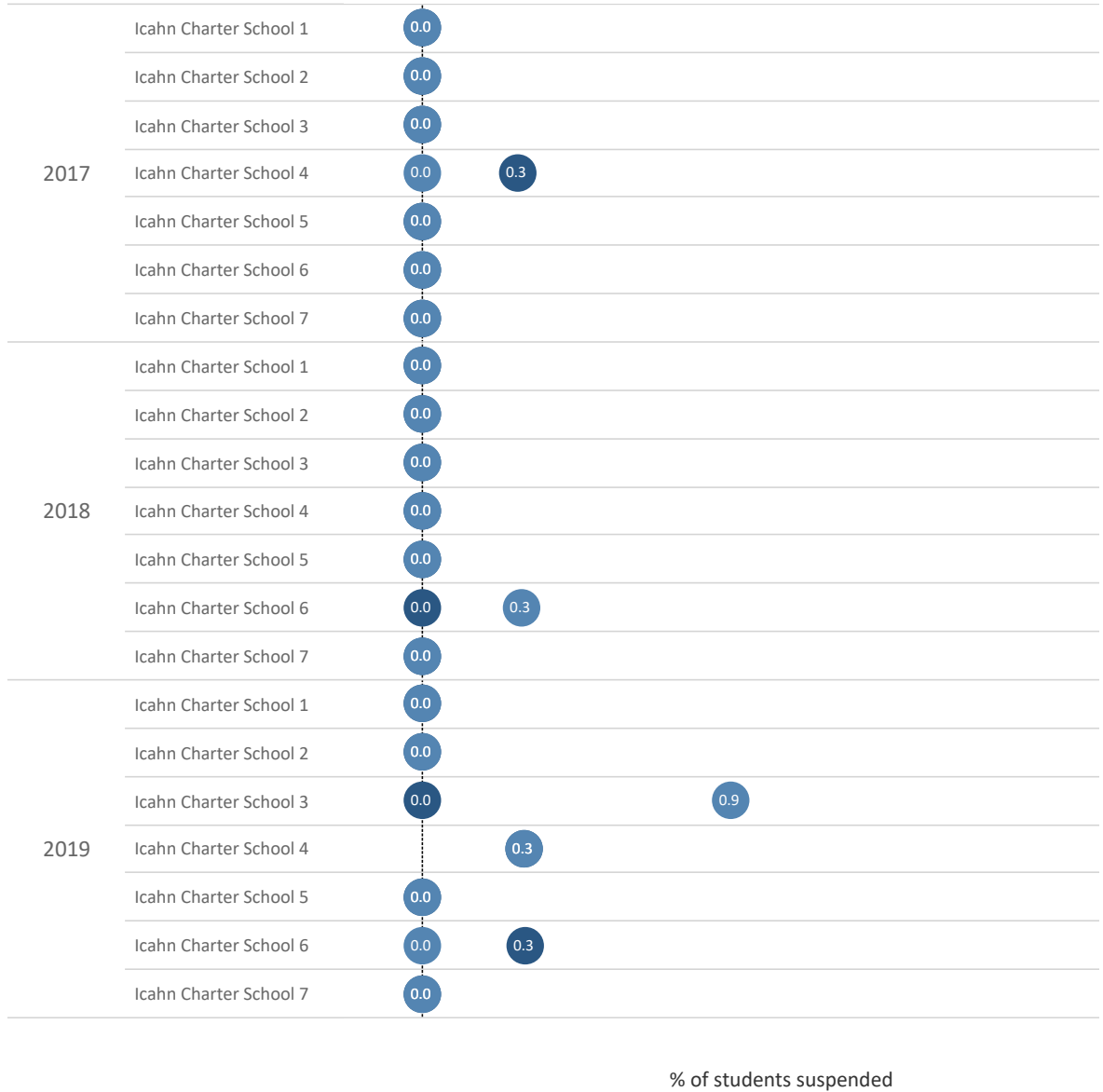
ENROLLMENT AND RETENTION TARGETS



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.

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.	+

