



Entry 1 School Information

Created: 06/22/2016

Last updated: 07/29/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

ICAHN CS 5 (SUNY TRUSTEES) 321100860982

b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 11

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1500 Pelham Parkway South Bronx, NY 10461	[REDACTED]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Richard Santiago
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Title	Dep. Sup of Finance and Operations
Emergency Phone Number (###-###-####)	██████████

e. SCHOOL WEB ADDRESS (URL)

ichancharterschool5.org

f. DATE OF INITIAL CHARTER

01/2011

g. DATE FIRST OPENED FOR INSTRUCTION

09/2011

i. TOTAL ENROLLMENT ON JUNE 30, 2016

252

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

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l1. FACILITIES

Does the school maintain or operate multiple sites?

No, just one site.

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1500 Pelham Parkway South Bronx, NY 104610	[REDACTED]	CSD 11	KG-6	No	Rent/Lease
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Lawford Cunningham	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Richard Santiago	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Jeffrey Litt	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Jeffrey Litt	[REDACTED]	[REDACTED]	[REDACTED]

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

Lafayette

Signature, President of the Board of Trustees

Julia Goodyear

Date

2016/07/29

Thank you.



Entry 2 Link

Last updated: 06/22/2016

Page 1

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<https://data.nysed.gov/profile.php?instid=800000067237>



**ICAHN 5
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute
on:

September 15, 2016

By Lawford Cunningham
lcunningham@ccics.org

1500 Pelham Parkway
South Bronx NY 10461

718/828-0034

Lawford Cunningham, Principal, and Dr. Arthur Pritchard, Consultant prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Voting Board Position
Gail Golden	President
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Phyllis Hall	Parent Member

Lawford Cunningham has served as the Principal at Icahn Charter School 5 since 2011.

The mission of Icahn Charter School 5 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility. Icahn Charter School 5 opened in September 2011 and served grades kindergarten through second grade.

Our school is composed of 51% African American and 38% Latin with a free and reduced lunch rate of 69.4%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	36	36	36	-	-	-	-	-	-	-	-	-	-	108
2012-13	35	36	36	36	-	-	-	-	-	-	-	-	-	143
2013-14	37	36	38	34	35	-	-	-	-	-	-	-	-	180
2014-15	40	37	38	35	32	35	-	-	-	-	-	-	-	217
2015-16	39	38	40	37	34	32	30	-	-	-	-	-	-	250

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 5 students will become proficient readers of the English language

BACKGROUND

The English Language Arts Core Knowledge Curriculum is supported through the McMillan-McGraw Hill Reading Program supplemented by Classroom Leveled Libraries and the Waterford Early learning Program, which integrates the use of technology and fundamental reading instruction. Our Grades 3rd, 4th, 5th, and 6th grade students were administered the New York State English Language Arts Examination in April 2016.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 6 grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	36	4	2	0	1	37
4	34	3	0	0	0	34
5	32	2	0	0	0	32
6	30	2	0	0	0	30
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	132	-	-	-	-	133

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ENGLISH LANGUAGE ARTS

RESULTS

In 2015-16 Icahn 5 students in at least their second year at the school demonstrated proficiency on the NYS ELA assessment averaged 75.10 in tested grades.

Performance on 2015-16 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80.55	36	84.37	32
4	88.23	34	86.66	30
5	59.37	32	59.37	32
6	70.00	30	70.00	30
7	-	-	-	-
8	-	-	-	-
All	74.5	132	75.10	124

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

2015-16 is the first year Icahn 5 students in at least their second year at the school, demonstrated proficiency on the NYS ELA assessment. Students in each grade earned higher scores in 2015-16 as compared with either 2013-14 or 2014-15.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	70	33	66.6	34	84.37	32
4	64.6	34	53.1	32	86.66	30
5	-	-	53.3	30	59.37	32
6	-	-	-	-	70.00	30
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	67.3	67	57.7	96	75.10	124

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

ENGLISH LANGUAGE ARTS

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Icahn 5 3rd, 4th, 5th, and 6th grades students achieved a Performance Level Index value of 168.25, surpassing the state AMO of 104 by 64.25 points.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
132	6.5	19.25	48.5	26.0

$$\begin{array}{rcccccccc} \text{PI} & = & 19.2 & + & 48. & + & 26 & = & 93.75 \\ & & 5 & & 5 & & & & \\ & & & & 48. & + & 26 & = & 74.5 \\ & & & & 5 & & & & \\ & & & & & & \text{PLI} & = & 168.2 \\ & & & & & & & & 5 \end{array}$$

EVALUATION

The measure was met. The Icahn 5 PI score increased 19.65 points, from 148.6 in 2014-15 to 168.25 in 2015-16.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ENGLISH LANGUAGE ARTS

RESULTS

In 2015-16, Icahn 5 students in at least their second year at the school demonstrated proficiency with 75.1%, in tested grades in ELA, which was 47.35% higher than their District 11 peers.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	84.37	32	32	3232
4	86.66	30	32	3129
5	59.37	32	24	3203
6	70.00	30	23	2858
7	-	-	-	-
8	-	-	-	-
All	75.10	124	27.75	12,422

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

Over the past three years, Icahn 5 students in at least their second year at the school have outscored their District 11 peers, in ELA tested grades by margins of 46% or higher.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	70	23	66.6	21.8	84.37	32
4	64.6	23	53.1	22.5	86.66	32
5	-	-	53.3	20.3	59.37	24
6			-		70.00	23
7			-		-	-
8			-		-	-
All	70	23	57.7	21.5	75.10	27.75

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than

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expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16 Icahn 5 students demonstrated an Effect Size of 2.23, which was 1.93 points higher than the .3 target. Their effort earned them the designation “Higher than expected to a large degree”.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	65.7	35	66	27.7	38.3	2.91
4	65.6	32	53	28.4	24.6	1.83
5	70.6	33	48	23.0	25.0	1.90
6						
7						
8						
All	67.3	100	55.9	26.4	29.5	2.23

School’s Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The measure was met.

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ADDITIONAL EVIDENCE

Icahn 5 students have consistently achieved the Effect Size designation of “Higher than expected to a large degree.”

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3	76.5	33	70	24.6	3.19
2013-14	3,4	74.3	35	66	25.6	2.80
2014-15	3,4,5	67.3	100	55.9	26.4	2.23

Goal 1: Growth Measure⁴

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

In 2015-16, Icahn 5 students demonstrated a Mean Growth Percentile of 36.4, 13.6 points below the Statewide Median.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	34.0	50.0

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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Grade	Mean Growth Percentile	
	5	38.8
6		50.0
7		50.0
8		50.0
All	36.4	50.0

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

In 2015-17, Icahn 5 students dropped their Mean Growth Percentile from 58 to 36.4.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	-	58	34.0	50.0
5	-	-	38.8	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	58	36.4	50.0

Goal 1: Optional Measure

Each year, the percent of students at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, PS103, PS 106, PS/MS 194

METHOD

Method ICAHN 5 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which ICAHN 5 had tested students and the result of grades 3 through 8 in the surrounding schools.

RESULTS

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute – In 2015-16 ICAHN 5 students, grade 3 through 6, in at least their second year at the school, achieved an average score of 75.1 and in doing so, demonstrated proficiency.

Absolute - Icahn 5 3rd, 4th, and 5th grades students achieved a Performance Level Index value of 168.25, surpassing the state AMO of 104 by 64.25 points.

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Comparative - ICAHN 4 students achieved an Effect Size value of **2.23** in the 2014-15 comparative performance analysis. Their achievement was well above the required value of 0.3.

Growth – ICAHN 5 4th grade students demonstrated mean growth percentiles lower than the statewide median of 50% with an average of 36.5%.

Comparative/Optional - ICAHN 4 students outscored their peers in District 11, and in the following schools: PS 103, PS 83, PS 106, and PS/IS 194.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Optional	Each year, the percent of students at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106, and PS/MS 194	Achieved

ACTION PLAN

ICAHN 5 completed its first testing year, the same year of the first common core-based exam. ICAHN 5 students outscored their peers in District 11 and the schools identified for comparison. In the coming year we plan to analyze the impact of our instruction on at risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill Mathematics Connect, workbooks, and a strong emphasis on hands on learning and monthly assessments. Our Mathematics specialist provides small group instruction for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of practice tests are reviewed with the Principal, teachers, mathematics specialist, and Mathematics consultant in order to provide remediation lessons for the targeted students. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the students out of targeted assistance where appropriate, as well as accept new students as required by practice tests and teacher recommendation. The Mathematics program is supervised by the Principal and with additional support from a Mathematics Consultant from the NYC Mathematics Project at Lehman College. The Mathematics Consultant is responsible for demonstration lessons and participates in developing teaching strategies. The mathematics consultant also provides professional development during common planning periods.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 6 grades in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	36	4	2	0	1	37

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

4	34	3	0	0	0	34
5	32	2	0	0	0	32
6	30	2	0	0	0	30
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	132	-	-	-	-	133

RESULTS

In 2015-16, Icahn 5 students in at least their second year at the school demonstrated proficiency in mathematics. Three grades, 3, 4, and 6, scored 80% or higher.

Performance on 2015-16 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80.55	36	84.37	32
4	76.47	34	80.00	30
5	62.50	32	62.50	32
6	83.33	30	83.33	30
7	-	-	-	-
8	-	-	-	-
All	75.71	132	77.55	124

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

In two of the last three years of mathematics testing, Icahn 5 students in at least their second year at the school have demonstrated proficiency. They achieved their highest score in 2015-16 with 77.55%.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	72	33	73.4	34	84.37	32
4	70.5	34	68.8	32	80.00	30
5	-	-	46.6	30	62.50	32
6	-	-	-	-	83.33	30
7	-	-	-	-	-	-
8	-	-	-	-	-	-

MATHEMATICS

All	71.25	67	62.9	96	77.55	124
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Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

In their fourth year of testing, Icahn 5 students achieved a PI of 172.25, 71.25 points higher than the 2015-16 state-required PI of 101.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
132	3.75	20.75	35.75	40

$$\begin{array}{rclclclcl}
 \text{PI} & = & 20.7 & + & 35.7 & + & 40 & = & 96.50 \\
 & & 5 & & 5 & & & & \\
 & & & & 35.7 & + & 40 & = & \underline{75.75} \\
 & & & & 5 & & & & \\
 & & & & & & \text{PLI} & = & \underline{172.2} \\
 & & & & & & & & 5
 \end{array}$$

EVALUATION

The measure was met. In doing so, Icahn 5 3rd through 6th grade students increased the school's PI 16.87 points from its 2014-15 effort of 155.18 to its 2015-16 accomplishment of 172.25.

Goal 2: Comparative Measure

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

In 2015-16 Icahn 5 students in at least their second year at the school outscored their District 11 peers by 77.55% to 28.5%, or more than double the District 11 effort.

2015-16 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	84.37	32	30	3277
4	80.00	30	31	3166
5	62.50	32	27	3222
6	83.33	30	26	2902
7	-	-	-	-
8	-	-	-	-
All	77.55	124	28.5	12,567

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 5 students in at least their second year have consistently outscored their District 11 peers in mathematics by more than double.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter	Local	Charter	Local	Charter	Local

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

	School	District	School	District	School	District
3	70	23	73.4	21.8	84.37	30
4	64.6	23	68.8	22.5	80.00	31
5	-	-	46.6	20.3	62.50	27
6	-	-	-	-	83.33	26
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	67.3	23	62.9	21.5	77.55	28.5

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2014-15, Icahn 5 grade 3, 4, and 5 students in at least their second year at the school, achieved an Effect Size of 1.45, 1.15 points higher than the .3 target. Their achievement earned the designation "Higher than expected to a large degree."

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	65.7	35	74	38.6	35.4	2.13
4	65.6	32	69	38.6	30.4	1.75
5	70.6	33	42	34.4	7.6	.43
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-

MATHEMATICS

All	67.3	100	61.8	37.2	24.6	1.45
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School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 5 students in tested grades have consistently exceeded the Effect Size measure to a large degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3	69.4	36	66.6	28.6	2.16
2013-14	3,4	75.3	68	72.0	34.0	1.98
2014-15	3,4,5	67.3	100	61.8	24.6	1.45

Goal 2: Growth Measure⁹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

MATHEMATICS

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

RESULTS

In 2014-15, Icahn 5 4th and 5th grade students in at least their second year at the school achieved a Mean Growth Percentile of 36.1, 13.9 points below the Statewide Median.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	45.6	50.0
5	27.2	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	36.1	50.0

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

In the two years the Mean Growth Percentile has been measured at Icahn 5, students have failed to reach the Statewide Median of 50.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	-	45.6	45.6	50.0
5	-	-	27.2	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	45.6	36.1	50.0

Goal 2: Optional Measure

Each year, the percent of students at or above Level 3 on the State Math exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106 and PS/MS 194.

METHOD

¹⁰ ICAHN 5 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which ICAHN 5 had tested students and

MATHEMATICS

6	26	44			46	83
Total	<u>28.5</u>	<u>39.25</u>	<u>17.67</u>	<u>37.33</u>		<u>77.55</u>

SUMMARY OF THE MATHEMATICS GOAL

Absolute - ICAHN 5 3rd through 6th grade students enrolled in at least their second year at the school scored 77.55% proficiency and in doing so exceeded the State target by 2.55 points.

Absolute - In their fourth year of testing, Icahn 5 students achieved a PI of 172.25, 71.25 points higher than the 2015-16 state-required PI of 101.

Comparative - On the 2014-15 Comparative Performance Analysis ICAHN 5 students scored 1.45, which was 1.15 points higher than the required Effect Size of .3.

Comparative – ICAHN 5 students in at least their second year at the school scored 77.55% as compared with 28.5% and in doing so increased the difference between their state Math exam performance as compared with District 11 over the previous year. .

Comparative – A comparison between subsequent years in student performance shows Icahn 5 students achieving a rating of “Higher than expected to a large degree”.

Growth - ICAHN 5 4th grade students demonstrated mean growth percentiles lower than the statewide median of 50% with a value of 36.1%.

Comparative/Optional - ICAHN 5 students significantly outscored their peers in District 11, and in the following schools: PS 103, PS 83, PS 106, and PS/IS 194.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Optional	Each year, the percent of students at or above Level 3 on the State	Achieved

MATHEMATICS

	Math exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106, and PS/MS 194.	
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ACTION PLAN

ICAHN 5 will continue utilizing the NYC Math Project as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills as they relate to mathematics.

SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The Icahn 5 Charter School science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

Icahn 5 students enrolled at the school for two or more years scored 100% proficiency on the 2015-16 NYS Science assessment.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	29	Data not available	
8	-	-		
All				

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 5 students enrolled for at least two years at the school have consistently met the Science assessment measure. For the last two years they have achieved scores of 100% proficiency.

SCIENCE

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	91.1	34	100	96	100	29
8	-	-	-	-	-	-
All	91.1	34	100	96	100	29

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

RESULTS

In 2015-16, Icahn 5 4th grade students in at least their second year at the school demonstrated 100% proficiency on the NYS Science assessment.

2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	29	Data not available	
8	-	-		
All	100	29		

EVALUATION

The measure could not be determined.

ADDITIONAL EVIDENCE

Icahn 5 4th grade students in at least their second year at the school have outscored their District 11 peers in 2013-14 (10.1 points) and 2014-15 (19 points). 2015-16 data are not available.

SCIENCE

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	91.1	81	100	81	100	DNA
8	-	-	-	-		
All	91.1	81	100	81	100	DNA

SUMMARY OF THE SCIENCE GOAL

Icahn 5 4th grade students enrolled at the school in at least their second year demonstrated 100% proficiency on the 2015-16.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

ACTION PLAN

Efforts at ICAHN 5 will continue to ensure students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

NCLB

Goal 4: NCLB

Under the State's NCLB accountability system, the school's Accountability Status is in good standing: the State has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a school requiring a local assistance plan.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

ICAHN 5 has met the NCLB requirement for the 2015-16 school year.

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

ICAHN 5 has met the NCLB requirement for the 2012-13, 2013-14, 2014-15, and 2015-16 school years.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

ICAHN 5 IS A K-8 SCHOOL, THUS NO DATA WILL BE PRESENTED IN APPENDIX A

GO TO APPENDIX B, PAGE 60

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2013-14	2010-11	2010	??	??	??
2014-15	2011-12	2011	??	??	??
2015-16	2012-13	2012	??	??	??

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹¹ (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	??	??	??
2014-15	2011-12	2011	??	??	??
2015-16	2013-14	2012	??	??	??

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ¹² (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	??	??	??
2014-15	2010-11	2010	??	??	??
2015-16	2011-12	2011	??	??	??

¹¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

¹² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Include the following section under the Accountability Plan English language arts goal.

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school administered the Choose an item. that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.¹³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2012 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 75 passing score.

English Regents Passing Rate with a Score of 65 / 75
by Fourth Year Accountability Cohort¹⁴

Cohort	Number	Percent Passing
--------	--------	-----------------

¹³ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁴ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Designation	in Cohort	with a score of 65 / 75
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

English Regents Passing Rate with a score of 65 / 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for **graduation with a Regents diploma / the college and career readiness standard**.

RESULTS

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 75 passing score

English Regents Passing Rate with a Score of **65 / 75** among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 75
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level ("APL") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making

¹⁵ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

Brief narrative highlighting results in the data tables that directly address the measure.

English Language Arts Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\text{PI} = ? + ? + ? = ?$$

APL

EVALUATION

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (“APL”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁶

RESULTS

Provide brief narrative highlighting results in the data table that directly addresses the measure.

Select the appropriate table depending on Accountability Plan.

English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010				
2011				
2012			N/A	N/A

OR

English Regents Accountability Performance Level (APL)¹⁷
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010				
2011				
2012			N/A	N/A

¹⁶ The New York State Report Card provides the district results for students scoring at or above 65.

¹⁷ For an explanation of the procedure to calculate the school's APL, see page 31.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 1: Optional Measure Include additional measures that are part of the Accountability Plan.
METHOD
RESULTS
EVALUATION

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.

18 If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Choose an item.
Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Choose an item.
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Choose an item.

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

HIGH SCHOOL GOALS: MATHEMATICS

Include the following section under the Accountability Plan mathematics goal.

GOAL 2: MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.¹⁹ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure, i.e., the percent of students in the 2010 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 80 passing score.

Mathematics Regents Passing Rate with a Score of /

¹⁹ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

HIGH SCHOOL GOALS: MATHEMATICS

by Fourth Year Accountability Cohort²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure's target.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

²⁰ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma / the college and career readiness standard.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2012 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 80 passing score

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of <u>65</u> / <u>80</u>
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level ("APL") on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual

²¹ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVIS ED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure.

Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort										
Number in Cohort	Percent of Students at Each Performance Level									
	Level 1	Level 2	Level 3	Level 4						
	?	?	?	?						
	PI	=	?	+	?	+	?	=	?	
								AP	=	?
								L		

EVALUATION

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

HIGH SCHOOL GOALS: MATHEMATICS

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²²

RESULTS

Provide brief narrative highlighting results in the data table that directly addresses the measure.

Select the appropriate table depending on Accountability Plan.

Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010				
2011				
2012			N/A	N/A

OR

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²³

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010				
2011				
2012			N/A	N/A

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in

²² The New York State Report Card provides the district results for students scoring at or above 65.

²³ See page 39 above for an explanation of the APL.

HIGH SCHOOL GOALS: MATHEMATICS

specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

<p>Goal 1: Optional Measure</p> <p>Include additional measures that are part of the Accountability Plan.</p>
<p>METHOD</p>
<p>RESULTS</p>
<p>EVALUATION</p>

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²⁴

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Choose an item.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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²⁴ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: MATHEMATICS

Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Choose an item.
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Choose an item.

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

HIGH SCHOOL GOALS: SCIENCE

Include the following section under the Accountability Plan science goal.

GOAL 3: SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **Living Environment, Earth Science, Chemistry and Physics**. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2012 Cohort who have passed the exam with a comparison to previous years' performance.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their

²⁵ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

fourth year, showing the school is making progress towards meeting the measure's target.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Provide brief narrative highlighting results in the data table that directly addresses the measure.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010				
2011				
2012				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

HIGH SCHOOL GOALS: SCIENCE

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance.

HIGH SCHOOL GOALS: SOCIAL STUDIES

Include the following section as a separate Accountability Plan subject area goal following the science section.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

Write the school's Accountability Plan social studies goal here.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2012 Cohort who have passed the exam with a comparison to previous years' performance.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the

²⁶ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010				
2011				
2012				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the

HIGH SCHOOL GOALS: SOCIAL STUDIES

context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

²⁷ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010				
2011				
2012				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

HIGH SCHOOL GOALS: SOCIAL STUDIES

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Include the following section as a separate Accountability Plan goal following the NCLB goal.

GOAL 5: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

Write the school's graduation goal here.

Goal 5: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Select the appropriate table depending on Accountability Plan.

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012		
2013		

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2014		
2015		

OR

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014		
2015		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 5: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
--------------------	------------------	-------------------------------

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2012		
2013		
2014		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 5: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2010		
2011		
2012		

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2009		

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2010		
2011		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²⁸. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010				
2011				
2012				N/A

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

²⁸ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Choose an item.
	(S) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Choose an item.
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Choose an item.
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Choose an item.

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Include the following section as a separate Accountability Plan goal following the NCLB goal.

GOAL 6: COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION

Write the school's college preparation goal here.

Goal 6: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14						
2014-15						
2015-16						

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14						
2014-15						
2015-16						

HIGH SCHOOL GOALS: COLLEGE PREPARATION

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(See below for measures in more recent Plans.)

METHOD

Provide a brief description of the measure.

RESULTS

Provide a brief narrative highlighting results in a data table that directly address the measure.

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005

HIGH SCHOOL GOALS: COLLEGE PREPARATION

cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Percent of Graduates Meeting the Aspirational Performance Measure²⁹

Cohort	Charter School	Statewide ³⁰
2010		38.1
2011		40.0
2012		N/A

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

²⁹ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁰ Statewide results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Graduates with a Regents Diploma with Advanced Designation³¹

Cohor ↓	Charter School	School District ³²
2010		
2011		
2012		N/A

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

Discuss the achievement indicators used to demonstrate college preparation.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Graduates Passing a Course Demonstrating College Preparation

Cohor ↓	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³³
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also,

³¹ Schools can retrieve information about diplomas conferred from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³² District results for the 2011 cohort are not yet available.

³³ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Goal 7: School Created College Attendance or Achievement Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

Provide a brief description of the measure.

RESULTS

Provide a brief narrative highlighting results in a data table that directly address the measure.

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Choose an item.
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Choose an item.
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Choose an item.
College	Each Year, the school will demonstrate college attendance	Choose an

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Attainment	or achievement through at least one measure of its own design.	item.
	Write in optional measure here	Choose an item.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Choose an item.
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Choose an item.
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Choose an item.
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Choose an item.
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Choose an item.
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Choose an item.
	Write in optional measure here	Choose an item.

Action Plan

Provide a narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

APPENDIX B: OPTIONAL GOALS

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Parents will demonstrate a strong support and commitment to the school.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

The NYC School Survey includes questions available for response for all parents/guardians of students who attend Icahn 5 Charter School. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school.

RESULTS

The survey, provided in both English and Spanish is presented below:

Item
1. I feel welcome when I visit this school.
2. This school provides a safe environment for learning
3. My child has up-to-date instructional tools (Books, computers, videos, etc.) that are used effectively
4. The school holds high academic expectations for my child
5. The holds high expectations of discipline for my child
6. I regularly read progress reports and notices sent home from school
7. Homework assignments are a valuable contribution to my child's learning.
8. My child has enough supplies, materials, and text books to help with his/her studies.
9. My child is receiving a quality education
10. The school keeps me informed about what goes on at the school
11. The school clearly tells me what the school's goals are
12. School property and building are clean and well maintained
13. I would like my younger children to attend the school.
14. I would recommend my child's school to other parents.

APPENDIX B: OPTIONAL GOALS

15. My child's attendance is monitored by the school calling about absences.

2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
129	252	64%

2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Principal/school leaders encourage feedback from parents and the community through regular meetings with parent and teacher leaders.	68%
Since the beginning of the school year, how often have you communicated with your child's teacher about your child's performance?	82%
Teachers work closely with families to meet students' needs	95%

EVALUATION

The measure was not met.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Tracking of ICAHN 5 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

99% of ICAHN 5 students were retained from 2014-15 to 2015-16.

2015-16 Student Retention Rate

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
216	0	214	214

EVALUATION

The measure was made.

APPENDIX B: OPTIONAL GOALS

ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	96%
2014-15	97%
2015-16	99%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 90 percent.

METHOD

Tracking of ICAHN 5 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

2015-16 attendance for each grade and for the full school is shown in the table below. Each grade and the school as a whole met the measure.

2015-16 Attendance

Grade	Average Daily Attendance Rate
1	95.1%
2	96.0%
3	95.4%
4	96.2%
5	95.1%
6	96.0%
7	-
8	-
Overall	95.8%

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2013-14	97.0%
2014-15	95.2%
2015-16	95.2%

APPENDIX C: SUPPLEMENTARY TABLES

NO ADDITIONAL DATA WILL BE PRESENTED

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2015-16, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2015-16 **English Language Arts** Performance
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons

APPENDIX C: SUMMARY TABLES

might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2015-16; the other presents annual aggregate results over time.

2015-16 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grade s	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2013-14									
2014-15									
2015-16									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of

APPENDIX C: SUMMARY TABLES

grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2014-15 and 2015-16. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

RESULTS

Cohort Growth on XXX Test from Spring 2014 to Spring 2015

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2014-15	Target	2015-16	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2013-14	
2014-15	
2015-16	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2012-13	??		
2013-14	??		
2014-15	??		
2015-16	??		

APPENDIX C: SUMMARY TABLES

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2015-16 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

METHOD

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the dates of administration, etc.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year	Second Year	Second Year	

APPENDIX C: SUMMARY TABLES

		Baseline	Target	Result	
2011					YES/NO
2012					YES/NO
2013					YES/NO
2014					YES/NO

EVALUATION

Provide narrative explicitly stating whether or not the school met the measure; i.e. whether the cohort achieved its target. In addition, the evaluation may include how close the cohort came to its target.

ADDITIONAL EVIDENCE

Narrative provides an analysis of year-to-year cohort performance including the previous year.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2009	2010	2011	2012
Integrated Algebra				
Geometry				
Algebra 2				

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2009	2010	2011	2012
Living Environment				
Earth Science				
Chemistry				
Physics				



Entry 4 Expenditures per Child

Last updated: 07/28/2016

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Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	4178428
Line 2: Year End FTE student enrollment	251
Line 3: Divide Line 1 by Line 2	16647

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	516376
Line 2: Management and General Cost (Column)	80250
Line 3: Sum of Line 1 and Line 2	596626
Line 5: Divide Line 3 by the Year End FTE student enrollment	2377

Thank you.



Entry 6a Audited Statements

Last updated: 11/01/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Richard Santiago	[REDACTED]	

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and**
- b. reports on internal controls over financial reporting and compliance**

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/7113040-F7wWrRhhE3/cahn%20Charter%20School%205%20-%206-30-16-15%20F NAL.pdf>

Financial Statements and Supplementary Schedule
Together with Reports of Independent
Certified Public Accountants

ICAHN CHARTER SCHOOL 5

June 30, 2016 and 2015

ICAHN CHARTER SCHOOL 5

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors of the
Icahn Charter School 5

Report on the financial statements

We have audited the accompanying financial statements of Icahn Charter School 5 (the “Charter School”), which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management’s responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Charter School as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other matters

Supplementary information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Functional Expenses is presented for purposes of additional analysis and is not a required part of the financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other reporting required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report, dated November 1, 2016, on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control over financial reporting and compliance.

Grant Thornton LLP

New York, New York
November 1, 2016

ICAHN CHARTER SCHOOL 5
Statements of Financial Position
As of June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
ASSETS		
Cash and cash equivalents	\$ 1,446,536	\$ 1,030,266
Grants and contracts receivable	81,058	126,615
Due from school district	56,820	-
Prepaid expenses	44,806	50,609
Contributions and other receivables	21,097	6,766
Capital assets, net	<u>194,568</u>	<u>236,092</u>
Total assets	<u>\$ 1,844,885</u>	<u>\$ 1,450,348</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 283,624	\$ 137,238
Accrued payroll and benefits	312,539	313,429
Due to school districts	-	1,763
Deferred revenue	167,245	105,417
Obligation under capital lease	<u>6,955</u>	<u>11,351</u>
Total liabilities	<u>770,363</u>	<u>569,198</u>
Commitments and contingencies		
NET ASSETS - unrestricted	<u>1,074,522</u>	<u>881,150</u>
Total liabilities and net assets	<u>\$ 1,844,885</u>	<u>\$ 1,450,348</u>

The accompanying notes are an integral part of these statements.

ICAHN CHARTER SCHOOL 5
Statements of Activities
For the years ended June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
REVENUES, GAINS AND OTHER SUPPORT		
Public School District:		
Resident student enrollment	\$ 3,473,263	\$ 2,956,537
Students with disabilities	40,240	20,975
Grants and contracts:		
State and local	662,423	775,180
Federal - Title and IDEA	106,384	81,127
Federal - other	45,396	131,840
Other grants	16,609	16,300
	<u>4,344,315</u>	<u>3,981,959</u>
EXPENSES		
Program services:		
Regular education	3,372,242	2,980,297
Special education	109,044	102,127
	<u>3,481,286</u>	<u>3,082,424</u>
Supporting services:		
Management and general	688,808	631,997
	<u>4,170,094</u>	<u>3,714,421</u>
	<u>174,221</u>	<u>267,538</u>
OTHER REVENUE		
Contributions:		
Foundation	15,970	31,941
Corporation	-	46,804
Interest income	1,864	154
Miscellaneous income	1,317	1,358
	<u>19,151</u>	<u>80,257</u>
	193,372	347,795
Net assets, beginning of year	<u>881,150</u>	<u>533,355</u>
Net assets, end of year	<u>\$ 1,074,522</u>	<u>\$ 881,150</u>

The accompanying notes are an integral part of these statements.

ICAHN CHARTER SCHOOL 5
Statements of Cash Flows
For the years ended June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash receipts from:		
Public school district	\$ 3,535,091	\$ 2,964,865
Grants and contracts	861,429	933,538
Contributions	-	95,278
Interest	1,864	154
Other	1,317	1,358
Cash payments for:		
Vendors	(1,415,792)	(1,510,649)
Employee salaries and benefits	<u>(2,456,439)</u>	<u>(1,953,375)</u>
Net cash provided by operating activities	<u>527,470</u>	<u>531,169</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of furniture, fixtures and equipment	<u>(106,804)</u>	<u>(153,103)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Capital lease payments	<u>(4,396)</u>	<u>(4,214)</u>
Net increase in cash and cash equivalents	416,270	373,852
Cash and cash equivalent, beginning of year	<u>1,030,266</u>	<u>656,414</u>
Cash and cash equivalents, end of year	<u>\$ 1,446,536</u>	<u>\$ 1,030,266</u>
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 193,372	\$ 347,795
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	148,328	133,887
Change in assets and liabilities:		
Grants and contracts receivable	45,557	(70,909)
Due from school district	(56,820)	-
Prepaid expenses	5,803	(5,287)
Contributions and other receivables	(14,331)	(4,442)
Accounts payable and accrued expenses	146,386	55,624
Accrued payroll and benefits	(890)	64,410
Due to school districts	(1,763)	1,763
Deferred revenue	<u>61,828</u>	<u>8,328</u>
Net cash provided by operating activities	<u>\$ 527,470</u>	<u>\$ 531,169</u>

The accompanying notes are an integral part of these statements.

ICAHN CHARTER SCHOOL 5

Notes to Financial Statements

June 30, 2016 and 2015

1. NATURE OF OPERATIONS

The Icahn Charter School 5 (the “Charter School”) is an educational corporation formed to operate a charter school located in the City of New York, County of the Bronx. On January 12, 2010, the Board of Regents of the University of the State of New York, for and on behalf of the State Education Department, granted a provisional charter valid for a term of five years, incorporating the Charter School. The charter was last renewed in 2016 for a term up through and including fiscal 2021.

The central mission of the Charter School, using the Core Knowledge curriculum developed by E.D. Hirsch, is to provide students with a rigorous academic program offered in an extended day/year setting. Students are expected to graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments and have a sense of personal and community responsibility. The Charter School is coeducational and nonsectarian and commenced instruction on September 12, 2011.

The Charter School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code and is classified as an organization described in Section 501(c)(3).

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The Charter School prepares its financial statements on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (“U.S. GAAP”). The financial statement presentation conforms with U.S. GAAP for non-profit organization, which requires the classification of activities and net assets based upon the existence or absence of donor-imposed restrictions, as follows:

Unrestricted - Net assets that are not subject to donor-imposed stipulations and, therefore, may be expended for any purpose in performing the primary objective of the Charter School.

Temporarily Restricted - Net assets subject to donor-imposed restrictions that will be satisfied either by actions of the Charter School or the passage of time. At June 30, 2016 and 2015, the Charter School did not have any temporarily restricted net assets.

Permanently Restricted - Net assets subject to donor-imposed restrictions stipulating that the corpus be maintained in perpetuity by the Charter School, but permit the Charter School to expend all or part of the income derived there from. At June 30, 2016 and 2015, the Charter School did not have any permanently restricted net assets.

Revenue

Revenue is recorded on the accrual basis of accounting. The Charter School derives its revenue primarily from state and local capitation from the public school districts based on student enrollment, contributions and grants.

ICAHN CHARTER SCHOOL 5

Notes to Financial Statements

June 30, 2016 and 2015

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by explicit donor-imposed restrictions. Public school district revenues (state and local capitation) received from the New York City Department of Education Office of Charter Schools are recognized over the period earned. Amounts received in advance are reported as deferred revenue.

Revenue from grants and contracts is recognized as the related expenses are incurred in accordance with the terms of the respective grant or contract agreement. Amounts received in advance are reported as deferred revenues.

The Charter School records contributions of cash and other assets when an unconditional promise to give such assets is received from a donor. Contributions are recorded at the fair market value of the assets received and are classified as either unrestricted, temporarily restricted or permanently restricted, depending on whether the donor has imposed a restriction on the use of such assets.

The Charter School reports gifts of cash or other assets as temporarily restricted support if they are received with donor stipulations that limit the use of the donated assets. Contributions not expected to be received within one year are recognized as temporarily restricted support and are discounted using a credit adjusted discount rate assigned in the year the pledge originates. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same fiscal year are reported as unrestricted revenues.

Receivables

Receivables contain some level of uncertainty surrounding timing and amount of collection. As such, the carrying value of the related receivables is reduced by an appropriate allowance for uncollectible accounts. The Charter School determines its allowance by considering a number of factors, including the length of time receivables are past due, the Charter School's previous loss history, the donor's current ability to pay its obligation, and the condition of the general economy and the industry as a whole. Receivable outstanding longer than the payment terms are considered past due. As of June 30, 2016 and 2015, there was no allowance for uncollectible receivables. Contributions and other receivables as of June 30, 2016 and 2015 are expected to be collected within one year.

The Charter School writes off receivables when they are deemed to be uncollectible, and payments subsequently received on such receivables are recorded as income in the period received.

Cash and Cash Equivalents

Cash and cash equivalents are recorded at fair value, and are comprised of highly liquid financial instruments with original maturities of three months or less at the time of purchase. Included in cash and cash equivalents at June 30, 2016 and 2015 is a reserve fund of \$75,000 to cover debts in the event of the Charter School's dissolution.

Concentration of Credit Risk

Certain financial instruments potentially subject the Charter School to concentration of credit risk. These financial instruments consist primarily of cash and cash equivalents. The Charter School maintains its cash

ICAHN CHARTER SCHOOL 5

Notes to Financial Statements

June 30, 2016 and 2015

in various bank accounts, which may exceed federally insured limits at times. The Charter School has not experienced, nor does it anticipate, any losses with respect to these bank accounts.

Capital Assets

Furniture, fixtures, equipment, library and textbooks are stated at cost net of depreciation, or fair value at date of contribution, if donated. The Charter School capitalizes all property and equipment with a cost of at least \$1,000 and an estimated useful life of more than one year. Depreciation of furniture, fixtures, equipment, library, software and textbooks is computed in the month in which the assets are acquired, utilizing the straight-line basis, over their estimated useful lives, as follows:

	<u>Useful Lives</u>
Furniture and fixtures	3 years
Equipment	3-5 years
Library, software and textbooks	3 years

Taxes

The Charter School recognizes or derecognizes a tax position based on a “more likely than not” threshold. This applies to positions taken or expected to be taken in a tax return. The Charter School evaluated its tax positions and concluded that there are no uncertain tax positions within its financial statements. The tax years ended 2013, 2014, 2015 and 2016 are still open to audit for both federal and state purposes.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

3. CAPITAL ASSETS, NET

At June 30, 2016 and 2015, capital assets consisted of the following:

	<u>2016</u>	<u>2015</u>
Library, software and textbooks	\$ 39,306	\$ 27,987
Equipment	565,338	497,543
Furniture and fixtures	<u>76,059</u>	<u>48,369</u>
	680,703	573,899
Less: Accumulated depreciation	<u>(486,135)</u>	<u>(337,807)</u>
	<u>\$ 194,568</u>	<u>\$ 236,092</u>

Included in equipment as of June 30, 2016 and 2015 are assets acquired under capital leases at a cost of approximately \$22,000 with accumulated depreciation of approximately \$15,000 and \$11,000, respectively.

ICAHN CHARTER SCHOOL 5

Notes to Financial Statements

June 30, 2016 and 2015

Depreciation expense totaled approximately \$148,000 and \$134,000 for the years ended June 30, 2016 and 2015, respectively.

4. RELATED PARTY TRANSACTIONS

Legal services are provided by the Inwood Opportunity LLC, a foundation for which Carl C. Icahn serves as a trustee, at no cost to the Charter School. These amounts have not been reflected as in-kind contributions in the accompanying financial statements, as neither the Charter School nor the Company has a readily measurable or objective basis for determining such amounts.

The Charter School utilizes certain facilities provided by Inwood Opportunity, an Organization affiliated with the Company, at no cost. The fair value of cost savings associated with such arrangement which totaled approximately \$644,000 and \$758,000 for the years ended June 30, 2016 and 2015, respectively, and is recognized as revenue within state and local grants, and also included within expenses in the statement of activities.

Certain expenses are shared amongst the seven Icahn Charter Schools (affiliated entities) and amounts may also be received on behalf of another Icahn Charter School. Shared expenses primarily related to prorated salaries, based on student enrollment, for administrators at Icahn Charter School 1 who serve in a management capacity at the Charter School. Icahn Charter School 5 is also located in a building shared with Icahn Charter School 3 and Icahn Charter School 4. The three schools share certain resources that generate expenses that are prorated between the schools. At June 30, 2016 and 2015, accounts payable and accrued expenses included approximately \$227,000 and \$92,000, respectively, and other receivables included approximately \$18,000 and \$6,000, respectively, pertaining to these related party transactions.

5. CONTRIBUTED SERVICES

The Charter School utilizes certain transportation and food services provided by the New York City public school system at no cost. The Charter School is unable to determine the fair value for these services, and as such this is not reflected on the accompanying financial statements.

6. CONCENTRATION OF REVENUES

The Charter School receives a majority of its revenues from the New York State Education Department through the New York City Department of Education Office of Charter Schools. The New York City Department of Education provides general operating support to the Charter School based upon the location and the number of students enrolled. Operating support provided to the Charter School by the New York City Department of Education totaled approximately \$3,514,000 and \$2,978,000 for the years ended June 30, 2016 and 2015, respectively. The Charter School is dependent upon this level of funding in order to continue its operations.

7. OBLIGATION UNDER CAPITAL LEASE

A long-term lease covering equipment is classified as a capital lease. Accordingly, equipment is capitalized as leased property and amortized on a straight-line basis over the term of the lease. The corresponding obligation under the capital lease represents the present value of the rental payments discounted by interest rates implicit in the lease agreement.

ICAHN CHARTER SCHOOL 5

Notes to Financial Statements

June 30, 2016 and 2015

Annual payments due subsequent to June 30, 2016 follow:

Year Ending June 30,		
2017		\$ 4,794
2018		<u>2,397</u>
	Total	7,191
Less: interest		<u>(236)</u>
		<u><u>\$ 6,955</u></u>

8. PENSION PLAN

The Charter School has a defined contribution plan (the "Plan"), administered by T Rowe Price, for all full-time personnel. Contributions by the Charter School to the Plan totaled approximately \$54,000 and \$45,000 for the years ended June 30, 2016 and 2015, respectively.

9. COMMITMENTS AND CONTINGENCIES

Government Agency Audits

The Charter School participates in a number of federal and state programs. These programs require that the Charter School comply with certain requirements of laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government contracts by government agencies is presently not determinable, it should not, in the opinion of management, have a material effect on the Charter School's financial position or change in net assets. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

Litigation

The Charter School may be involved in various legal actions from time to time arising in the normal course of business. In the opinion of management, there are no matters outstanding that would have a material adverse effect on the financial statements of the Charter School.

10. SUBSEQUENT EVENTS

The Charter School evaluated its June 30, 2016 and 2015 financial statements for subsequent events through November 1, 2016, the date the financial statements were available to be issued. The Charter School is not aware of any subsequent events which would require recognition or disclosure in the accompanying financial statements.



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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS AS REQUIRED BY *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of the
Icahn Charter School 5

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Icahn Charter School 5 (the “Charter School”), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 1, 2016.

Internal control over financial reporting

In planning and performing our audit of the financial statements, we considered the Charter School’s internal control over financial reporting (“internal control”) to design audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School’s financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in the Charter School’s internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and other matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Intended purpose

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

Grant Thornton LLP

New York, New York
November 1, 2016

SUPPLEMENTARY INFORMATION

ICAHN CHARTER SCHOOL 5

Schedule of Functional Expenses

For the year ended June 30, 2016, with comparative totals for 2015

	Program Services				
	Regular	Special	Management	2016	2015
	Education	Education	and General	Total	Total
PERSONNEL SERVICE COSTS:					
Administrative staff personnel	\$ 186,056	\$ -	\$ 203,657	\$ 389,713	\$ 352,568
Instructional personnel	1,453,901	-	-	1,453,901	1,123,016
Non-instructional personnel	-	-	177,463	177,463	170,757
Total personnel service costs	1,639,957	-	381,120	2,021,077	1,646,341
Fringe benefits and payroll taxes	313,896	-	66,433	380,329	326,319
Retirement	43,149	-	10,993	54,142	45,126
Accounting/audit services	22,302	1,890	4,987	29,179	27,121
Other purchased/professional/consulting services	15,816	40,240	1,044	57,100	30,676
Building and land rent/lease	491,880	41,681	109,996	643,557	758,441
Repairs and maintenance	77,499	738	16,129	94,366	77,571
Insurance	32,250	-	6,648	38,898	32,219
Utilities	63,581	5,170	14,173	82,924	73,459
Supplies/materials	111,618	4,517	-	116,135	167,646
Equipment/furnishings	8,817	-	1,757	10,574	8,388
Staff development	183,846	-	-	183,846	114,824
Marketing/recruitment	3,479	-	717	4,196	2,396
Technology	72,372	669	15,058	88,099	73,121
Telephone	3,790	321	847	4,958	5,909
Food service	4,319	-	-	4,319	4,096
Student services	127,307	2,526	-	129,833	121,466
Office expense	20,034	1,677	24,790	46,501	35,263
Depreciation	115,293	9,589	23,446	148,328	133,887
Other	21,037	26	10,670	31,733	30,152
Total expenses	\$ 3,372,242	\$ 109,044	\$ 688,808	\$ 4,170,094	\$ 3,714,421

This schedule should be read in conjunction with the report of independent certified public accountants.

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District -
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition) -**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
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ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Icahn Charter School 5 -

SCHOOL

Name:	Icahn Charter School 5
--------------	------------------------

CONTACT INFORMATION -

Contact Name:	Richard Santiago
Contact Title:	Deputy Superintendent of Finance and Operations
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD -

Current Academic Year:	2016-17
Prior Academic Year:	Err:508

8	9	10	11	12

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
Column(s) for the				
ACTUAL ENROLLMENT BY QUARTER				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

STAFFING PLAN F

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave blank. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Executive Management		0.3		0.3		0.3
Instructional Management		1.0		1.0		1.0
Deans, Directors & Coordinators		1.6		1.6		1.6
CFO / Director of Finance		0.1		0.1		0.1
Operation / Business Manager		0.8		0.8		0.8
Administrative Staff		2.1		2.1		2.1
TOTAL ADMINISTRATIVE STAFF	0.0	6.0	0.0	6.0	0.0	6.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Teachers - Regular		23.5		23.5		23.5
Teachers - SPED				0.0		0.0
Substitute Teachers				0.0		0.0
Teaching Assistants				0.0		0.0
Specialty Teachers		3.5		3.5		3.5
Aides		2.4		2.4		2.4
Therapists & Counselors		1.0		1.0		1.0
Other				0.0		0.0
TOTAL INSTRUCTIONAL	0.0	30.4	0.0	30.4	0.0	30.4

NON INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Nurse				0.0		0.0
Librarian		0.4		0.4		0.4
Custodian		2.1		2.1		2.1
Security		1.2		1.2		1.2
Other		5.0		5.0		5.0
TOTAL NON-INSTRUCTIONAL	0.0	8.7	0.0	8.7	0.0	8.7

TOTAL PERSONNEL SERVICE FTE	0.0	45.0	0.0	45.0	0.0	45.0
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CHARTER SCHOOL 5 -
2016-17 -

FULL TIME EQUIVALENT ("FTE")

*NOTE: Enter the number of FTE positions in the "blue" cells.

The 'REVISED' Column(s) COMPLETELY BLANK. The quarter(s) must be completed on tabs 2, 3

*NOTE: Each quarter, the actual FTE should be input.

ADMINISTRATIVE PERSONNEL FTE				
	Q3		Q4	
	Revised	Original	Revised	
Executive Management		0.3		
Instructional Management		1.0		
Deans, Directors & Coordinators		1.6		
CFO / Director of Finance		0.1		
Operation / Business Manager		0.8		
Administrative Staff		2.1		
TOTAL ADMINISTRATIVE STAFF	0.0	6.0	0.0	

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE				
	Q3		Q4	
	Revised	Original	Revised	
Teachers - Regular		23.5		
Teachers - SPED		0.0		
Substitute Teachers		0.0		
Teaching Assistants		0.0		
Specialty Teachers		3.5		
Aides		2.4		
Therapists & Counselors		1.0		
Other		0.0		
TOTAL INSTRUCTIONAL	0.0	30.4	0.0	

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE				
	Q3		Q4	
	Revised	Original	Revised	
Nurse		0.0		
Librarian		0.4		
Custodian		2.1		
Security		1.2		
Other		5.0		
TOTAL NON-INSTRUCTIONAL	0.0	8.7	0.0	

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	45.0	0.0	
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0.0	0.0	0.0	0.0
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***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

NON INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	

TOTAL PERSONNEL SERVICE FTE	
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**ICAHN CHARTER SCHOOL 5 -
Budget / Operating Plan -
2016-17 -**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	904,305	#NAME?	#NAME?	1,385,177	#NAME?	#NAME?	1,281,928
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	288	-	-	288	-	-	288

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	0.28	14,853		#NAME?	24,901		#NAME?	22,024	
Instructional Management	1.00	29,787		#NAME?	48,904		#NAME?	44,846	
Deans, Directors & Coordinators	1.56	16,808		#NAME?	34,775		#NAME?	30,701	
CFO / Director of Finance	0.14	5,954		#NAME?	10,058		#NAME?	8,895	
Operation / Business Manager	0.84	9,862		#NAME?	17,488		#NAME?	15,328	
Administrative Staff	2.14	14,236		#NAME?	24,184		#NAME?	22,667	
TOTAL ADMINISTRATIVE STAFF	5.97	-	91,499	-	#NAME?	160,312	-	#NAME?	144,461

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	23.50	206,312		#NAME?	456,627		#NAME?	413,688	
Teachers - SPED	-	-		#NAME?	-		#NAME?	-	
Substitute Teachers	-			#NAME?			#NAME?		
Teaching Assistants	-			#NAME?			#NAME?		
Specialty Teachers	3.50	32,653		#NAME?	67,725		#NAME?	59,810	
Aides	2.35	11,341		#NAME?	25,969		#NAME?	22,944	
Therapists & Counselors	1.00	9,062		#NAME?	18,751		#NAME?	16,565	
Other	-			#NAME?			#NAME?		
TOTAL INSTRUCTIONAL	30.35	-	259,368	-	#NAME?	569,072	-	#NAME?	513,007

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			#NAME?			#NAME?		
Librarian	0.35	3,506		#NAME?	7,311		#NAME?	6,453	
Custodian	2.10	8,441		#NAME?	15,380		#NAME?	13,199	
Security	1.20	12,711		#NAME?	18,707		#NAME?	16,699	
Other	5.00	4,588		#NAME?	10,159		#NAME?	8,890	
TOTAL NON-INSTRUCTIONAL	8.65	-	29,246	-	#NAME?	51,558	-	#NAME?	45,241

SUBTOTAL PERSONNEL SERVICE COSTS

	44.97	-	380,113	-	#NAME?	780,941	-	#NAME?	702,709
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		31,783		#NAME?	65,155		#NAME?	58,618	
Fringe / Employee Benefits		43,779		#NAME?	63,718		#NAME?	63,718	
Retirement / Pension		11,547		#NAME?	23,682		#NAME?	21,305	
TOTAL PAYROLL TAXES AND BENEFITS		-	87,109	-	#NAME?	152,556	-	#NAME?	143,642

TOTAL PERSONNEL SERVICE COSTS

	44.97	-	467,222	-	#NAME?	933,497	-	#NAME?	846,351
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CONTRACTED SERVICES

Accounting / Audit		720		#NAME?	24,500		#NAME?	1,850	
Legal		150		#NAME?	450		#NAME?	450	
Management Company Fee				#NAME?			#NAME?		
Nurse Services				#NAME?			#NAME?		
Food Service / School Lunch				#NAME?			#NAME?		
Payroll Services		1,549		#NAME?	1,549		#NAME?	1,549	
Special Ed Services		3,577		#NAME?	10,732		#NAME?	10,732	
Titlement Services (i.e. Title I)		7,030		#NAME?	21,090		#NAME?	21,090	
Other Purchased / Professional / Consulting		14,843		#NAME?	28,429		#NAME?	31,529	
TOTAL CONTRACTED SERVICES		-	27,870	-	#NAME?	86,750	-	#NAME?	67,200

**ICAHN CHARTER SCHOOL 5 -
Budget / Operating Plan -
2016-17 -**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	904,305	#NAME?	#NAME?	1,385,177	#NAME?	#NAME?	1,281,928
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	288	-	-	288	-	-	288
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	288	-	-	288	-	-	288
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	288	-	-	288	-	-	288
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	3,140	-	#NAME?	4,810	-	#NAME?	4,451

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	1,340,262	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?		#NAME?	#NAME?
Net Income		#NAME?	#NAME?		#NAME?	#NAME?
Actual Student Enrollment		-	-	288	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	0.28	#NAME?	24,901			#NAME?
Instructional Management	1.00	#NAME?	49,504			#NAME?
Deans, Directors & Coordinators	1.56	#NAME?	34,775			#NAME?
CFO / Director of Finance	0.14	#NAME?	10,058			#NAME?
Operation / Business Manager	0.84	#NAME?	17,488			#NAME?
Administrative Staff	2.14	#NAME?	24,724			#NAME?
TOTAL ADMINISTRATIVE STAFF	5.97	-	#NAME?	161,452	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	23.50	#NAME?	460,227			#NAME?
Teachers - SPED	-	#NAME?	-			#NAME?
Substitute Teachers	-	#NAME?				#NAME?
Teaching Assistants	-	#NAME?				#NAME?
Specialty Teachers	3.50	#NAME?	67,725			#NAME?
Aides	2.35	#NAME?	25,969			#NAME?
Therapists & Counselors	1.00	#NAME?	18,751			#NAME?
Other	-	#NAME?				#NAME?
TOTAL INSTRUCTIONAL	30.35	-	#NAME?	572,672	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	#NAME?				#NAME?
Librarian	0.35	#NAME?	7,311			#NAME?
Custodian	2.10	#NAME?	15,380			#NAME?
Security	1.20	#NAME?	18,707			#NAME?
Other	5.00	#NAME?	10,159			#NAME?
TOTAL NON-INSTRUCTIONAL	8.65	-	#NAME?	51,558	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	44.97	-	#NAME?	785,681	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		#NAME?	65,546			#NAME?
Fringe / Employee Benefits		#NAME?	63,718			#NAME?
Retirement / Pension		#NAME?	23,824			#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	153,089	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	44.97	-	#NAME?	938,770	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		#NAME?	1,500			#NAME?
Legal		#NAME?	450			#NAME?
Management Company Fee		#NAME?				#NAME?
Nurse Services		#NAME?				#NAME?
Food Service / School Lunch		#NAME?				#NAME?
Payroll Services		#NAME?	1,549			#NAME?
Special Ed Services		#NAME?	10,732			#NAME?
Titlement Services (i.e. Title I)		#NAME?	21,090			#NAME?
Other Purchased / Professional / Consulting		#NAME?	25,829			#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	61,150	-	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,340,262	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	288	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		#NAME?			#NAME?
Classroom / Teaching Supplies & Materials		#NAME?	22,273		#NAME?
Special Ed Supplies & Materials		#NAME?	300		#NAME?
Textbooks / Workbooks		#NAME?	-		#NAME?
Supplies & Materials other		#NAME?			#NAME?
Equipment / Furniture		#NAME?	-		#NAME?
Telephone		#NAME?	1,539		#NAME?
Technology		#NAME?	23,840		#NAME?
Student Testing & Assessment		#NAME?	-		#NAME?
Field Trips		#NAME?	16,200		#NAME?
Transportation (student)		#NAME?	3,000		#NAME?
Student Services - other		#NAME?			#NAME?
Office Expense		#NAME?	11,891		#NAME?
Staff Development		#NAME?			#NAME?
Staff Recruitment		#NAME?			#NAME?
Student Recruitment / Marketing		#NAME?	-		#NAME?
School Meals / Lunch		#NAME?	1,200		#NAME?
Travel (Staff)		#NAME?			#NAME?
Fundraising		#NAME?			#NAME?
Other		#NAME?	5,806		#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	86,049	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance		#NAME?	8,098		#NAME?
Janitorial		#NAME?	5,850		#NAME?
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	160,887		#NAME?
Repairs & Maintenance		#NAME?	16,763		#NAME?
Equipment / Furniture		#NAME?	1,784		#NAME?
Security		#NAME?	2,524		#NAME?
Utilities		#NAME?	23,957		#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	219,862	-	#NAME?
DEPRECIATION & AMORTIZATION		#NAME?	34,431		#NAME?
RESERVES / CONTINGENCY		#NAME?			#NAME?
TOTAL EXPENSES	-	#NAME?	1,340,262	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		ICAHN CHARTER SCHOOL DISTRICT Budget / Operating Plan 2016-17				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	4,911,673	#NAME?	#NAME?	(4,911,673)	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2016-17 Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?	#N/A	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Special Education Revenue	35,773	#NAME?	#NAME?	35,773	#NAME?	
Grants						
Stimulus	-	#NAME?	#NAME?	-	#NAME?	
DYCD (Department of Youth and Community Development)	-	#NAME?	#NAME?	-	#NAME?	
Other	-	#NAME?	#NAME?	-	#NAME?	
Other	(28,516)	#NAME?	#NAME?	(28,516)	#NAME?	
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	#NAME?	#NAME?	-	#NAME?	
Title I	131,230	#NAME?	#NAME?	131,230	#NAME?	
Title Funding - Other	6,334	#NAME?	#NAME?	6,334	#NAME?	
School Food Service (Free Lunch)	-	#NAME?	#NAME?	-	#NAME?	
Grants						
Charter School Program (CSP) Planning & Implementation	-	#NAME?	#NAME?	-	#NAME?	
Other	-	#NAME?	#NAME?	-	#NAME?	
Other	-	#NAME?	#NAME?	-	#NAME?	
TOTAL REVENUE FROM FEDERAL SOURCES	137,564	#NAME?	#NAME?	137,564	#NAME?	
LOCAL and OTHER REVENUE						
Contributions and Donations	589,919	#NAME?	#NAME?	589,919	#NAME?	
Fundraising	-	#NAME?	#NAME?	-	#NAME?	
Erate Reimbursement	9,196	#NAME?	#NAME?	9,196	#NAME?	
Earnings on Investments	-	#NAME?	#NAME?	-	#NAME?	
Interest Income	3,600	#NAME?	#NAME?	3,600	#NAME?	
Food Service (Income from meals)	-	#NAME?	#NAME?	-	#NAME?	
Text Book	22,890	#NAME?	#NAME?	22,890	#NAME?	
OTHER	-	#NAME?	#NAME?	-	#NAME?	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	625,605	#NAME?	#NAME?	625,605	#NAME?	
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	

ICAHN CHARTER SCHOOL
Budget / Operating Plan -
2016-17 -

	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue					
Total Expenses	4,911,673	#NAME?	#NAME?	(4,911,673)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions				
Executive Management	0.28	86,679	#NAME?	#NAME?	(86,679)
Instructional Management	1.00	173,042	#NAME?	#NAME?	(173,042)
Deans, Directors & Coordinators	1.56	117,058	#NAME?	#NAME?	(117,058)
CFO / Director of Finance	0.14	34,966	#NAME?	#NAME?	(34,966)
Operation / Business Manager	0.84	60,167	#NAME?	#NAME?	(60,167)
Administrative Staff	2.14	85,811	#NAME?	#NAME?	(85,811)
TOTAL ADMINISTRATIVE STAFF	5.97	557,724	#NAME?	#NAME?	(557,724)
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	23.50	1,536,854	#NAME?	#NAME?	(1,536,854)
Teachers - SPED	-	-	#NAME?	#NAME?	-
Substitute Teachers	-	-	#NAME?	#NAME?	-
Teaching Assistants	-	-	#NAME?	#NAME?	-
Specialty Teachers	3.50	227,913	#NAME?	#NAME?	(227,913)
Aides	2.35	86,224	#NAME?	#NAME?	(86,224)
Therapists & Counselors	1.00	63,128	#NAME?	#NAME?	(63,128)
Other	-	-	#NAME?	#NAME?	-
TOTAL INSTRUCTIONAL	30.35	1,914,119	#NAME?	#NAME?	(1,914,119)
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	#NAME?	#NAME?	-
Librarian	0.35	24,581	#NAME?	#NAME?	(24,581)
Custodian	2.10	52,400	#NAME?	#NAME?	(52,400)
Security	1.20	66,824	#NAME?	#NAME?	(66,824)
Other	5.00	33,797	#NAME?	#NAME?	(33,797)
TOTAL NON-INSTRUCTIONAL	8.65	177,602	#NAME?	#NAME?	(177,602)
SUBTOTAL PERSONNEL SERVICE COSTS	44.97	2,649,444	#NAME?	#NAME?	(2,649,444)
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		221,103	#NAME?	#NAME?	(221,103)
Fringe / Employee Benefits		234,934	#NAME?	#NAME?	(234,934)
Retirement / Pension		80,358	#NAME?	#NAME?	(80,358)
TOTAL PAYROLL TAXES AND BENEFITS		536,395	#NAME?	#NAME?	(536,395)
TOTAL PERSONNEL SERVICE COSTS	44.97	3,185,839	#NAME?	#NAME?	(3,185,839)
CONTRACTED SERVICES					
Accounting / Audit		28,570	#NAME?	#NAME?	(28,570)
Legal		1,500	#NAME?	#NAME?	(1,500)
Management Company Fee		-	#NAME?	#NAME?	-
Nurse Services		-	#NAME?	#NAME?	-
Food Service / School Lunch		-	#NAME?	#NAME?	-
Payroll Services		6,197	#NAME?	#NAME?	(6,197)
Special Ed Services		35,773	#NAME?	#NAME?	(35,773)
Titlment Services (i.e. Title I)		70,300	#NAME?	#NAME?	(70,300)
Other Purchased / Professional / Consulting		100,630	#NAME?	#NAME?	(100,630)
TOTAL CONTRACTED SERVICES		242,970	#NAME?	#NAME?	(242,970)

		ICAHN CHARTER SCHOOL DISTRICT Budget / Operating Plan 2016-17				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	4,911,673	#NAME?	#NAME?	(4,911,673)	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS						
Board Expenses	-	#NAME?	#NAME?	-	#NAME?	
Classroom / Teaching Supplies & Materials	125,090	#NAME?	#NAME?	(125,090)	#NAME?	
Special Ed Supplies & Materials	1,520	#NAME?	#NAME?	(1,520)	#NAME?	
Textbooks / Workbooks	5,000	#NAME?	#NAME?	(5,000)	#NAME?	
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?	
Equipment / Furniture	7,000	#NAME?	#NAME?	(7,000)	#NAME?	
Telephone	6,156	#NAME?	#NAME?	(6,156)	#NAME?	
Technology	98,732	#NAME?	#NAME?	(98,732)	#NAME?	
Student Testing & Assessment	47,819	#NAME?	#NAME?	(47,819)	#NAME?	
Field Trips	44,450	#NAME?	#NAME?	(44,450)	#NAME?	
Transportation (student)	28,500	#NAME?	#NAME?	(28,500)	#NAME?	
Student Services - other	-	#NAME?	#NAME?	-	#NAME?	
Office Expense	47,563	#NAME?	#NAME?	(47,563)	#NAME?	
Staff Development	-	#NAME?	#NAME?	-	#NAME?	
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?	
Student Recruitment / Marketing	3,496	#NAME?	#NAME?	(3,496)	#NAME?	
School Meals / Lunch	4,400	#NAME?	#NAME?	(4,400)	#NAME?	
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?	
Fundraising	-	#NAME?	#NAME?	-	#NAME?	
Other	32,689	#NAME?	#NAME?	(32,689)	#NAME?	
TOTAL SCHOOL OPERATIONS	452,415	#NAME?	#NAME?	(452,415)	#NAME?	
FACILITY OPERATION & MAINTENANCE						
Insurance	32,387	#NAME?	#NAME?	(32,387)	#NAME?	
Janitorial	23,400	#NAME?	#NAME?	(23,400)	#NAME?	
Building and Land Rent / Lease / Facility Finance Interest	643,548	#NAME?	#NAME?	(643,548)	#NAME?	
Repairs & Maintenance	67,050	#NAME?	#NAME?	(67,050)	#NAME?	
Equipment / Furniture	7,136	#NAME?	#NAME?	(7,136)	#NAME?	
Security	10,095	#NAME?	#NAME?	(10,095)	#NAME?	
Utilities	95,829	#NAME?	#NAME?	(95,829)	#NAME?	
TOTAL FACILITY OPERATION & MAINTENANCE	879,444	#NAME?	#NAME?	(879,444)	#NAME?	
DEPRECIATION & AMORTIZATION	151,004	#NAME?	#NAME?	(151,004)	#NAME?	
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?	
TOTAL EXPENSES	4,911,673	#NAME?	#NAME?	(4,911,673)	#NAME?	
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	

ICAHN CHARTER S
Budget / Operating Plan
2016-17

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,911,673	#NAME?	#NAME?	(4,911,673)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	0.28
Instructional Management	1.00
Deans, Directors & Coordinators	1.56
CFO / Director of Finance	0.14
Operation / Business Manager	0.84
Administrative Staff	2.14
TOTAL ADMINISTRATIVE STAFF	5.97

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	23.50
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	3.50
Aides	2.35
Therapists & Counselors	1.00
Other	-
TOTAL INSTRUCTIONAL	30.35

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	0.35
Custodian	2.10
Security	1.20
Other	5.00
TOTAL NON-INSTRUCTIONAL	8.65

SUBTOTAL PERSONNEL SERVICE COSTS	44.97
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	44.97
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlment Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

- Board Expenses
- Classroom / Teaching Supplies & Materials
- Special Ed Supplies & Materials
- Textbooks / Workbooks
- Supplies & Materials other
- Equipment / Furniture
- Telephone
- Technology
- Student Testing & Assessment
- Field Trips
- Transportation (student)
- Student Services - other
- Office Expense
- Staff Development
- Staff Recruitment
- Student Recruitment / Marketing
- School Meals / Lunch
- Travel (Staff)
- Fundraising
- Other

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

- Insurance
- Janitorial
- Building and Land Rent / Lease / Facility Finance Interest
- Repairs & Maintenance
- Equipment / Furniture
- Security
- Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION -
RESERVES / CONTINGENCY -

TOTAL EXPENSES

NET INCOME

	SCHOOL 5
Total Revenue Total Expenses Net Income Actual Student Enrollment	DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL	

**ICAHN CHARTER SCHOOL 5
BALANCE SHEET
2016-17**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
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	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	#NAME?		#NAME?	-		#NAME?	-	
Instructional Management	#NAME?		#NAME?	-		#NAME?	-	
Deans, Directors & Coordinators	#NAME?		#NAME?	-		#NAME?	-	
CFO / Director of Finance	#NAME?		#NAME?	-		#NAME?	-	
Operation / Business Manager	#NAME?		#NAME?	-		#NAME?	-	
Administrative Staff	#NAME?		#NAME?	-		#NAME?	-	
TOTAL ADMINISTRATIVE STAFF		-	#NAME?	-	-	#NAME?	-	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?		#NAME?	-		#NAME?	-	
Teachers - SPED	#NAME?		#NAME?	-		#NAME?	-	
Substitute Teachers	#NAME?		#NAME?	-		#NAME?	-	
Teaching Assistants	#NAME?		#NAME?	-		#NAME?	-	
Specialty Teachers	#NAME?		#NAME?	-		#NAME?	-	
Aides	#NAME?		#NAME?	-		#NAME?	-	
Therapists & Counselors	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL INSTRUCTIONAL		-	#NAME?	-	-	#NAME?	-	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?		#NAME?	-		#NAME?	-	
Librarian	#NAME?		#NAME?	-		#NAME?	-	
Custodian	#NAME?		#NAME?	-		#NAME?	-	
Security	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL NON-INSTRUCTIONAL		-	#NAME?	-	-	#NAME?	-	
SUBTOTAL PERSONNEL SERVICE COSTS		-	#NAME?	-	-	#NAME?	-	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			#NAME?	-		#NAME?	-	
Fringe / Employee Benefits			#NAME?	-		#NAME?	-	
Retirement / Pension			#NAME?	-		#NAME?	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	-	-	#NAME?	-	
TOTAL PERSONNEL SERVICE COSTS		-	#NAME?	-	-	#NAME?	-	
CONTRACTED SERVICES								
Accounting / Audit			#NAME?	-		#NAME?	-	
Legal			#NAME?	-		#NAME?	-	
Management Company Fee			#NAME?	-		#NAME?	-	
Nurse Services			#NAME?	-		#NAME?	-	
Food Service / School Lunch			#NAME?	-		#NAME?	-	
Payroll Services			#NAME?	-		#NAME?	-	
Special Ed Services			#NAME?	-		#NAME?	-	
Titlement Services (i.e. Title I)			#NAME?	-		#NAME?	-	
Other Purchased / Professional / Consulting			#NAME?	-		#NAME?	-	
TOTAL CONTRACTED SERVICES		-	#NAME?	-	-	#NAME?	-	

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
SCHOOL OPERATIONS							
Board Expenses		#NAME?	-		#NAME?	-	
Classroom / Teaching Supplies & Materials		#NAME?	-		#NAME?	-	
Special Ed Supplies & Materials		#NAME?	-		#NAME?	-	
Textbooks / Workbooks		#NAME?	-		#NAME?	-	
Supplies & Materials other		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Telephone		#NAME?	-		#NAME?	-	
Technology		#NAME?	-		#NAME?	-	
Student Testing & Assessment		#NAME?	-		#NAME?	-	
Field Trips		#NAME?	-		#NAME?	-	
Transportation (student)		#NAME?	-		#NAME?	-	
Student Services - other		#NAME?	-		#NAME?	-	
Office Expense		#NAME?	-		#NAME?	-	
Staff Development		#NAME?	-		#NAME?	-	
Staff Recruitment		#NAME?	-		#NAME?	-	
Student Recruitment / Marketing		#NAME?	-		#NAME?	-	
School Meals / Lunch		#NAME?	-		#NAME?	-	
Travel (Staff)		#NAME?	-		#NAME?	-	
Fundraising		#NAME?	-		#NAME?	-	
Other		#NAME?	-		#NAME?	-	
TOTAL SCHOOL OPERATIONS	-	#NAME?	-	-	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		#NAME?	-		#NAME?	-	
Janitorial		#NAME?	-		#NAME?	-	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	-		#NAME?	-	
Repairs & Maintenance		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Security		#NAME?	-		#NAME?	-	
Utilities		#NAME?	-		#NAME?	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	-	-	#NAME?	-	-
DEPRECIATION & AMORTIZATION -		#NAME?	-		#NAME?	-	
RESERVES / CONTINGENCY -		#NAME?	-		#NAME?	-	
TOTAL EXPENSES	-	#NAME?	-	-	#NAME?	-	-
NET INCOME	-	#NAME?	-	-	#NAME?	-	-

Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Quarter - 1/1 - 3/31

4th Quarter - 4/1 - 6/30

	Current Budget	Variance	Actual	Current Budget	Variance
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Quarter 0
No. of Positions

Executive Management	#NAME?	#NAME?	-	#NAME?	-
Instructional Management	#NAME?	#NAME?	-	#NAME?	-
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	-
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	-
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	-
Administrative Staff	#NAME?	#NAME?	-	#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-	#NAME?	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	#NAME?	#NAME?	-	#NAME?	-
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	-
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	-
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	-
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	-
Aides	#NAME?	#NAME?	-	#NAME?	-
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	#NAME?	#NAME?	-	#NAME?	-
Librarian	#NAME?	#NAME?	-	#NAME?	-
Custodian	#NAME?	#NAME?	-	#NAME?	-
Security	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	-

SUBTOTAL PERSONNEL SERVICE COSTS

#NAME?	#NAME?	-	-	#NAME?	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	#NAME?	#NAME?	-	#NAME?	-
Fringe / Employee Benefits	#NAME?	#NAME?	-	#NAME?	-
Retirement / Pension	#NAME?	#NAME?	-	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	#NAME?	-	#NAME?	-

TOTAL PERSONNEL SERVICE COSTS

#NAME?	#NAME?	-	-	#NAME?	-
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CONTRACTED SERVICES

Accounting / Audit	#NAME?	#NAME?	-	#NAME?	-
Legal	#NAME?	#NAME?	-	#NAME?	-
Management Company Fee	#NAME?	#NAME?	-	#NAME?	-
Nurse Services	#NAME?	#NAME?	-	#NAME?	-
Food Service / School Lunch	#NAME?	#NAME?	-	#NAME?	-
Payroll Services	#NAME?	#NAME?	-	#NAME?	-
Special Ed Services	#NAME?	#NAME?	-	#NAME?	-
Titlement Services (i.e. Title I)	#NAME?	#NAME?	-	#NAME?	-
Other Purchased / Professional / Consulting	#NAME?	#NAME?	-	#NAME?	-
TOTAL CONTRACTED SERVICES	#NAME?	#NAME?	-	#NAME?	-

Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget
SCHOOL OPERATIONS					
Board Expenses	#NAME?	-		#NAME?	-
Classroom / Teaching Supplies & Materials	#NAME?	-		#NAME?	-
Special Ed Supplies & Materials	#NAME?	-		#NAME?	-
Textbooks / Workbooks	#NAME?	-		#NAME?	-
Supplies & Materials other	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Telephone	#NAME?	-		#NAME?	-
Technology	#NAME?	-		#NAME?	-
Student Testing & Assessment	#NAME?	-		#NAME?	-
Field Trips	#NAME?	-		#NAME?	-
Transportation (student)	#NAME?	-		#NAME?	-
Student Services - other	#NAME?	-		#NAME?	-
Office Expense	#NAME?	-		#NAME?	-
Staff Development	#NAME?	-		#NAME?	-
Staff Recruitment	#NAME?	-		#NAME?	-
Student Recruitment / Marketing	#NAME?	-		#NAME?	-
School Meals / Lunch	#NAME?	-		#NAME?	-
Travel (Staff)	#NAME?	-		#NAME?	-
Fundraising	#NAME?	-		#NAME?	-
Other	#NAME?	-		#NAME?	-
TOTAL SCHOOL OPERATIONS	#NAME?	-	-	#NAME?	-
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	-		#NAME?	-
Janitorial	#NAME?	-		#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	-		#NAME?	-
Repairs & Maintenance	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Security	#NAME?	-		#NAME?	-
Utilities	#NAME?	-		#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	-	-	#NAME?	-
DEPRECIATION & AMORTIZATION	#NAME?	-		#NAME?	-
RESERVES / CONTINGENCY	#NAME?	-		#NAME?	-
TOTAL EXPENSES	#NAME?	-	-	#NAME?	-
NET INCOME	#NAME?	-	-	#NAME?	-

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
			Quarter 0				
			No. of Positions				
Executive Management	#NAME?	-	-	-	#NAME?	#NAME?	-
Instructional Management	#NAME?	-	-	-	#NAME?	#NAME?	-
Deans, Directors & Coordinators	#NAME?	-	-	-	#NAME?	#NAME?	-
CFO / Director of Finance	#NAME?	-	-	-	#NAME?	#NAME?	-
Operation / Business Manager	#NAME?	-	-	-	#NAME?	#NAME?	-
Administrative Staff	#NAME?	-	-	-	#NAME?	#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	-	-	#NAME?	#NAME?	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	-	-	-	#NAME?	#NAME?	-
Teachers - SPED	#NAME?	-	-	-	#NAME?	#NAME?	-
Substitute Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-
Teaching Assistants	#NAME?	-	-	-	#NAME?	#NAME?	-
Specialty Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-
Aides	#NAME?	-	-	-	#NAME?	#NAME?	-
Therapists & Counselors	#NAME?	-	-	-	#NAME?	#NAME?	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	-	-	-	#NAME?	#NAME?	-
Librarian	#NAME?	-	-	-	#NAME?	#NAME?	-
Custodian	#NAME?	-	-	-	#NAME?	#NAME?	-
Security	#NAME?	-	-	-	#NAME?	#NAME?	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	-	-	#NAME?	#NAME?	-
Fringe / Employee Benefits		-	-	-	#NAME?	#NAME?	-
Retirement / Pension		-	-	-	#NAME?	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	#NAME?	#NAME?	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?	-
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	#NAME?	#NAME?	-
Legal		-	-	-	#NAME?	#NAME?	-
Management Company Fee		-	-	-	#NAME?	#NAME?	-
Nurse Services		-	-	-	#NAME?	#NAME?	-
Food Service / School Lunch		-	-	-	#NAME?	#NAME?	-
Payroll Services		-	-	-	#NAME?	#NAME?	-
Special Ed Services		-	-	-	#NAME?	#NAME?	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	#NAME?	-
Other Purchased / Professional / Consulting		-	-	-	#NAME?	#NAME?	-
TOTAL CONTRACTED SERVICES		-	-	-	#NAME?	#NAME?	-

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
SCHOOL OPERATIONS							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	#NAME?	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	#NAME?	#NAME?	-	-
DEPRECIATION & AMORTIZATION	-	-	-	#NAME?	#NAME?	-	-
RESERVES / CONTINGENCY	-	-	-	#NAME?	#NAME?	-	-
TOTAL EXPENSES	-	-	-	#NAME?	#NAME?	-	-
NET INCOME	-	-	-	#NAME?	#NAME?	-	-

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
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ENROLLMENT - *School Districts Are Linked To Above Entries*

* Enrollment Data Based on Last Actual Quarter Completed

NYC CHANCELLOR'S OFFICE	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
ALL OTHER School Districts: (Count = 0)	-	-	-		-	-
TOTAL ENROLLMENT	-	-	-		-	-
REVENUE PER PUPIL	-	-	-		-	-
EXPENSES PER PUPIL	-	-	-		-	-

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Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	4,911,673	4,911,673	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES	Quarter 0 No. of Positions	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?	86,679	86,679	-	-
Instructional Management	#NAME?	173,042	173,042	-	-
Deans, Directors & Coordinators	#NAME?	117,058	117,058	-	-
CFO / Director of Finance	#NAME?	34,966	34,966	-	-
Operation / Business Manager	#NAME?	60,167	60,167	-	-
Administrative Staff	#NAME?	85,811	85,811	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	557,724	557,724	-	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	1,536,854	1,536,854	-	-
Teachers - SPED	#NAME?	-	-	-	-
Substitute Teachers	#NAME?	-	-	-	-
Teaching Assistants	#NAME?	-	-	-	-
Specialty Teachers	#NAME?	227,913	227,913	-	-
Aides	#NAME?	86,224	86,224	-	-
Therapists & Counselors	#NAME?	63,128	63,128	-	-
Other	#NAME?	-	-	-	-
TOTAL INSTRUCTIONAL	#NAME?	1,914,119	1,914,119	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	-	-	-
Librarian	#NAME?	24,581	24,581	-	-
Custodian	#NAME?	52,400	52,400	-	-
Security	#NAME?	66,824	66,824	-	-
Other	#NAME?	33,797	33,797	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	177,602	177,602	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	2,649,444	2,649,444	-	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		221,103	221,103	-	-
Fringe / Employee Benefits		234,934	234,934	-	-
Retirement / Pension		80,358	80,358	-	-
TOTAL PAYROLL TAXES AND BENEFITS		536,395	536,395	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	3,185,839	3,185,839	-	-
CONTRACTED SERVICES					
Accounting / Audit		28,570	28,570	-	-
Legal		1,500	1,500	-	-
Management Company Fee		-	-	-	-
Nurse Services		-	-	-	-
Food Service / School Lunch		-	-	-	-
Payroll Services		6,197	6,197	-	-
Special Ed Services		35,773	35,773	-	-
Titlement Services (i.e. Title I)		70,300	70,300	-	-
Other Purchased / Professional / Consulting		100,630	100,630	-	-
TOTAL CONTRACTED SERVICES		242,970	242,970	-	-

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	4,911,673	4,911,673	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-
5				
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>				
	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	-	-	-	-
Classroom / Teaching Supplies & Materials	125,090	125,090	-	-
Special Ed Supplies & Materials	1,520	1,520	-	-
Textbooks / Workbooks	5,000	5,000	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	7,000	7,000	-	-
Telephone	6,156	6,156	-	-
Technology	98,732	98,732	-	-
Student Testing & Assessment	47,819	47,819	-	-
Field Trips	44,450	44,450	-	-
Transportation (student)	28,500	28,500	-	-
Student Services - other	-	-	-	-
Office Expense	47,563	47,563	-	-
Staff Development	-	-	-	-
Staff Recruitment	-	-	-	-
Student Recruitment / Marketing	3,496	3,496	-	-
School Meals / Lunch	4,400	4,400	-	-
Travel (Staff)	-	-	-	-
Fundraising	-	-	-	-
Other	32,689	32,689	-	-
TOTAL SCHOOL OPERATIONS	452,415	452,415	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	32,387	32,387	-	-
Janitorial	23,400	23,400	-	-
Building and Land Rent / Lease / Facility Finance Interest	643,548	643,548	-	-
Repairs & Maintenance	67,050	67,050	-	-
Equipment / Furniture	7,136	7,136	-	-
Security	10,095	10,095	-	-
Utilities	95,829	95,829	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	879,444	879,444	-	-
DEPRECIATION & AMORTIZATION	151,004	151,004	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	4,911,673	4,911,673	-	-
NET INCOME	#NAME?	#NAME?	-	-

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Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	4,911,673	4,911,673	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		5			
		Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
ICAHN CHARTER SCHOOL 5
2016-17

Administrative expenditures per pupil: \$0.00

Per NYS Statute Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

Gail Golden

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Icahn Charter School 1, 2, 3, 4, 5, 6, and 7

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Chair and President

2. Is the trustee an employee of any school operated by the Education Corporation? Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	NONE	NONE	NONE

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1. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><u>ICAHN CS1</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS2</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 3, 4, 5</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 6, 7</u> NA</p>	<p><u>ICAHN CS1</u> The Foundation: (i) owns an elementary building (1525 Brook Ave) and (ii) is the lessee of a middle school building (1520 Brook Ave) from DOE</p> <p><u>ICAHN CS2</u> The Foundation: contributed \$490,000 to Civic Builders towards the construction of the building at 1740 Bronxdale Ave, Bronx for Icahn Charter School 2, for which the</p>	<p><u>ICAHN CS1</u> The Charter School leases both buildings from the Foundation on the following terms : (i) a net lease with \$50,000 annual rent (substantially below market rate) on the elementary building; and (ii) a sublease with \$1/year plus \$.25/sf annual rent for the middle school building</p> <p><u>ICAHN CS2</u> The Charter School leases the facility from the Foundation on the following</p>	<p><u>ICAHN CS 1</u> Gail Golden, FGO VP, Treasurer</p> <p>Carl Icahn, husband, board member FGO</p> <p><u>ICAHN CS 2</u> Gail Golden, FGO VP, Treasurer</p> <p>Carl Icahn, husband, board member FGO</p> <p><u>ICAHN CS 3, 4, 5</u> Gail Golden, FGO VP, Treasurer</p> <p>Carl Icahn, husband, board member FGO</p> <p><u>ICAHN CS 6, 7</u> NA</p>	<p><u>ICAHN CS 1</u> Any suspected conflict would be brought to the attention of the Board</p> <p><u>ICAHN CS 2</u> Any suspected conflict would be brought to the attention of the Board</p> <p><u>ICAHN CS 3, 4, 5</u> Any suspected conflict would be</p>

	<p>Foundation sublets the charter school facility from Civic Builders (who leases it from SCA) for a 15 year lease</p> <p><u>ICAHN CS 3, 4, 5</u> The Foundation, through a subsidiary, is funding \$51 million in acquisition and construction costs (of which \$22 million will be reimbursed by the NYC School Construction Authority) for the facility at 1500 Pelham Parkway for Icahn Charter Schools 3, 4 and 5. Upon completion, the building will be conveyed to NYC and the Foundation will be given a 99 year lease.</p> <p><u>ICAHN CS 6, 7</u> None</p>	<p>terms : (i) a sublease with \$1/year plus \$.25/sf annual rent for the facility</p> <p><u>ICAHN CS 3, 4, 5</u> The Charter Schools lease facility from the Foundation via a triple net sublease with \$1/year plus \$.25/sf annual rent for the facility</p> <p><u>ICAHN CS 6, 7</u> None</p>		<p>brought to the attention of the Board</p> <p><u>ICAHN CS 6,</u> <u>7</u> NA</p>
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Signature

6/23/16
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

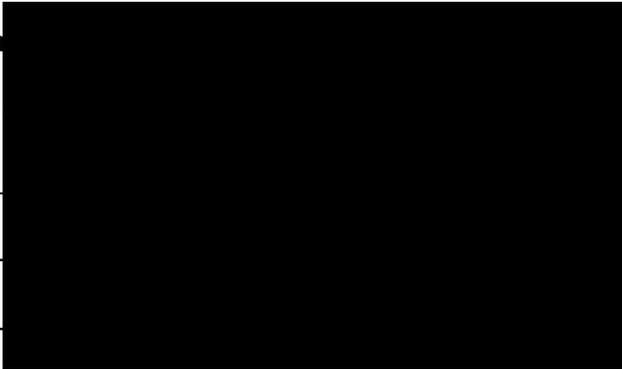
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:
Julie Goodyear

**Name of Charter School Education Corporation (for an unmerged school, this is the
Charter School Name):**

Icahn Charter School 1, 2, 3, 4, 5, 6, and 7

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
Secretary

2. Is the trustee an employee of any school operated by the Education Corporation? Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	NONE	NONE	NONE

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1. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><u>ICAHN CS1</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS2</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 3, 4, 5</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 6, 7</u> NA</p>	<p><u>ICAHN CS1</u> The Foundation: (i) owns an elementary building (1525 Brook Ave) and (ii) is the lessee of a middle school building (1520 Brook Ave) from DOE</p> <p><u>ICAHN CS2</u> The Foundation: contributed \$490,000 to Civic Builders towards the construction of the building at 1740 Bronxdale Ave, Bronx for Icahn Charter School 2, for which the</p>	<p><u>ICAHN CS1</u> The Charter School leases both buildings from the Foundation on the following terms : (i) a net lease with \$50,000 annual rent (substantially below market rate) on the elementary building; and (ii) a sublease with \$1/year plus \$.25/sf annual rent for the middle school building</p> <p><u>ICAHN CS2</u> The Charter School leases the facility from the Foundation on the following</p>	<p><u>ICAHN CS 1</u> Julie Goodyear, Executive Director, Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 2</u> Julie Goodyear, Executive Director, Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 3, 4, 5</u> Julie Goodyear, Executive Director, Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 6, 7</u> NA</p>	<p><u>ICAHN CS 1</u> Any suspected conflict would be brought to the attention of the Board</p> <p><u>ICAHN CS 2</u> Any suspected conflict would be brought to the attention of the Board</p> <p><u>ICAHN CS 3, 4, 5.</u> Any suspected conflict would be</p>

	<p>Foundation sublets the charter school facility from Civic Builders (who leases it from SCA) for a 15 year lease</p> <p><u>ICAHN CS 3, 4, 5</u> The Foundation, through a subsidiary, is funding \$51 million in acquisition and construction costs (of which \$22 million will be reimbursed by the NYC School Construction Authority) for the facility at 1500 Pelham Parkway for Icahn Charter Schools 3, 4 and 5. Upon completion, the building will be conveyed to NYC and the Foundation will be given a 99 year lease.</p> <p><u>ICAHN CS 6, 7</u> None</p>	<p>terms : (i) a sublease with \$1/year plus \$.25/sf annual rent for the facility</p> <p><u>ICAHN CS 3, 4, 5</u> The Charter Schools lease facility from the Foundation via a triple net sublease with \$1/year plus \$.25/sf annual rent for the facility</p> <p><u>ICAHN CS 6, 7</u> None</p>		<p>brought to the attention of the Board</p> <p><u>ICAHN CS 6, 7</u> NA</p>
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Julie Goodyear
Signature

June 23 2016
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

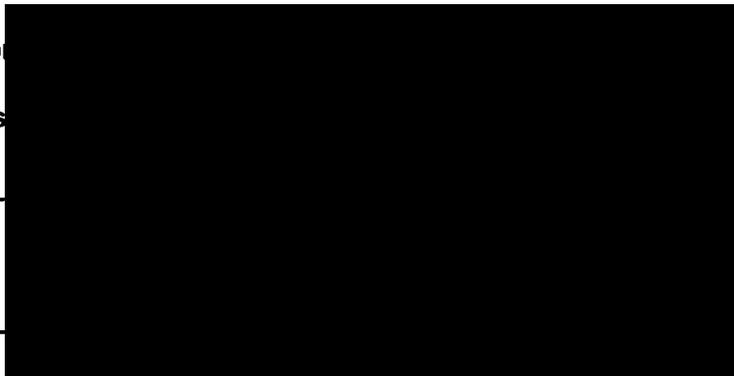
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

Seymour Fliegel

**Name of Charter School Education Corporation (for an unmerged school, this is the
Charter School Name):**

Icahn Charter School 1, 2, 3, 4, 5, 6, and 7

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Board Member,

2. Is the trustee an employee of any school operated by the Education Corporation? **Yes**
 No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
none	none	none	none

1. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<u>ICAHN CS1</u> Foundation for a Greater Opportunity <u>ICAHN CS2</u> Foundation for a Greater Opportunity <u>ICAHN CS 3, 4, 5</u> Foundation for a Greater Opportunity <u>ICAHN CS 6, 7</u> NA	<u>ICAHN CS1</u> The Foundation: (i) owns an elementary building (1525 Brook Ave) and (ii) is the lessee of a middle school building (1520 Brook Ave) from DOE <u>ICAHN CS2</u> The	<u>ICAHN CS1</u> The Charter School leases both buildings from the Foundation on the following terms : (i) a net lease with \$50,000 annual rent (substantially below market rate) on the elementary building; and	<u>ICAHN CS1</u> Seymour Fliegel Foundation for a Greater Opportunity <u>ICAHN CS2</u> Seymour Fliegel Foundation for a Greater Opportunity <u>ICAHN CS 3, 4, 5</u> Seymour Fliegel Foundation for a Greater Opportunity	<u>ICAHN CS 1</u> Any suspected conflict would be brought to the attention of the Board <u>ICAHN CS 2</u> Any suspected conflict would be brought to the attention of the Board

	<p>Foundation: contributed \$490,000 to Civic Builders towards the construction of the building at 1740 Bronxdale Ave, Bronx for Icahn Charter School 2, for which the Foundation sublets the charter school facility from Civic Builders (who leases it from SCA) for a 15 year lease</p> <p><u>ICAHN CS 3, 4, 5</u> The Foundation, through a subsidiary, is funding \$51 million in acquisition and construction costs (of which \$22 million will be reimbursed by the NYC School Construction Authority) for the facility at 1500 Pelham Parkway for Icahn Charter Schools 3, 4 and 5. Upon completion, the building will be conveyed to NYC and the Foundation will be given a 99 year lease.</p> <p><u>ICAHN CS 6,</u></p>	<p>(ii) a sublease with \$1/year plus \$.25/sf annual rent for the middle school building</p> <p><u>ICAHN CS2</u> The Charter School leases the facility from the Foundation on the following terms : (i) a sublease with \$1/year plus \$.25/sf annual rent for the facility</p> <p><u>ICAHN CS 3, 4, 5</u> The Charter Schools lease facility from the Foundation via a triple net sublease with \$1/year plus \$.25/sf annual rent for the facility</p> <p><u>ICAHN CS 6, 7</u> None</p>	<p><u>ICAHN CS 6, 7</u> NA</p>	<p><u>ICAHN CS 3, 4, 5,</u> Any suspected conflict would be brought to the attention of the Board</p> <p><u>ICAHN CS 6, 7</u> NA</p>
--	---	--	---	--

	7 None			
--	-----------	--	--	--

Seymour Ziegel

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
Business Address: _____
E-mail Address: _____
Home Telephone: _____
Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Edward Shanahan

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Icahn Charter School 1, 2, 3, 4, 5, 6, and 7

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
Board Member, Member

2. Is the trustee an employee of any school operated by the Education Corporation? Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
none	none	none	none

--	--	--	--

1. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><u>ICAHN CS1</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS2</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 3, 4, 5</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 6, 7</u> NA</p>	<p><u>ICAHN CS1</u> The Foundation: (i) owns an elementary building (1525 Brook Ave) and (ii) is the lessee of a middle school building (1520 Brook Ave) from DOE</p> <p><u>ICAHN CS2</u> The Foundation: contributed \$490,000 to Civic Builders towards the construction of the building at 1740 Bronxdale Ave, Bronx for Icahn Charter School 2, for which the Foundation sublets the charter school</p>	<p><u>ICAHN CS1</u> The Charter School leases both buildings from the Foundation on the following terms : (i) a net lease with \$50,000 annual rent (substantially below market rate) on the elementary building; and (ii) a sublease with \$1/year plus \$.25/sf annual rent for the middle school building</p> <p><u>ICAHN CS2</u> The Charter School leases the facility from the Foundation on the following terms : (i) a sublease with \$1/year plus</p>	<p><u>ICAHN CS1</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS2</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 3, 4, 5</u> Foundation for a Greater Opportunity</p> <p><u>ICAHN CS 6, 7</u> NA</p>	<p><u>ICAHN CS1</u> Any suspected conflict would be brought to the attention of the Board</p> <p><u>ICAHN CS 2</u> Any suspected conflict would be brought to the attention of the Board</p> <p><u>ICAHN CS 3, 4, 5</u> Any suspected conflict would be brought to the attention of the Board</p> <p><u>ICAHN CS 6, 7</u> NA</p>

	<p>facility from Civic Builders (who leases it from SCA) for a 15 year lease</p> <p><u>ICAHN CS 3, 4, 5</u> The Foundation, through a subsidiary, is funding \$51 million in acquisition and construction costs (of which \$22 million will be reimbursed by the NYC School Construction Authority) for the facility at 1500 Pelham Parkway for Icahn Charter Schools 3, 4 and 5. Upon completion, the building will be conveyed to NYC and the Foundation will be given a 99 year lease.</p> <p><u>ICAHN CS 6, 7</u> None</p>	<p>\$.25/sf annual rent for the facility</p> <p><u>ICAHN CS 3, 4, 5</u> The Charter Schools lease facility from the Foundation via a triple net sublease with \$1/year plus \$.25/sf annual rent for the facility</p> <p><u>ICAHN CS 6, 7</u> None</p>		
--	--	--	--	--

Edward J. Shea

6/22/16

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: NA

Business Address: NA

E-mail Address: [REDACTED]

Home Telephone: _____



Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Robert Sancho

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Icahn Charter School 1, 2, 3, 4, 5, 6, and 7

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
Board Member, Member Financial and Grievance Committees *Board Member*

2. Is the trustee an employee of any school operated by the Education Corporation? Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

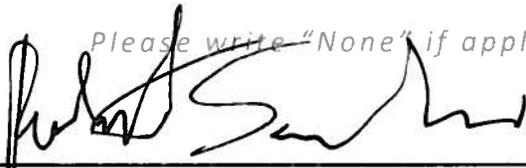
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	NONE

Please write "None" if applicable. Do not leave this space blank.



Signature

6/22/16

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

1. Business Address:

E-mail Address: _____

Home Telephone:

Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Karen Mandelbaum

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Icahn Charter School 1, 2, 3, 4, 5, 6, and 7

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
Board Member, Member Financial and Grievance Committees

2. Is the trustee an employee of any school operated by the Education Corporation? ___Yes
 No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Inspirit Group, LLC, d/b/a StopIt	Internet Anti-bullying program	0 Service provided to school without charge	Trustee's husband, David Mandelbaum, is an investor in StopIt	Full disclosure to Board; Trustee abstained from vote approving agreementE



 Signature

6/22/2016

 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: NA

Business Address: NA

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Form Revised November 16, 2015

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

Phyllis Hall

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Icahn Charter School 5

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Parent Rep

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes XX No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I am a secretary in the main office.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

 Yes XX No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	NONE

Phyllis Hall

06/23/2016

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

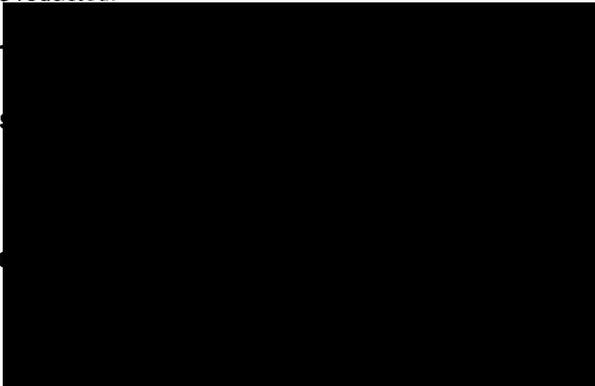
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____





Entry 9 BOT Table

Last updated: 06/22/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Gail Golden		Chair/Board President		Yes	5 terms of 1 year	
2	Julie Clark Goodyear		Secretary		Yes	5 terms of 1 year	
3	Edward Shanahan		Trustee/Member		Yes	5 terms of 1 year	
4	Seymour Fleigel		Trustee/Member		Yes	5 terms of 1 year	
5	Karen Mandlebaum		Trustee/Member		Yes	5 terms of 1 year	
6	Robert Sancho		Trustee/Member		Yes	5 terms of 1 year	
7	Phyllis Hall		Trustee/Member		Yes	2 terms of 1 year	
8							
9							
10							
11							
12							

13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

7

3. Total Number of Members Joining the Board 2015-16 School Year

7

4. Total Number of Members Departing the Board during the 2015-16 School Year

0

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

25

6. Number of Board Meetings Conducted in the 2015-16 School Year

9

7. Number of Board Meetings Scheduled for the 2016-17 School Year

9

Thank you.

I. Enrollment and Retention Targets

ICAHN 1-7 has undertaken efforts throughout the charter period to attract and retain students with disabilities and English language learners. During the student application process, school literature in both English and Spanish is distributed throughout CSD 9 for Icahn 1, CSD 11 for Icahn 2-5, CSD 9 for Icahn 6 and CSD 8 for Icahn 7. Specific community outreach efforts and interactions with local schools serving significant relevant student populations are carried out.

Provisions for the attraction and retention of students with disabilities and English language learners are contained in the ICAHN 1-7 Student Enrollment and Retention Plan, which was designed to facilitate the meeting or exceeding of enrollment and retention target student populations established by the SUNY Trustees for:

- Students with disabilities,
- Students who are English language learners
- Students who are eligible to participate in the federal free and reduced-price lunch program.

Recruitment - Formal recruitment of prospective students with disabilities and those who are English language learners (ELLs) begins each year on February 1st. ICAHN 1-7 advertises an open registration process in the English and Spanish languages. If they choose, families of these students can meet with ICAHN 1-7 staff members and review the expectations of the school. ICAHN 1-7 maintains a policy of equitable admissions access to all students in every phase of its admissions process. ICAHN 1-7 shall not discriminate against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. Icahn 1-7 shall be open to any child who is eligible under the laws of New York State for admission to a public school, and ICAHN 1-7 shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and Paragraph 2854 (2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry. Interested families will submit applications during the period between February 1st and April 1st, at which point students will be accepted. If the number of applicants to ICAHN 1 - 7 exceeds capacity, a lottery or a random selection process will be conducted. The lottery will be held within the first week of April.

Outreach – ICAHN 1-7 will undertake the measures below, among others, to recruit student applicants, including students with disabilities and English language learners (and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation):

- (1) Posting flyers and placing notices in local Spanish language newspapers, supermarkets, churches, community centers, apartment complexes, and local daycare centers
- (2) Conducting open houses at after-school programs and youth centers;
- (3) Visiting local organizations in surrounding neighborhoods, speaking at community meetings and distributing information packets; and
- (4) Canvassing neighborhoods to further reach interested families.

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

- Whom English is not their primary language
- Students with disabilities
- Students who would qualify for free or reduced-price lunch



Entry 12 Teacher and Administrator Attrition

Last updated: 06/29/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	16	6	11	5	21

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	2	0	0	0	2

Thank you



Icahn Charter Schools
1500 Pelham Parkway South Bronx, New York 10461
Telephone (718) 794-2355 – Fax (718) 794-2358
www.ica hncharterschools.org

Icahn I 1525/1506 Brook Avenue, Bx. NY 10457
Icahn III 1500 Pelham Parkway South, Bx., NY 10461
10461

Icahn II 1640 Bronxdale Avenue, Bx. NY 10462
Icahn IV 1500 Pelham Parkway South, Bx., NY

Icahn V 1500 Pelham Parkway South, Bx., NY 10461

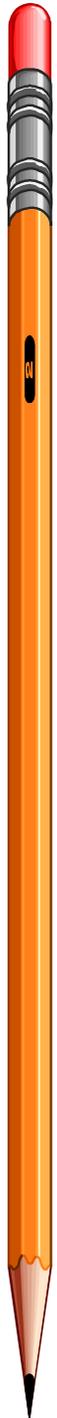
Icahn VI 1701 Fulton Avenue, Bx., NY 10457

Icahn VII 1535 Story Avenue, Bronx, New York 10473

Jeffrey Litt, Superintendent
Migdalia Cano, Executive Assistant

Daniel Garcia, Deputy Superintendent
Richard Santiago, Deputy Superintendent

2016-2017 School Calendar



Thursday through the following Wednesday	September 1, 2 September 6- 7	All Staff Report for Professional Development There will be no classes.
Monday	September 5	Labor Day (Schools Closed)
Thursday	September 8	All students and staff report (12:00 pm dismissal for Kindergarten students only)
Monday	September 12	Eid al-Adha (Schools Closed)
Monday -Tuesday	October 3 & 4	Rosh Hashanah (Schools Closed)
Monday	October 10	Columbus Day (Schools Closed)
Wednesday	October 12	Yom Kippur (Schools Closed)
Tuesday	November 8	Election Day (No Classes) All staff report for Professional Development
Friday	November 11	Veteran's Day (Schools Closed)
Thursday - Friday	November 24 & 25	Thanksgiving Recess (Schools Closed)
Monday through the following Monday	December 26 – January 2	Winter Recess including Christmas and New Years All staff and students return on Tuesday, January 3rd.
Monday	January 16	Dr. Martin Luther King Jr. Day (Schools Closed).
Monday -Friday	February 20- 24	Midwinter Recess (including Washington's Birthday & Lincoln's Birthday (Schools Closed)
Monday through the Tuesday	April 10-18	Spring Recess (including Passover & Good Friday) following (Schools Closed)
Monday-Friday	May 29 -June 2	Memorial Week (Schools Closed) All staff and students return on Monday, June 5th.
Monday	June 26	Eid al-Fitr (Schools Closed)
Monday	July 4	Independence Day (schools Closed)
Friday	July 14	Last Day for Students and Staff (12:00 p.m. Dismissal)

Total Number of instructional days: 187

Icahn Charter Schools are chartered by the New York State Board of Regents and the State University of New York Charter Schools Institute and are a result of the collaborative efforts of the Foundation for A Greater Opportunity and the Center for Educational Innovation-Public Education Association. The Icahn Charter Schools are public schools open to all children on a space available basis, by lottery.

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Icahn Charter School 5
Audit Period:	2015-16
Prior Period:	2014-15
Report Due Date:	Tuesday, November 01, 2016
Date Submitted:	Monday, October 31, 2016
School Fiscal Contact Name:	Richard Santiago
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Grant Thornton
School Audit Contact Name:	Lourdes Michel
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

Please submit the following items to the **SUNY Charter Schools Institute** via email or online portal:

Email: charters@suny.edu
Online Portal: <http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines>

Required Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

And, if applicable:

Item	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
Management Letter	None to Report
Management Letter Response	None to Report
Form 990	http://990s.foundationcenter.org/990_pdf_archive/900/900606791/900606791.pdf
Federal Single Audit (A-133) ¹	None to Report
Corrective Action Plan	None to Report

Please also submit the following items to the **New York State Education Department** via online portal:

Online Portal: <https://nysed-cso.fluidreview.com>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included)
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circu

ICAHN CHARTER SCHOOL 5
Statement of Financial Position
as of June 30, 2016

<u>ASSETS</u>	<u>2015-16</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	1446536
Grants and contracts receivable	81058
Accounts receivables	56820
Prepaid expenses	44806
Contributions and other receivables	21097
TOTAL CURRENT ASSETS	1,650,317
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	194568
<u>OTHER ASSETS</u>	0
TOTAL ASSETS	1,844,885
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	283624
Accrued payroll and benefits	312539
Deferred Revenue	167245
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	6955
TOTAL CURRENT LIABILITIES	770,363
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	1074522
TOTAL LIABILITIES	<u>1,844,885</u>
<u>NET ASSETS</u>	
Unrestricted	-
Temporarily restricted	-
TOTAL NET ASSETS	-
TOTAL LIABILITIES AND NET ASSETS	1,844,885

ICAHN CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2015

<u>ASSETS</u>	<u>2014-15</u>	<u>IOI</u> nu
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	1030266	
Grants and contracts receivable	126615	
Accounts receivables		
Prepaid expenses	50609	
Contributions and other receivables	6766	
TOTAL CURRENT ASSETS	1,214,256	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	236092	
<u>OTHER ASSETS</u>		0
TOTAL ASSETS	1,450,348	
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	139001	
Accrued payroll and benefits	313429	
Deferred Revenue	105417	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	11351	
TOTAL CURRENT LIABILITIES	569,198	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>		0
TOTAL LIABILITIES	<u>569,198</u>	
<u>NET ASSETS</u>		
Unrestricted	881150	
Temporarily restricted	0	
TOTAL NET ASSETS	<u>881,150</u>	
TOTAL LIABILITIES AND NET ASSETS	1,450,348	

ICAHN CHARTER SCHOOL 5

Statement of Activities

as of June 30, 2016

	2015-16		Total
	Unrestricted	Temporarily Restricted	
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	3473263	\$-	\$3,473,263
Students with disabilities	40240	-	40,240
Grants and Contracts			
State and local	662423	-	662,423
Federal - Title and IDEA	106384	-	106,384
Federal - Other	45396	-	45,396
Other	16609	-	16,609
Food Service/Child Nutrition Program	0	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,344,315	-	4,344,315
EXPENSES			
Program Services			
Regular Education	3372242	\$-	\$3,372,242
Special Education	109044	-	109,044
Other Programs	0	-	-
Total Program Services	3,481,286	-	3,481,286
Management and general	688808	-	688,808
Fundraising			
TOTAL OPERATING EXPENSES	4,170,094	-	4,170,094
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	174,221	-	174,221
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	15970	\$-	\$15,970
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	1864	-	1,864
Miscellaneous income	1317	-	1,317
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	19,151	-	19,151
CHANGE IN NET ASSETS	193,372	-	193,372
NET ASSETS BEGINNING OF YEAR	881150	-	881,150
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	\$1,074,522	\$-	\$1,074,522

2014-15	IOI
	nu
Total	

2956537
20975

775180
81127
131840
16300
0
3,981,959

2980297
102127
0
3,082,424
631997
0
3,714,421

267,538

31941
0
46804
0
154
1358
0
80,257

347,795

533355
0

\$881,150

ICAHN CHARTER SCHOOL 5
Statement of Cash Flows
as of June 30, 2016

	<u>2015-16</u>	<u>2014-15</u>
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	193372	347795
Revenues from School Districts	0	
Accounts Receivable	-14331	-4442
Due from School Districts	-56820	
Depreciation	148328	133887
Grants Receivable	45557	-70909
Due from NYS	0	
Grant revenues	0	
Prepaid Expenses	5803	-5287
Accounts Payable	146386	55624
Accrued Expenses	0	
Accrued Liabilities	-890	64410
Contributions and fund-raising activities	0	
Miscellaneous sources	0	
Deferred Revenue	61828	8328
Interest payments	0	
Other	0	
Due to School district	-1763	1763
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$527,470	\$531,169
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	-106804	-153103
Other	0	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(106,804)	\$(153,103)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	0	0
Other	-4396	-4214
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$(4,396)	\$(4,214)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$416,270	\$373,852
Cash at beginning of year	1030266	656414
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$1,446,536	\$1,030,266

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ICAHN CHARTER SCHOOL 5
Statement of Functional Expenses
as of June 30, 2016

		2015-16				
		Program Services				S
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
		\$	\$	\$	\$	\$
Personnel Services Costs						
Administrative Staff Personnel	5.7	186055.92	0	-	186,056	-
Instructional Personnel	23	1453901	0	-	1,453,901	-
Non-Instructional Personnel	7.7	0	0	-	-	-
Total Salaries and Staff	36.40	1,639,957	-	-	1,639,957	-
Fringe Benefits & Payroll Taxes		313895.66032844	0	-	313,896	-
Retirement		43148.594414633	0	-	43,149	-
Management Company Fees		0	0	-	-	-
Legal Service		0	0	-	-	-
Accounting / Audit Services		22301.841992043	1889.8231865285	-	24,192	-
Other Purchased / Professional / Consulting Services		15816.136913265	40240.16	-	56,056	-
Building and Land Rent / Lease / Facility Finance Interest		491880.1889176	41681.15738342	-	533,561	-
Repairs & Maintenance		77498.510808793	737.835492228	-	78,236	-
Insurance		32249.816326531	0	-	32,250	-
Utilities		63580.603623639	5169.8549222798	-	68,750	-
Supplies / Materials		111617.55782384	4516.8121761658	-	116,134	-
Equipment / Furnishings		8817.36	0	-	8,817	-
Staff Development		183846.2	0	-	183,846	-
Marketing / Recruitment		3478.5943877551	0	-	3,479	-
Technology		76162	990	-	77,152	-
Food Service		4319.08	0	-	4,319	-
Student Services		127307.17468912	2525.9553108808	-	129,833	-
Office Expense		20034.291292165	1676.9689119171	-	21,711	-
Depreciation		115294	9589.3296632124	-	124,883	-
OTHER		21037	25.7409326425	-	<u>21,063</u>	-
Total Expenses		\$3,372,242	\$109,044	\$-	\$3,481,285	\$-

				2014-15
Supporting Services				
Management and General	Total	Total		
\$	\$	\$	\$	
203657	203,657	389,713	352568	
0	-	1,453,901	1123016	
177463	177,463	177,463	170757	
381,120	381,120	2,021,077	1,646,341	
66433	66,433	380,329	326319	
10993	10,993	54,142	45126	
0	-	-	0	
0	-	-	0	
4987.2048214286	4,987	29,179	27121	
1044.4530867347	1,044	57,101	30676	
109995.72369898	109,996	643,557	758441	
16128.72369898	16,129	94,365	77571	
6648.4236734694	6,648	38,898	32219	
14173.171454082	14,173	82,924	79368	
0	-	116,134	167646	
1756.72	1,757	10,574	8388	
0	-	183,846	114824	
717.1256122449	717	4,196	2396	
15905	15,905	93,057	73121	
0	-	4,319	4096	
0	-	129,833	121466	
24790	24,790	46,501	35263	
23446	23,446	148,329	133887	
10670	<u>10,670</u>	<u>31,733</u>	30152	
\$688,809	\$688,809	\$4,170,094	\$3,714,421	