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 7 (SUNY TRUSTEES) 320800861030

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 8

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1535 Story Avenue Bronx, NY 10473	[redacted]	[redacted]	

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Richard Santiago
Title	Dep Sup of Finance and Operations

Emergency Phone Number (###-###-####)	[redacted]

e. SCHOOL WEB ADDRESS (URL)

icahncharterschool7.org

f. DATE OF INITIAL CHARTER

09/2011

g. DATE FIRST OPENED FOR INSTRUCTION

09/2013

i. TOTAL ENROLLMENT ON JUNE 30, 2016

173

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	K, 1, 2, 3, 4

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

Page 2

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)	1535 Story Avenue Bronx, NY 10473	718-328-5480	CSD 8	KG-4	No	DOE space
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Naudia Bethany	[redacted]		
Operational Leader	Richard Santiago			
Compliance Contact	Jeffrey Litt			
Complaint Contact	Jeffrey Litt			

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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.

Richard Santiago, Dep sup of Finance and Operations

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

Signature, President of the Board of Trustees

Julie 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=800000071153

ICAHN 7
CHARTER SCHOOL

2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Naudia Bethany
[redacted]

1535 Story Avenue
Bronx, NY 10473

718/328-5480

Laura Sullivan, 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
Carl C. Icahn	Member
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member

Naudia Bethany has served as the Principal since 2016.

The mission of Icahn Charter School 7 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 7 opened in September 2013 and served grades kindergarten through second grade.

Our school is composed of 52% African American, 38% Hispanic, and 10% other with a free and reduced lunch rate of 69%. 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	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2012-13	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2013-14	37	37	33	-	-	-	-	-	-	-	-	-	-	107
2014-15	38	37	37	29	-	-	-	-	-	-	-	-	-	141
2015-16	39	38	38	30	29	-	-	-	-	-	-	-	-	174

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill readers, workbooks, a strong emphasis on writing, extensive classroom libraries and monthly assessments. Our ELA 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 reading. Teachers and ELA specials meet to provide remediation lessons for the targeted students. The process of ongoing assessments ensure that the program will closely monitor the student's progress and promote the student out of the Targeted Assistance where appropriate, as well as accept new students as required by their practice tests and teacher recommendation. Teachers are provided with professional development at the beginning of the school year followed by monthly on-going professional development sessions.

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 3rd through 4th 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 (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	30	1	1	0	0	30
4	29	0	1	0	0	29
5	-	-	-	-	-	-
6	-	-	-	-	-	-

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.

MATHEMATICS

7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	59	1	2	0	0	59

RESULTS

In 2015-16 Icahn 7 3rd and 4th grade students in at least their second year at the school achieved a combined proficiency of 62.48%, 12.52% lower than the 75% target.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66.67	30	68.96	29
4	58.62	29	56.00	25
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	62.64	59	62.48	54

EVALUATION

The measure was not made.

ADDITIONAL EVIDENCE

While below the 75% proficiency target, Icahn 7 3rd and 4th grade students in at least their second year, raised their average score from 39.28% to 62.48%, a gain of 23.2%

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	-	-	39.28	28	68.96	29
4	-	-	-	-	56.00	25
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	**39.28**	**28**	**62.48**	54

Goal 1: Absolute Measure

MATHEMATICS

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.

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 7 3rd grade students achieved a PLI of 156.5, which surpassed the AMO of 104 by 52.2 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
59	7	30.5	42.5	20.5

PI	=	30.5	+	42.5	+	20.5	=	93.5
				42.5	+	20.5	=	63.0
						PLI	=	156.5

EVALUATION

The measure was met.

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.

MATHEMATICS

RESULTS

In 2015-16, Icahn 7 students in at least their second year at the school outscored their District peers, by a difference of 32.98% (62.48 compared to 29.5%).

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 Students	
	Percent	Number Tested	Percent	Number Tested
3	68.96	29	28	2117
4	56.00	25	31	2209
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	**62.48**	**54**	**29.5**	**4326**

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

In two years of testing, Icahn 7 students in at least their second year have consistently outscored their District peers. In 2015-16 the difference increased to 32.98% as compared with 2014-15 when it was 19.78%

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	-	-	39.28	19.5	68.96	28
4	-	-	-	-	56.00	31
5	-	-	-	-	-	
6	-	-	-	-	-	
7	-	-	-	-	-	
8	-	-	-	-	-	
All	-	-	**39.28**	**19.5**	**62.48**	**29.5**

Goal 1: Comparative Measure

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.

MATHEMATICS

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 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 7 students achieved an Effect Size of 1.02, .72 points higher than the .3 target. The achievement 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	**77.4**	**29**	**38**	**23.3**	**14.7**	**1.02**
4						
5						
6						
7						
8						
All	**77.4**	**29**	**38**	**23.3**	**14.7**	**1.02**

School's Overall Comparative Performance:
Higher than expected to a large degree

EVALUATION

The measure was met.

MATHEMATICS

ADDITIONAL EVIDENCE

The 2014-15 date is the first collected for Icahn 7 thus comparisons could not be made.

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						
2013-14						
2014-15	3	77.4	29	38	23.2	1.02

Goal 1: Growth Measure[4]

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

Mean Growth Percentile data will not be available at Icahn 7 until 2016-17.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	-	50.0
6	-	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.

MATHEMATICS

Grade	Mean Growth Percentile	
7	-	50.0
8	-	50.0
All	-	50.0

EVALUATION

The measure cannot be determined in 2015-16.

ADDITIONAL EVIDENCE

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	-	-	-	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	-	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute – In 2015-16 ICAHN 7 3rd and 4th grade students in at least their second year at the school scored 62.48% proficiency, which was below the measure. While 12.52% below the 75% target the school's average rose 23.2% over the previous year.

Absolute - Icahn 7 3rd grade students achieved a PLI of 156.51, which surpassed the AMO of 104 by 52.51 points. The difference represents a 32.33 gain over 2014-15.

Comparative – In 2015-16, Icahn 7 students in at least their second year at the school, outscored their District peers, by a difference of 32.98% (62.48 compared to 29.5%).

Comparative – In 2015-16 Icahn 7 students achieved an Effect Size of 1.02, .72 points higher than the .3 target. The achievement earned them the designation "Higher than expected to a large degree".

Growth – A comparison between subsequent years in student performance will not be possible until 2015-16 data are available.

MATHEMATICS

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.	Did Not Achieve
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.	Choose an item.
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.	N/A

ACTION PLAN

ICAHN 7 students outscored their peers in District #8 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 Pearson's Envision, 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 X through Y 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.

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	30	1	1	0	0	30

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	29	0	1	0	0	29
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	59	1	2	0	0	59

RESULTS

In 2015-16 Icahn 7 3rd and 4th grade students in at least their second year at the school, achieved an average 63.03% proficiency, 11.97% below the NYS target of 75%.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	60.00	30	62.06	29
4	62.06	29	64.00	25
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	**61.03**	**59**	**63.03**	**54**

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

The average Mathematics assessment score achieved by Icahn 7 students in at least their second year dropped from 71.42% in 2014-15 to 63.03% in 2015-16.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

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	-	-	71.42	28	62.06	29
4	-	-	-	-	64.00	25

5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	**71.42**	**28**	**63.03**	**54**

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

Icahn 7 3rd and 4th grade students achieved a PLI of 156.0, exceeding the state AMO of 101 by 55 points

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
59	6.5	30.5	30.5	32.5

PI	=	30.5	+	30.5	+	32.5	=	93.5
				30.5	+	32.5	=	63.0
						PLI	=	156.0

EVALUATION

The measure was met.

Goal 2: 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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

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

MATHEMATICS

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 7 3rd and 4th grade students in at least their second year at the school, outscored their District 8 peers by 34.53%.

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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62.06	29	27	2171
4	64.00	25	30	2241
5	-	-		
6	-	-		
7	-	-		
8	-	-		
All	**63.03**	54	**28.5**	4412

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

IN 2014-5 Icahn 7 3rd grade students enrolled in at least their second year achieved a proficiency of 71.42%, and in doing so outscored their District 8 peers by 43.7%. In 2015-16 Icahn 3rd and 4th grade students in at least their second year continued to outscore their District 8 peers by 34.53%

Mathematics Performance of Charter School and Local District
2by 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 School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	71.42	27.90	62.06	27
4	-	-	-	-	64.00	30

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.

5	-	-	-	-	-	
6	-	-	-	-	-	
7	-	-	-	-	-	
8	-	-	-	-	-	
All	-	-	**71.42**	**27.90**	**63.03**	**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 7 students achieved and Effect Size value of 1.93, 1.63 point above the .3 target.

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	**77.4**	**29**	**69**	**33.1**	**35.9**	**1.93**
4						
5						
6						
7						
8						
All	**77.4**	**29**	**69**	**33.1**	**35.9**	**1.93**

School's Overall Comparative Performance:
Higher than expected to a large degree

MATHEMATICS

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Since 2014-15 was the first year of Effect Size determination for Icahn 7 comparisons with previous cannot be made.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	-	-	-	-	-	-
2013-14	-	-	-	-	-	-
2014-15	3	**77.4**	**29**	**69**	**33.1**	**1.93**

Goal 2: Growth Measure[9]

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.

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]

9 See Guidelines for Creating a SUNY Accountability Plan for an explanation.

10 Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

RESULTS

Mean Growth Percentile determination cannot be made until 2015-16 data are available.

2014-15 Mathematics Mean Growth Percentile by Grade Level

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

EVALUATION

The measure cannot be made.

ADDITIONAL EVIDENCE

Comparisons will not be available until 2016-17.

Mathematics Mean Growth Percentile by Grade Level and School Year

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

SUMMARY OF THE MATHEMATICS GOAL

Absolute - ICAHN 7 3rd grade students enrolled at least for two years scored 63.03% proficiency, which was below the measure. Based on the new testing standards, they were 11.97% below the goal of 75% demonstrating proficiency.

Absolute - Icahn 7 3rd grade students achieved a PLI of 156, exceeding the state AMO of 101 by 55 points.

Comparative – The first Comparative Performance Analysis cannot be made until next year.

Comparative – Icahn 7 3rd grade students enrolled in at least their second year achieved a proficiency of 63.03%, and in doing so outscored their District 8 peers, who scored 28.5% by 34.53%.

Growth – A comparison between subsequent years in student performance will not be possible until 2016-17 data are available.

MATHEMATICS

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.	**Did Not Achieve**
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.	**N/A**
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.	**N/A**

ACTION PLAN

ICAHN 7 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. Additionally we shall use Curriculum Associates I-Ready to meet every child's individual needs in mathematics. 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 7 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 2015. 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

In 2015-16 Icahn 7 4th grade students in at least their second year achieved a proficiency rating of 88%.

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88	25	Data not available	
8	-	-	-	-
All				

EVALUATION

The measur4e was met.

ADDITIONAL EVIDENCE

As 2015-16 was the first testing year at Icahn 7, comparisons with previous could not be made.

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	-	-	-	-	88	25
8	-	-	-	-	-	-
All	-	-	-	-	88	25

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

District data were not available thus a comparison could not be made.

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88	25	Data not Available	
8	-	-		
All	88	25		

EVALUATION

The measure could not be made.

ADDITIONAL EVIDENCE

As 2015-16 was the first testing year at Icahn 7, comparisons with previous could not be made.

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

SCIENCE

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	-	-	-	-	88	
8	-	-	-	-	-	
All	-	-	-	-	88	

SUMMARY OF THE SCIENCE GOAL

Absolute - ICAHN 7 4th grade students in at least their second year scored 88% proficiency and exceeded the target of 75% by 13 points.

Comparison – Without District 8 scores a comparison could not be made.

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 7 will continue to ensure that our 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 will be "Good Standing" each year.

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 7 completed its fourth operational year in 2015-16, offering instruction to students, Kindergarten through 4th grade. It is a school in Good Standing.

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

Icahn 7 has been in Good Standing in each of the years it has been eligible to be measured.

NCLB Status by Year

Year	Status
2013-14	Choose an item.
2014-15	Good Standing
2015-16	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute's 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)" and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school's next Accountability Period.

Note: Add the following section following the School Enrollment section on page 4.

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 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School	Number in Accountability Cohort as of June 30th

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

				Year	
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 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 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th 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 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th 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 Cohort[14]

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

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

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

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
	?	?	?	?

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 [18]

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.

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 Cohort[20]

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 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 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

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_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 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 = ? + ? + ? = ?
? + ? = ?
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, 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 District[23]

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.

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 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

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.

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 Cohort[25]

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

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.

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 Cohort[26]

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

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

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 Cohort[27]

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

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		

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 district[28]. 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.
	(§) 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 10th 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 12th 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

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 Measure[29]

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 Designation[31]

Cohort	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

Cohort	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 10th 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 12th 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 10th 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 12th 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

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 Charter School 7. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school.

RESULTS

In 2015-16 91% of parents responded that they were satisfied with the school and its programs.

2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
136	149	91%

2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
This school provides a safe environment for learning	98%
My child is receiving a quality education	99%
The school holds high academic expectations for my child	100%
I regularly read progress reports and notices sent home from school	95%
My child has enough supplies, materials and text books to help with his/her studies	99%

EVALUATION

The measure was made.

Goal S: Absolute Measure

APPENDIX B: OPTIONAL GOALS

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

METHOD

Tracking of ICAHN 7 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2015-16 the retention rate among Icahn 7 students was 89.37%, .63% below the 90% target.

2015-16 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
141	0	126	89.37%

EVALUATION

The measure was not made, the retention rate was .63 below the target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	%
2014-15	93.54%
2015-16	89%

Goal S: Absolute Measure

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

METHOD

Tracking of ICAHN 7 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2015-16, the attendance average among Icahn 1 1st through 3rd grade students was 95.43%.

2015-16 Attendance

Grade	Average Daily Attendance Rate
1	95.15%
2	95.23%
3	94.1%

4	N/A
5	N/A
6	N/A
7	N/A
8	N/A
Overall	95.43

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2013-14	N/A
2014-15	95.70%
2015-16	95.29%

APPENDIX C: SUPPLEMENTARY TABLES

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 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.

APPENDIX C: SUMMARY TABLES

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	Grades	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 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.

APPENDIX C: SUMMARY TABLES

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	?-?		

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 n 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 Baseline	Second Year Target	Second Year Result	
2011					YES/NO
2012					YES/NO
2013					YES/NO
2014					YES/NO

APPENDIX C: SUMMARY TABLES

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	2614228
Line 2: Year End FTE student enrollment	172
Line 3: Divide Line 1 by Line 2	15199

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)	382752
Line 2: Management and General Cost (Column)	68490
Line 3: Sum of Line 1 and Line 2	451242
Line 5: Divide Line 3 by the Year End FTE student enrollment	2624

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	r[redacted]	[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/84001/7113028-F7wWrRhhE3/ cahn%20Charter%20School%20%207%20-%206-30-16-15%20F NAL_LSYs1e1.pdf

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

ICAHN CHARTER SCHOOL 7

June 30, 2016 and 2015

ICAHN CHARTER SCHOOL 7

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors of the
Icahn Charter School 7

Report on the financial statements

We have audited the accompanying financial statements of Icahn Charter School 7 (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 7

Statements of Financial Position

As of June 30, 2016 and 2015

	2016	2015
ASSETS		
Cash and cash equivalents	$ 581,331	$ 385,818
Grants and contracts receivable	59,430	13,514
Due from school district	46,452	-
Prepaid expenses	50,112	41,974
Contributions and other receivables	11,894	3,401
Capital assets, net	114,065	279,318
Total assets	$ 863,284	$ 724,025
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	$ 110,378	$ 15,097
Accrued payroll and benefits	184,733	205,400
Due to school districts	-	4,243
Deferred revenue	115,102	69,834
Obligation under capital lease	9,942	14,232
Total liabilities	420,155	308,806
Commitments and contingencies		
NET ASSETS - unrestricted	443,129	415,219
Total liabilities and net assets	$ 863,284	$ 724,025

The accompanying notes are an integral part of these statements.

ICAHN CHARTER SCHOOL 7

Statements of Activities

For the years ended of June 30, 2016 and 2015

	2016	2015
REVENUES, GAINS AND OTHER SUPPORT		
Public School District:		
Resident student enrollment	$ 2,388,375	$ 1,951,917
Students with disabilities	7,845	4,705
Grants and contracts:		
State and local	115,336	156,336
Federal - Title and IDEA	77,751	78,918
Federal - other	-	169,280
Other grants	14,782	9,689
Total revenues, gains and other support	2,604,089	2,370,845
EXPENSES		
Program services:		
Regular education	2,168,543	1,956,992
Special education	25,058	26,000
Total program services	2,193,601	1,982,992
Supporting services:		
Management and general	384,353	263,985
Total operating expenses	2,577,954	2,246,977
Surplus from school operations	26,135	123,868
OTHER REVENUE		
Contributions:		
Foundation	-	12,220
Corporation	-	5,586
Other Income	1,775	965
Total other revenue	1,775	18,771
Change in net assets	27,910	142,639
Net assets, beginning of year	415,219	272,580
Net assets, end of year	$ 443,129	$ 415,219

The accompanying notes are an integral part of these statements.

ICAHN CHARTER SCHOOL 7

Statements of Cash Flows

For the years ended June 30, 2016 and 2015

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash receipts from:		
Public school district	$ 2,433,643	$ 1,964,076
Grants and contracts	111,452	463,589
Contributions	3,401	19,112
Other	1,775	963
Cash payments for:		
Vendors	(598,585)	(686,050)
Employee salaries and benefits	(1,709,648)	(1,407,281)
Net cash provided by operating activities	242,038	354,409
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of furniture, fixtures and equipment	(42,235)	(118,364)
CASH FLOWS FROM FINANCING ACTIVITIES		
Capital lease payments	(4,290)	(4,112)
Net increase in cash and cash equivalents	195,513	231,933
Cash and cash equivalents, beginning of year	385,818	153,885
Cash and cash equivalents, end of year	$ 581,331	$ 385,818
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	$ 27,910	$ 142,639
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	207,488	182,688
Change in assets and liabilities:		
Grants and contracts receivable	(45,916)	49,366
Prepaid expenses	(8,138)	(6,144)
Due from school districts	(46,452)	-
Contributions and other receivables	(8,493)	(3,401)
Accounts payable and accrued expenses	95,281	(70,130)
Accrued payroll and benefits	(20,667)	45,761
Due to school districts	(4,243)	1,470
Deferred revenue	45,268	12,160
Net cash provided by operating activities	$ 242,038	$ 354,409

The accompanying notes are an integral part of these statements.

1. NATURE OF OPERATIONS

The Icahn Charter School 7 (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 September 13, 2011, 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 from the date the Charter School commenced instruction, expiring on September 9, 2018, incorporating the Charter School.

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 9, 2013.

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.

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 statement 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. Receivables 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 and $50,000, respectively, 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 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:

	Useful Lives
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:

	2016	2015
Library, software and textbooks	$ 28,972	$ 28,972
Equipment	465,044	444,204
Furniture and fixtures	114,727	93,332
	608,743	566,508
Less: Accumulated depreciation	(494,678)	(287,190)
	$ 114,065	$ 279,318

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 $12,000 and $8,000, respectively.

Depreciation expense totaled approximately $207,000 and $183,000 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.

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 administers at Icahn Charter School 1 who serve in a management capacity at the Charter School and for one student counselor at the Icahn Charter School 6 who served in an educational capacity at the Charter School. At June 30, 2016 and 2015, accounts payable and accrued expenses included approximately $64,000 and $8,300, respectively, and other receivables included approximately $10,000 and $3,000, respectively, pertaining to these related party transactions.

5. CONTRIBUTED SERVICES AND SPACE

The Charter School utilizes certain facilities provided by the New York City public school system at no cost. The fair value of the cost savings associated with such arrangement which totaled approximately $101,000 and $145,000 for the years ended June 30, 2016 and 2015, respectively, is recognized as revenue within state and local grants, and also included within expenses in the statement of activities. The Charter School also 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 $2,396,000 and $1,957,000 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.

Annual payments due subsequent to June 30, 2016 follow:

Year Ending June 30,	
2017	$ 4,812
2018	4,812
2019	802
Total	10,426
Less: interest	(484)
	$ 9,942

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 $24,000 and $34,000 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 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 7

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 7 (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.

Grant Thornton LLP
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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 7

Schedule of Functional Expenses

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

	Program Services					
	Regular Education	Special Education	Total	Management and General	2016 Total	2015 Total
PERSONNEL SERVICE COSTS						
Administrative staff personnel	$ 128,003	$ -	$ 128,003	$ 145,471	$ 273,474	$ 263,722
Instructional personnel	1,039,780	3,608	1,043,388	-	1,043,388	904,178
Non-instructional personnel	-	-	-	78,381	78,381	56,654
Total personnel service costs	1,167,783	3,608	1,171,391	223,852	1,395,243	1,224,554
Fringe benefits and payroll taxes	213,368	369	213,737	55,731	269,468	194,702
Retirement	15,027	180	15,207	9,063	24,270	33,786
Accounting/audit services	26,854	860	27,714	5,279	32,993	31,631
Other Purchasing/professional/consulting services	10,568	7,845	18,413	1,142	19,555	14,790
Building and land rent/lease	82,246	2,633	84,879	16,168	101,047	145,256
Repairs and maintenance	368	6	374	71	445	3,793
Insurance	20,849	-	20,849	3,971	24,820	25,750
Supplies/materials	128,706	2,981	131,687	-	131,687	96,793
Equipment/furnishings	7,995	-	7,995	204	8,199	13,037
Staff development	141,265	-	141,265	-	141,265	102,627
Marketing/recruitment	6,243	-	6,243	1,189	7,432	2,673
Technology	59,615	251	59,866	11,403	71,269	68,137
Telephone	6,341	203	6,544	1,246	7,790	5,237
Food service	176	-	176	-	176	2,405
Student services	73,381	192	73,573	-	73,573	46,504
Office expense	18,401	588	18,989	20,333	39,322	32,677
Depreciation	174,548	5,328	179,876	27,612	207,488	182,688
Other	14,809	14	14,823	7,089	21,912	19,937
Total expenses	$ 2,168,543	$ 25,058	$ 2,193,601	$ 384,353	$ 2,577,954	$ 2,246,977

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

Charter Schools Institute
The State University of New York

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 *approved* 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.

Ver. 20160603

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*

Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Icahn Charter School 7 -

SCHOOL

Name:	Icahn Charter School 7

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

ICAHN CHARTER SCHOOL 7
2016-17

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	36	36	36	36	36	36		

TOTAL ENROLLMENT = 216

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	*Revised*	Original	*Revised*	Original	*Revised*	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	216	0	216	0	216	0	216

***NOTE:** *If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.*

		PRIOR YEAR Err:508	ENROLLMENT BY QUARTER						
			QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District	NYC CHANCELLOR'S OFFICE		216		216		216		216
2 SECONDARY District	(Select from drop-down list) →								
Other District 3	(Select from drop-down list) →								
Other District 4	(Select from drop-down list) →								
Other District 5	(Select from drop-down list) →								
Other District 6	(Select from drop-down list) →								
Other District 7	(Select from drop-down list) →								
Other District 8	(Select from drop-down list) →								
Other District 9	(Select from drop-down list) →								
Other District 10	(Select from drop-down list) →								
Other District 11	(Select from drop-down list) →								
Other District 12	(Select from drop-down list) →								
Other District 13	(Select from drop-down list) →								
Other District 14	(Select from drop-down list) →								
Other District 15	(Select from drop-down list) →								
Other District 16	(Select from drop-down list) →								
Other District 17	(Select from drop-down list) →								
Other District 18	(Select from drop-down list) →								
Other District 19	(Select from drop-down list) →								
Other District 20	(Select from drop-down list) →								
Other District 21	(Select from drop-down list) →								
Other District 22	(Select from drop-down list) →								
Other District 23	(Select from drop-down list) →								
Other District 24	(Select from drop-down list) →								
Other District 25	(Select from drop-down list) →								
Other District 26	(Select from drop-down list) →								
Other District 27	(Select from drop-down list) →								
Other District 28	(Select from drop-down list) →								
Other District 29	(Select from drop-down list) →								
Other District 30	(Select from drop-down list) →								
Other District 31	(Select from drop-down list) →								
Other District 32	(Select from drop-down list) →								
Other District 33	(Select from drop-down list) →								
Other District 34	(Select from drop-down list) →								
Other District 35	(Select from drop-down list) →								
Other District 36	(Select from drop-down list) →								
Other District 37	(Select from drop-down list) →								
Other District 38	(Select from drop-down list) →								
Other District 39	(Select from drop-down list) →								
Other District 40	(Select from drop-down list) →								
Other District 41	(Select from drop-down list) →								
Other District 42	(Select from drop-down list) →								
Other District 43	(Select from drop-down list) →								
Other District 44	(Select from drop-down list) →								
Other District 45	(Select from drop-down list) →								
Other District 46	(Select from drop-down list) →								
Other District 47	(Select from drop-down list) →								
Other District 48	(Select from drop-down list) →								
Other District 49	(Select from drop-down list) →								
Other District 50	(Select from drop-down list) →								

8	9	10	11	12

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised	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
Revised Budgeted Enrollment	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 t*
If budget revisions ARE made, the entire "REVISED" budget columns for the affec

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE				
	Err:508	Q1		Q2		Q
	ACTUAL	Original	Revised	Original	Revised	Original
Executive Management		0.2		0.2		0.2
Instructional Management		1.0		1.0		1.0
Deans, Directors & Coordinators		1.4		1.4		1.4
CFO / Director of Finance		0.1		0.1		0.1
Operation / Business Manager		0.6		0.6		0.6
Administrative Staff		3.1		3.1		3.1
TOTAL ADMINISTRATIVE STAFF	0.0	6.5	0.0	6.5	0.0	6.5

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE				
	Err:508	Q1		Q2		Q
	ACTUAL	Original	Revised	Original	Revised	Original
Teachers - Regular		19.0		19.0		19.0
Teachers - SPED		0.1		0.1		0.1
Substitute Teachers				0.0		0.0
Teaching Assistants				0.0		0.0
Specialty Teachers		1.0		1.0		1.0
Aides		2.0		2.0		2.0
Therapists & Counselors		1.0		1.0		1.0
Other				0.0		0.0
TOTAL INSTRUCTIONAL	0.0	23.1	0.0	23.1	0.0	23.1

NON INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE				
	Err:508	Q1		Q2		Q
	ACTUAL	Original	Revised	Original	Revised	Original
Nurse				0.0		0.0
Librarian				0.0		0.0
Custodian				0.0		0.0
Security				0.0		0.0
Other		4.0		4.0		4.0
TOTAL NON-INSTRUCTIONAL	0.0	4.0	0.0	4.0	0.0	4.0

TOTAL PERSONNEL SERVICE FTE	0.0	33.6	0.0	33.6	0.0	33.6

CHARTER SCHOOL 7 -
2016-17 -

FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.* *he 'REVISED' Column(s) COMPLETELY BLANK. cted quarter(s) must be completed on tabs 2, 3*

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

ADMINISTRATIVE PERSONNEL FTE	Q3	Q4		ACTUAL QUARTERLY FTE			
	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual
Executive Management		0.2					
Instructional Management		1.2					
Deans, Directors & Coordinators		2.2					
CFO / Director of Finance		3.2					
Operation / Business Manager		4.2					
Administrative Staff		5.2					
TOTAL ADMINISTRATIVE STAFF	0.0	16.2	0.0	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE	Q3	Q4		ACTUAL QUARTERLY FTE			
	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual
Teachers - Regular		0.2					
Teachers - SPED		0.2					
Substitute Teachers		0.2					
Teaching Assistants		0.2					
Specialty Teachers		0.2					
Aides		0.2					
Therapists & Counselors		0.2					
Other		0.2					
TOTAL INSTRUCTIONAL	0.0	1.6	0.0	0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE	Q3	Q4		ACTUAL QUARTERLY FTE			
	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual
Nurse		0.2					
Librarian		0.2					
Custodian		0.2					
Security		0.2					
Other		0.2					
TOTAL NON-INSTRUCTIONAL	0.0	1.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	18.8	0.0	0.0	0.0	0.0	0.0

***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	

ICAHN CHARTER SCHOOL 7
Budget / Operating Plan
2016-17

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	595,655	#NAME?	#NAME?	934,943	#NAME?	#NAME?	849,376
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	216	-	-	216	-	-	216

		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
REVENUE		Allocate Per Pupil Revenue by Quarter	***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave* *If budget revisions ARE made, the entire "REVISED" budget columns for the affec*						
REVENUES FROM STATE SOURCES	2016-17								
Per Pupil Revenue	Per Pupil Rate	PPR %/Qtr->	22.0%	25.0%		26.0%	25.0%		26.0%
NYC CHANCELLOR'S OFFICE	#NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A		#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue			780		#NAME?	2,340		#NAME?	2,340
Grants									
Stimulus					#NAME?			#NAME?	
DYCD (Department of Youth and Community Development)					#NAME?			#NAME?	
Other					#NAME?			#NAME?	
Other			(27,261)		#NAME?	(1,480)		#NAME?	(1,480)
TOTAL REVENUE FROM STATE SOURCES		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs					#NAME?			#NAME?	
Title I			12,089		#NAME?	41,555		#NAME?	23,908
Title Funding - Other			604		#NAME?	1,812		#NAME?	1,812
School Food Service (Free Lunch)					#NAME?			#NAME?	
Grants									
Charter School Program (CSP) Planning & Implementation					#NAME?			#NAME?	
Other					#NAME?			#NAME?	
Other					#NAME?			#NAME?	
TOTAL REVENUE FROM FEDERAL SOURCES		-	12,693	-	#NAME?	43,367	-	#NAME?	25,720
LOCAL and OTHER REVENUE									
Contributions and Donations			25,263		#NAME?	25,263		#NAME?	25,263
Fundraising					#NAME?			#NAME?	
Erate Reimbursement			2,255		#NAME?	2,255		#NAME?	2,255
Earnings on Investments					#NAME?			#NAME?	
Interest Income			420		#NAME?	420		#NAME?	420
Food Service (Income from meals)					#NAME?			#NAME?	
Text Book			1,908		#NAME?	5,723		#NAME?	5,723
OTHER			-		#NAME?	-		#NAME?	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	29,845	-	#NAME?	33,660	-	#NAME?	33,660
TOTAL REVENUE		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

ICAHN CHARTER SCHOOL 7 -
Budget / Operating Plan -
2016-17 -

Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	595,655	#NAME?	#NAME?	934,943	#NAME?	#NAME?	849,376
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	216	-	-	216	-	-	216
		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	0.21		11,140		#NAME?	18,676		#NAME?	16,518
Instructional Management	1.05		26,848		#NAME?	43,630		#NAME?	40,253
Deans, Directors & Coordinators	1.62		15,111		#NAME?	41,372		#NAME?	36,461
CFO / Director of Finance	0.88		4,466		#NAME?	7,544		#NAME?	6,671
Operation / Business Manager	1.52		7,397		#NAME?	13,116		#NAME?	11,496
Administrative Staff	3.63		17,501		#NAME?	29,680		#NAME?	27,595
TOTAL ADMINISTRATIVE STAFF	8.91	-	82,463	-	#NAME?	154,019	-	#NAME?	138,994
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	14.30		167,418		#NAME?	368,672		#NAME?	333,996
Teachers - SPED	0.15		480		#NAME?	2,200		#NAME?	2,080
Substitute Teachers	0.05				#NAME?			#NAME?	
Teaching Assistants	0.05				#NAME?			#NAME?	
Specialty Teachers	0.80		8,224		#NAME?	16,873		#NAME?	14,921
Aides	1.55		7,846		#NAME?	15,962		#NAME?	14,235
Therapists & Counselors	0.80		8,687		#NAME?	18,376		#NAME?	16,190
Other	0.05				#NAME?			#NAME?	
TOTAL INSTRUCTIONAL	17.75	-	192,654	-	#NAME?	422,083	-	#NAME?	381,421
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	0.05				#NAME?			#NAME?	
Librarian	0.05				#NAME?			#NAME?	
Custodian	0.05				#NAME?			#NAME?	
Security	0.05				#NAME?			#NAME?	
Other	3.05		3,671		#NAME?	8,127		#NAME?	7,112
TOTAL NON-INSTRUCTIONAL	3.25	-	3,671	-	#NAME?	8,127	-	#NAME?	7,112
SUBTOTAL PERSONNEL SERVICE COSTS	29.90	-	278,788	-	#NAME?	584,229	-	#NAME?	527,527
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			23,120		#NAME?	48,289		#NAME?	43,611
Fringe / Employee Benefits			35,426		#NAME?	51,039		#NAME?	51,039
Retirement / Pension			8,364		#NAME?	17,527		#NAME?	15,826
TOTAL PAYROLL TAXES AND BENEFITS		-	66,909	-	#NAME?	116,854	-	#NAME?	110,475
TOTAL PERSONNEL SERVICE COSTS	29.90	-	345,697	-	#NAME?	701,083	-	#NAME?	638,003
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			1,773		#NAME?	1,773		#NAME?	1,773
Special Ed Services			780		#NAME?	2,340		#NAME?	2,340
Titlement Services (i.e. Title I)			7,030		#NAME?	21,090		#NAME?	21,090
Other Purchased / Professional / Consulting			17,913		#NAME?	25,499		#NAME?	33,119
TOTAL CONTRACTED SERVICES		-	28,366	-	#NAME?	75,652	-	#NAME?	60,622

ICAHN CHARTER SCHOOL 7
Budget / Operating Plan
2016-17

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	595,655	#NAME?	#NAME?	934,943	#NAME?	#NAME?	849,376
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	216	-	-	216	-	-	216

	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
SCHOOL OPERATIONS								
Board Expenses				#NAME?			#NAME?	
Classroom / Teaching Supplies & Materials		38,704		#NAME?	34,264		#NAME?	22,704
Special Ed Supplies & Materials		280		#NAME?	591		#NAME?	360
Textbooks / Workbooks		2,500		#NAME?	-		#NAME?	2,500
Supplies & Materials other				#NAME?			#NAME?	
Equipment / Furniture		4,500		#NAME?	-		#NAME?	2,500
Telephone		1,815		#NAME?	1,815		#NAME?	1,815
Technology		24,009		#NAME?	21,105		#NAME?	21,105
Student Testing & Assessment		15,395		#NAME?	12,077		#NAME?	8,524
Field Trips		4,750		#NAME?	6,500		#NAME?	9,000
Transportation (student)		18,000		#NAME?	-		#NAME?	-
Student Services - other				#NAME?			#NAME?	
Office Expense		10,398		#NAME?	10,398		#NAME?	10,398
Staff Development				#NAME?			#NAME?	
Staff Recruitment				#NAME?			#NAME?	
Student Recruitment / Marketing		600		#NAME?	700		#NAME?	2,196
School Meals / Lunch		273		#NAME?	409		#NAME?	409
Travel (Staff)				#NAME?			#NAME?	
Fundraising				#NAME?			#NAME?	
Other		10,835		#NAME?	3,590		#NAME?	6,448
TOTAL SCHOOL OPERATIONS	-	132,058	-	#NAME?	91,449	-	#NAME?	87,960
FACILITY OPERATION & MAINTENANCE								
Insurance		7,506		#NAME?	7,506		#NAME?	7,508
Janitorial		150		#NAME?	150		#NAME?	150
Building and Land Rent / Lease / Facility Finance Interest		25,263.00		#NAME?	25,263		#NAME?	25,263
Repairs & Maintenance		-		#NAME?			#NAME?	-
Equipment / Furniture		-		#NAME?			#NAME?	-
Security		-		#NAME?			#NAME?	300
Utilities		-		#NAME?			#NAME?	
TOTAL FACILITY OPERATION & MAINTENANCE	-	32,919	-	#NAME?	32,919	-	#NAME?	33,221
DEPRECIATION & AMORTIZATION		56,615		#NAME?	33,839		#NAME?	29,572
RESERVES / CONTINGENCY				#NAME?			#NAME?	
TOTAL EXPENSES	-	595,655	-	#NAME?	934,943	-	#NAME?	849,376
NET INCOME	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

ICAHN CHARTER SCHOOL 7 -
Budget / Operating Plan -
2016-17 -

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	595,655	#NAME?	#NAME?	934,943	#NAME?	#NAME?	849,376
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	216	-	-	216	-	-	216
	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	-	216	-	-	216	-	-	216
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	216	-	-	216	-	-	216
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	2,758	-	#NAME?	4,328	-	#NAME?	3,932

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**874,688**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**-**	**216**	**-**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
REVENUE		*e the 'REVISED' Column(s) COMPLETELY BLANK.*				
REVENUES FROM STATE SOURCES	2016-17	*cted quarter(s) must be completed on tabs 2, 3 and 4.*				
Per Pupil Revenue	Per Pupil Rate	25.0%		26.0%	25.0%	
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue			#NAME?	2,340		#NAME?
Grants						
Stimulus			#NAME?			#NAME?
DYCD (Department of Youth and Community Development)			#NAME?			#NAME?
Other			#NAME?			#NAME?
Other			#NAME?	(1,480)		#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			#NAME?			#NAME?
Title I			#NAME?	22,948		#NAME?
Title Funding - Other			#NAME?	1,812		#NAME?
School Food Service (Free Lunch)			#NAME?			#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation			#NAME?			#NAME?
Other			#NAME?			#NAME?
Other			#NAME?			#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	24,760	-	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations			#NAME?	25,263		#NAME?
Fundraising			#NAME?			#NAME?
Erate Reimbursement			#NAME?	2,255		#NAME?
Earnings on Investments			#NAME?			#NAME?
Interest Income			#NAME?	420		#NAME?
Food Service (Income from meals)			#NAME?			#NAME?
Text Book			#NAME?	3,815		#NAME?
OTHER			#NAME?	-		#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	31,753	-	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**874,688**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**-**	**216**	**-**	**-**
		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	0.21		#NAME?	18,676		#NAME?
Instructional Management	1.05		#NAME?	44,230		#NAME?
Deans, Directors & Coordinators	1.62		#NAME?	41,372		#NAME?
CFO / Director of Finance	0.88		#NAME?	7,544		#NAME?
Operation / Business Manager	1.52		#NAME?	13,116		#NAME?
Administrative Staff	3.63		#NAME?	30,220		#NAME?
TOTAL ADMINISTRATIVE STAFF	8.91	-	#NAME?	155,159	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	14.30		#NAME?	371,372		#NAME?
Teachers - SPED	0.15		#NAME?	2,280		#NAME?
Substitute Teachers	0.05		#NAME?			#NAME?
Teaching Assistants	0.05		#NAME?			#NAME?
Specialty Teachers	0.80		#NAME?	16,873		#NAME?
Aides	1.55		#NAME?	15,962		#NAME?
Therapists & Counselors	0.80		#NAME?	18,376		#NAME?
Other	0.05		#NAME?			#NAME?
TOTAL INSTRUCTIONAL	17.75	-	#NAME?	424,863	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	0.05		#NAME?			#NAME?
Librarian	0.05		#NAME?			#NAME?
Custodian	0.05		#NAME?			#NAME?
Security	0.05		#NAME?			#NAME?
Other	3.05		#NAME?	8,127		#NAME?
TOTAL NON-INSTRUCTIONAL	3.25	-	#NAME?	8,127	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	29.90	-	#NAME?	588,149	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			#NAME?	48,612		#NAME?
Fringe / Employee Benefits			#NAME?	51,039		#NAME?
Retirement / Pension			#NAME?	17,644		#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	117,295	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	29.90	-	#NAME?	705,444	-	#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?	1,773		#NAME?
Special Ed Services			#NAME?	2,340		#NAME?
Titlement Services (i.e. Title I)			#NAME?	21,090		#NAME?
Other Purchased / Professional / Consulting			#NAME?	23,749		#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	50,902	-	#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**874,688**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**216**	**-**	**-**
	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?	10,704		#NAME?
Special Ed Supplies & Materials		#NAME?	120		#NAME?
Textbooks / Workbooks		#NAME?	-		#NAME?
Supplies & Materials other		#NAME?			#NAME?
Equipment / Furniture		#NAME?	-		#NAME?
Telephone		#NAME?	1,815		#NAME?
Technology		#NAME?	21,105		#NAME?
Student Testing & Assessment		#NAME?	-		#NAME?
Field Trips		#NAME?	6,000		#NAME?
Transportation (student)		#NAME?	3,770		#NAME?
Student Services - other		#NAME?			#NAME?
Office Expense		#NAME?	10,398		#NAME?
Staff Development		#NAME?			#NAME?
Staff Recruitment		#NAME?			#NAME?
Student Recruitment / Marketing		#NAME?	-		#NAME?
School Meals / Lunch		#NAME?	409		#NAME?
Travel (Staff)		#NAME?			#NAME?
Fundraising		#NAME?			#NAME?
Other		#NAME?	2,090		#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	56,411	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance		#NAME?	7,508		#NAME?
Janitorial		#NAME?	150		#NAME?
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	25,263		#NAME?
Repairs & Maintenance		#NAME?			#NAME?
Equipment / Furniture		#NAME?			#NAME?
Security		#NAME?			#NAME?
Utilities		#NAME?			#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	32,921	-	#NAME?
DEPRECIATION & AMORTIZATION		#NAME?	29,011		#NAME?
RESERVES / CONTINGENCY		#NAME?			#NAME?
TOTAL EXPENSES	**-**	**#NAME?**	**874,688**	**-**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**874,688**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**216**	**-**	**-**
	Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	216	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	**-**	**-**	**216**	**-**	**-**
REVENUE PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**
EXPENSES PER PUPIL	**-**	**#NAME?**	**4,049**	**-**	**#NAME?**

ICAHN CHARTER S

Budget / Operating Plan

2016-17

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**3,254,662**	**#NAME?**	**#NAME?**	**(3,254,662)**	**#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	2016-17					
Per Pupil Revenue	Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		7,800	#NAME?	#NAME?	7,800	#NAME?
Grants						
Stimulus		-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		(31,701)	#NAME?	#NAME?	(31,701)	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	#NAME?	#NAME?	-	#NAME?
Title I		100,499	#NAME?	#NAME?	100,499	#NAME?
Title Funding - Other		6,040	#NAME?	#NAME?	6,040	#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		106,539	#NAME?	#NAME?	106,539	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		101,052	#NAME?	#NAME?	101,052	#NAME?
Fundraising		-	#NAME?	#NAME?	-	#NAME?
Erate Reimbursement		9,019	#NAME?	#NAME?	9,019	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?
Interest Income		1,680	#NAME?	#NAME?	1,680	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	-	#NAME?
Text Book		17,168	#NAME?	#NAME?	17,168	#NAME?
OTHER		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		128,919	#NAME?	#NAME?	128,919	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

ICAHN CHARTER S

Budget / Operating Plan

2016-17

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**3,254,662**	**#NAME?**	**#NAME?**	**(3,254,662)**	**#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	0.21	65,009	#NAME?	#NAME?	(65,009)	#NAME?
Instructional Management	1.05	154,960	#NAME?	#NAME?	(154,960)	#NAME?
Deans, Directors & Coordinators	1.62	134,317	#NAME?	#NAME?	(134,317)	#NAME?
CFO / Director of Finance	0.88	26,224	#NAME?	#NAME?	(26,224)	#NAME?
Operation / Business Manager	1.52	45,126	#NAME?	#NAME?	(45,126)	#NAME?
Administrative Staff	3.63	104,997	#NAME?	#NAME?	(104,997)	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.91	530,634	#NAME?	#NAME?	(530,634)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	14.30	1,241,458	#NAME?	#NAME?	(1,241,458)	#NAME?
Teachers - SPED	0.15	7,040	#NAME?	#NAME?	(7,040)	#NAME?
Substitute Teachers	0.05	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	0.05	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	0.80	56,890	#NAME?	#NAME?	(56,890)	#NAME?
Aides	1.55	54,006	#NAME?	#NAME?	(54,006)	#NAME?
Therapists & Counselors	0.80	61,628	#NAME?	#NAME?	(61,628)	#NAME?
Other	0.05	-	#NAME?	#NAME?	-	#NAME?
TOTAL INSTRUCTIONAL	17.75	1,421,021	#NAME?	#NAME?	(1,421,021)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	0.05	-	#NAME?	#NAME?	-	#NAME?
Librarian	0.05	-	#NAME?	#NAME?	-	#NAME?
Custodian	0.05	-	#NAME?	#NAME?	-	#NAME?
Security	0.05	-	#NAME?	#NAME?	-	#NAME?
Other	3.05	27,038	#NAME?	#NAME?	(27,038)	#NAME?
TOTAL NON-INSTRUCTIONAL	3.25	27,038	#NAME?	#NAME?	(27,038)	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	29.90	1,978,693	#NAME?	#NAME?	(1,978,693)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		163,631	#NAME?	#NAME?	(163,631)	#NAME?
Fringe / Employee Benefits		188,543	#NAME?	#NAME?	(188,543)	#NAME?
Retirement / Pension		59,361	#NAME?	#NAME?	(59,361)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		411,534	#NAME?	#NAME?	(411,534)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	29.90	2,390,227	#NAME?	#NAME?	(2,390,227)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		28,570	#NAME?	#NAME?	(28,570)	#NAME?
Legal		1,500	#NAME?	#NAME?	(1,500)	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		7,091	#NAME?	#NAME?	(7,091)	#NAME?
Special Ed Services		7,800	#NAME?	#NAME?	(7,800)	#NAME?
Titlement Services (i.e. Title I)		70,300	#NAME?	#NAME?	(70,300)	#NAME?
Other Purchased / Professional / Consulting		100,280	#NAME?	#NAME?	(100,280)	#NAME?
TOTAL CONTRACTED SERVICES		215,541	#NAME?	#NAME?	(215,541)	#NAME?

ICAHN CHARTER S

Budget / Operating Plan

2016-17

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**3,254,662**	**#NAME?**	**#NAME?**	**(3,254,662)**	**#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**
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	#NAME?	-	#NAME?
Classroom / Teaching Supplies & Materials	106,378	#NAME?	#NAME?	(106,378)	#NAME?
Special Ed Supplies & Materials	1,351	#NAME?	#NAME?	(1,351)	#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	7,260	#NAME?	#NAME?	(7,260)	#NAME?
Technology	87,322	#NAME?	#NAME?	(87,322)	#NAME?
Student Testing & Assessment	35,996	#NAME?	#NAME?	(35,996)	#NAME?
Field Trips	26,250	#NAME?	#NAME?	(26,250)	#NAME?
Transportation (student)	21,770	#NAME?	#NAME?	(21,770)	#NAME?
Student Services - other	-	#NAME?	#NAME?	-	#NAME?
Office Expense	41,591	#NAME?	#NAME?	(41,591)	#NAME?
Staff Development	-	#NAME?	#NAME?	-	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?
Student Recruitment / Marketing	3,496	#NAME?	#NAME?	(3,496)	#NAME?
School Meals / Lunch	1,500	#NAME?	#NAME?	(1,500)	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	22,964	#NAME?	#NAME?	(22,964)	#NAME?
TOTAL SCHOOL OPERATIONS	367,878	#NAME?	#NAME?	(367,878)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	30,027	#NAME?	#NAME?	(30,027)	#NAME?
Janitorial	600	#NAME?	#NAME?	(600)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	101,052	#NAME?	#NAME?	(101,052)	#NAME?
Repairs & Maintenance	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	300	#NAME?	#NAME?	(300)	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	131,979	#NAME?	#NAME?	(131,979)	#NAME?
DEPRECIATION & AMORTIZATION	149,036	#NAME?	#NAME?	(149,036)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	**3,254,662**	**#NAME?**	**#NAME?**	**(3,254,662)**	**#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	**3,254,662**	**#NAME?**	**#NAME?**	**(3,254,662)**	**#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					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
ALL OTHER School Districts: (Weighted Avg)					
TOTAL ENROLLMENT					
REVENUE PER PUPIL					
EXPENSES PER PUPIL					

CHOOL 7

Total Revenue

Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

	2016-17
REVENUE	
REVENUES FROM STATE SOURCES	
Per Pupil Revenue	Per Pupil Rate
NYC CHANCELLOR'S OFFICE	#NAME?
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?
Special Education Revenue	
Grants	
Stimulus	
DYCD (Department of Youth and Community Development)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

CHOOL 7

Total Revenue

Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

	Avg. No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	0.21
Instructional Management	1.05
Deans, Directors & Coordinators	1.62
CFO / Director of Finance	0.88
Operation / Business Manager	1.52
Administrative Staff	3.63
TOTAL ADMINISTRATIVE STAFF	8.91
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	14.30
Teachers - SPED	0.15
Substitute Teachers	0.05
Teaching Assistants	0.05
Specialty Teachers	0.80
Aides	1.55
Therapists & Counselors	0.80
Other	0.05
TOTAL INSTRUCTIONAL	17.75
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	0.05
Librarian	0.05
Custodian	0.05
Security	0.05
Other	3.05
TOTAL NON-INSTRUCTIONAL	3.25
SUBTOTAL PERSONNEL SERVICE COSTS	29.90
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	29.90
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

	CHOOL 7
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	

	CHOOL 7
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 7
BALANCE SHEET
2016-17

	Prior Year	Q1	Q2	Q3	Q4
	Err:508	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
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	-	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

ICAHN CHARTER SCHOO
Budget / Operating Pla
2016-17

Total Revenue		-	#NAME?	-	-	#NAME?	-	-
Total Expenses		-	#NAME?	-	-	#NAME?	-	-
Net Income		-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment		-	#NAME?	-	-	#NAME?	-	-
***NOTE: Enrollment, Revenue and Expediture 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 Q**
		Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	#NAME?		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
ALL OTHER School Districts: (Count = 0)	#N/A		#NAME?	-		#NAME?	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	#NAME?	-	-	#NAME?	-	-
Special Education Revenue			#NAME?	-		#NAME?	-	
Grants								
Stimulus			#NAME?	-		#NAME?	-	
DYCD (Department of Youth and Community Development)			#NAME?	-		#NAME?	-	
Other			#NAME?	-		#NAME?	-	
Other			#NAME?	-		#NAME?	-	
TOTAL REVENUE FROM STATE SOURCES		-	#NAME?	-	-	#NAME?	-	-
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			#NAME?	-		#NAME?	-	
Title I			#NAME?	-		#NAME?	-	
Title Funding - Other			#NAME?	-		#NAME?	-	
School Food Service (Free Lunch)			#NAME?	-		#NAME?	-	
Grants								
Charter School Program (CSP) Planning & Implementation			#NAME?	-		#NAME?	-	
Other			#NAME?	-		#NAME?	-	
Other			#NAME?	-		#NAME?	-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	-	-	#NAME?	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations			#NAME?	-		#NAME?	-	
Fundraising			#NAME?	-		#NAME?	-	
Erate Reimbursement			#NAME?	-		#NAME?	-	
Earnings on Investments			#NAME?	-		#NAME?	-	
Interest Income			#NAME?	-		#NAME?	-	
Food Service (Income from meals)			#NAME?	-		#NAME?	-	
Text Book			#NAME?	-		#NAME?	-	
OTHER			#NAME?	-		#NAME?	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	-	-	#NAME?	-	-
TOTAL REVENUE		-	**#NAME?**	-	-	**#NAME?**	-	-

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

***NOTE: Enrollment, Revenue and Expediture 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 Q**
		Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
EXPENSES	Quarter 0							
ADMINISTRATIVE STAFF PERSONNEL COSTS	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?	-	-

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

***NOTE: Enrollment, Revenue and Expediture 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 Q**
	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?**	-	-

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

***NOTE: Enrollment, Revenue and Expediture 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 Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
ENROLLMENT - *School Districts Are Linked To Above Entries*							
NYC CHANCELLOR'S OFFICE	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	-	**#NAME?**	-	-	**#NAME?**	-	-
REVENUE PER PUPIL	-	**#NAME?**	-	-	**#NAME?**	-	-
EXPENSES PER PUPIL	-	**#NAME?**	-	-	**#NAME?**	-	-

		)L 7 n				
Total Revenue		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Total Expenses		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Net Income		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Actual Student Enrollment		**#NAME?**	**-**	**-**	**#NAME?**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	**CY** Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
-	#N/A	#NAME?	-		#NAME?	-
ALL OTHER School Districts: (Count = 0)	#N/A	#NAME?	-		#NAME?	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	-	-	#NAME?	-
Special Education Revenue		#NAME?	-		#NAME?	-
Grants						
Stimulus		#NAME?	-		#NAME?	-
DYCD (Department of Youth and Community Development)		#NAME?	-		#NAME?	-
Other		#NAME?	-		#NAME?	-
Other		#NAME?	-		#NAME?	-
TOTAL REVENUE FROM STATE SOURCES		#NAME?	-	-	#NAME?	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		#NAME?	-		#NAME?	-
Title I		#NAME?	-		#NAME?	-
Title Funding - Other		#NAME?	-		#NAME?	-
School Food Service (Free Lunch)		#NAME?	-		#NAME?	-
Grants						
Charter School Program (CSP) Planning & Implementation		#NAME?	-		#NAME?	-
Other		#NAME?	-		#NAME?	-
Other		#NAME?	-		#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	-	-	#NAME?	-
LOCAL and OTHER REVENUE						
Contributions and Donations		#NAME?	-		#NAME?	-
Fundraising		#NAME?	-		#NAME?	-
Erate Reimbursement		#NAME?	-		#NAME?	-
Earnings on Investments		#NAME?	-		#NAME?	-
Interest Income		#NAME?	-		#NAME?	-
Food Service (Income from meals)		#NAME?	-		#NAME?	-
Text Book		#NAME?	-		#NAME?	-
OTHER		#NAME?	-		#NAME?	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	-	-	#NAME?	-
TOTAL REVENUE		**#NAME?**	**-**	**-**	**#NAME?**	**-**

		)L 7 -				
		n -				
Total Revenue		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Total Expenses		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Net Income		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Actual Student Enrollment		**#NAME?**	**-**	**-**	**#NAME?**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**
EXPENSES	Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS	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?	-

	)L 7 -				
	n -				
Total Revenue	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Total Expenses	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Net Income	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Actual Student Enrollment	**#NAME?**	**-**	**-**	**#NAME?**	**-**

***NOTE: Enrollment, Revenue and Expediture 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**
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?**	**-**

	)L 7 n				
Total Revenue	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Total Expenses	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Net Income	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Actual Student Enrollment	**#NAME?**	**-**	**-**	**#NAME?**	**-**

***NOTE: Enrollment, Revenue and Expediture 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**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	**#NAME?**	**-**	**-**	**#NAME?**	**-**
REVENUE PER PUPIL	**#NAME?**	**-**	**-**	**#NAME?**	**-**
EXPENSES PER PUPIL	**#NAME?**	**-**	**-**	**#NAME?**	**-**

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

TOTALS AND VARIANCE ANALYSIS

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

	CY Per Pupil Rate	**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**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
-	#N/A	-	-	-	#NAME?	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)	#N/A	-	-	-	#NAME?	#NAME?	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Special Education Revenue		-	-	-	#NAME?	#NAME?	-	-
Grants								
Stimulus		-	-	-	#NAME?	#NAME?	-	-
DYCD (Department of Youth and Community Development)		-	-	-	#NAME?	#NAME?	-	-
Other		-	-	-	#NAME?	#NAME?	-	-
Other		-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	#NAME?	#NAME?	-	-
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	-	-	#NAME?	#NAME?	-	-
Title I		-	-	-	#NAME?	#NAME?	-	-
Title Funding - Other		-	-	-	#NAME?	#NAME?	-	-
School Food Service (Free Lunch)		-	-	-	#NAME?	#NAME?	-	-
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	#NAME?	#NAME?	-	-
Other		-	-	-	#NAME?	#NAME?	-	-
Other		-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	#NAME?	#NAME?	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	#NAME?	#NAME?	-	-
Fundraising		-	-	-	#NAME?	#NAME?	-	-
Erate Reimbursement		-	-	-	#NAME?	#NAME?	-	-
Earnings on Investments		-	-	-	#NAME?	#NAME?	-	-
Interest Income		-	-	-	#NAME?	#NAME?	-	-
Food Service (Income from meals)		-	-	-	#NAME?	#NAME?	-	-
Text Book		-	-	-	#NAME?	#NAME?	-	-
OTHER		-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE		**-**	**-**	**-**	**#NAME?**	**#NAME?**	**-**	**-**

ICAHN CHARTER SCHOOL 7

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 Expediture 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	Quarter 0							
ADMINISTRATIVE STAFF PERSONNEL COSTS	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?	-	-

ICAHN CHARTER SCHOOL 7

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 Expediture 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?**	-	-

ICAHN CHARTER SCHOOL 7

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 Expediture 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
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	-	-	-			-	-

Total Revenue	**#NAME?**	**#NAME?**	**-**	**-**
Total Expenses	**3,254,662**	**3,254,662**	**-**	**-**
Net Income	**#NAME?**	**#NAME?**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	**CY** Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
-	#N/A	#N/A	#N/A	-	-
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#N/A	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	-	-
Special Education Revenue		7,800	(7,800)	-	-
Grants					
Stimulus		-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-
Other		-	-	-	-
Other		(31,701)	31,701	-	-
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	-	-
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		-	-	-	-
Title I		100,499	(100,499)	-	-
Title Funding - Other		6,040	(6,040)	-	-
School Food Service (Free Lunch)		-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation		-	-	-	-
Other		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		106,539	(106,539)	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		101,052	(101,052)	-	-
Fundraising		-	-	-	-
Erate Reimbursement		9,019	(9,019)	-	-
Earnings on Investments		-	-	-	-
Interest Income		1,680	(1,680)	-	-
Food Service (Income from meals)		-	-	-	-
Text Book		17,168	(17,168)	-	-
OTHER		-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		128,919	(128,919)	-	-
TOTAL REVENUE		**#NAME?**	**#NAME?**	**-**	**-**

Total Revenue	**#NAME?**	**#NAME?**	**-**	**-**
Total Expenses	**3,254,662**	**3,254,662**	**-**	**-**
Net Income	**#NAME?**	**#NAME?**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**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				
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions				
Executive Management	#NAME?	65,009	65,009	-	-
Instructional Management	#NAME?	154,960	154,960	-	-
Deans, Directors & Coordinators	#NAME?	134,317	134,317	-	-
CFO / Director of Finance	#NAME?	26,224	26,224	-	-
Operation / Business Manager	#NAME?	45,126	45,126	-	-
Administrative Staff	#NAME?	104,997	104,997	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	530,634	530,634	-	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	1,241,458	1,241,458	-	-
Teachers - SPED	#NAME?	7,040	7,040	-	-
Substitute Teachers	#NAME?	-	-	-	-
Teaching Assistants	#NAME?	-	-	-	-
Specialty Teachers	#NAME?	56,890	56,890	-	-
Aides	#NAME?	54,006	54,006	-	-
Therapists & Counselors	#NAME?	61,628	61,628	-	-
Other	#NAME?	-	-	-	-
TOTAL INSTRUCTIONAL	#NAME?	1,421,021	1,421,021	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	-	-	-
Librarian	#NAME?	-	-	-	-
Custodian	#NAME?	-	-	-	-
Security	#NAME?	-	-	-	-
Other	#NAME?	27,038	27,038	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	27,038	27,038	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	1,978,693	1,978,693	-	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		163,631	163,631	-	-
Fringe / Employee Benefits		188,543	188,543	-	-
Retirement / Pension		59,361	59,361	-	-
TOTAL PAYROLL TAXES AND BENEFITS		411,534	411,534	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	2,390,227	2,390,227	-	-
CONTRACTED SERVICES					
Accounting / Audit		28,570	28,570	-	-
Legal		1,500	1,500	-	-
Management Company Fee		-	-	-	-
Nurse Services		-	-	-	-
Food Service / School Lunch		-	-	-	-
Payroll Services		7,091	7,091	-	-
Special Ed Services		7,800	7,800	-	-
Titlement Services (i.e. Title I)		70,300	70,300	-	-
Other Purchased / Professional / Consulting		100,280	100,280	-	-
TOTAL CONTRACTED SERVICES		215,541	215,541	-	-

Total Revenue	**#NAME?**	**#NAME?**	**-**	**-**
Total Expenses	**3,254,662**	**3,254,662**	**-**	**-**
Net Income	**#NAME?**	**#NAME?**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**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	106,378	106,378	-	-
Special Ed Supplies & Materials	1,351	1,351	-	-
Textbooks / Workbooks	5,000	5,000	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	7,000	7,000	-	-
Telephone	7,260	7,260	-	-
Technology	87,322	87,322	-	-
Student Testing & Assessment	35,996	35,996	-	-
Field Trips	26,250	26,250	-	-
Transportation (student)	21,770	21,770	-	-
Student Services - other	-	-	-	-
Office Expense	41,591	41,591	-	-
Staff Development	-	-	-	-
Staff Recruitment	-	-	-	-
Student Recruitment / Marketing	3,496	3,496	-	-
School Meals / Lunch	1,500	1,500	-	-
Travel (Staff)	-	-	-	-
Fundraising	-	-	-	-
Other	22,964	22,964	-	-
TOTAL SCHOOL OPERATIONS	367,878	367,878	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	30,027	30,027	-	-
Janitorial	600	600	-	-
Building and Land Rent / Lease / Facility Finance Interest	101,052	101,052	-	-
Repairs & Maintenance	-	-	-	-
Equipment / Furniture	-	-	-	-
Security	300	300	-	-
Utilities	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	131,979	131,979	-	-
DEPRECIATION & AMORTIZATION	149,036	149,036	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	**3,254,662**	**3,254,662**	**-**	**-**
NET INCOME	**#NAME?**	**#NAME?**	**-**	**-**

Total Revenue	**#NAME?**	**#NAME?**	**-**	**-**
Total Expenses	**3,254,662**	**3,254,662**	**-**	**-**
Net Income	**#NAME?**	**#NAME?**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY 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			-	-

Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

ICAHN CHARTER SCHOOL 7

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** __x__**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** __x__**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**

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
ICAHN CS1 Foundation for a Greater Opportunity **ICAHN CS2** Foundation for a Greater Opportunity **ICAHN CS 3, 4, 5** Foundation for a Greater Opportunity **ICAHN CS 6, 7** NA	**ICAHN CS1** 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 **ICAHN CS2** 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	**ICAHN CS1** 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 **ICAHN CS2** The Charter School leases the facility from the Foundation on the following	**ICAHN CS 1** Gail Golden, FGO VP, Treasurer Carl Icahn, husband, board member FGO **ICAHN CS 2** Gail Golden, FGO VP, Treasurer Carl Icahn, husband, board member FGO **ICAHN CS 3, 4, 5** Gail Golden, FGO VP, Treasurer Carl Icahn, husband, board member FGO **ICAHN CS 6, 7** NA	**ICAHN CS 1** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 2** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 3, 4, 5,** Any suspected conflict would be

	Foundation sublets the charter school facility from Civic Builders (who leases it from SCA) for a 15 year lease **ICAHN CS 3, 4, 5** 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. **ICAHN CS 6, 7** None	terms : (i) a sublease with $1/year plus $.25/sf annual rent for the facility **ICAHN CS 3, 4, 5** The Charter Schools lease facility from the Foundation via a triple net sublease with $1/year plus $.25/sf annual rent for the facility **ICAHN CS 6, 7** None		brought to the attention of the Board **ICAHN CS 6, 7** NA

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 Teleph

Business Addres

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** __x__**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** __x__**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

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
ICAHN CS1 Foundation for a Greater Opportunity **ICAHN CS2** Foundation for a Greater Opportunity **ICAHN CS 3, 4, 5** Foundation for a Greater Opportunity **ICAHN CS 6, 7** NA	**ICAHN CS1** 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 **ICAHN CS2** 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	**ICAHN CS1** 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 **ICAHN CS2** The Charter School leases the facility from the Foundation on the following	**ICAHN CS 1** Julie Goodyear, Executive Director, Foundation for a Greater Opportunity **ICAHN CS 2** Julie Goodyear, Executive Director, Foundation for a Greater Opportunity **ICAHN CS 3, 4, 5** Julie Goodyear, Executive Director, Foundation for a Greater Opportunity **ICAHN CS 6, 7** NA	**ICAHN CS 1** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 2** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 3, 4, 5,** Any suspected conflict would be

	Foundation sublets the charter school facility from Civic Builders (who leases it from SCA) for a 15 year lease **ICAHN CS 3, 4, 5** 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. **ICAHN CS 6, 7** None	terms : (i) a sublease with $1/year plus $.25/sf annual rent for the facility **ICAHN CS 3, 4, 5** The Charter Schools lease facility from the Foundation via a triple net sublease with $1/year plus $.25/sf annual rent for the facility **ICAHN CS 6, 7** None		brought to the attention of the Board **ICAHN CS 6, 7** NA

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 Telep

Business Addre

E-mail Address:

Home Telephon

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** _X___**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** __X__**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
ICAHN CS1 Foundation for a Greater Opportunity **ICAHN CS2** Foundation for a Greater Opportunity **ICAHN CS 3, 4, 5** Foundation for a Greater Opportunity **ICAHN CS 6, 7** NA	**ICAHN CS1** 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 **ICAHN CS2** The	**ICAHN CS1** 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	**ICAHN CS1** Seymour Fliegel Foundation for a Greater Opportunity **ICAHN CS2** Seymour Fliegel Foundation for a Greater Opportunity **ICAHN CS 3, 4, 5** Seymour Fliegel Foundation for a Greater Opportunity	**ICAHN CS 1** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 2** Any suspected conflict would be brought to the attention of the Board

	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 **ICAHN CS 3, 4, 5** 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. **ICAHN CS 6,**	(ii) a sublease with $1/year plus $.25/sf annual rent for the middle school building **ICAHN CS2** 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 **ICAHN CS 3, 4, 5** The Charter Schools lease facility from the Foundation via a triple net sublease with $1/year plus $.25/sf annual rent for the facility **ICAHN CS 6, 7** None	**ICAHN CS 6, 7** NA	**ICAHN CS 3, 4, 5,** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 6, 7** NA

	7 None			

Seymour Flegel

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 Telepho

Business Addres

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** _X___**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** __X__**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
ICAHN CS1 Foundation for a Greater Opportunity **ICAHN CS2** Foundation for a Greater Opportunity **ICAHN CS 3, 4, 5** Foundation for a Greater Opportunity **ICAHN CS 6, 7** NA	**ICAHN CS1** 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 **ICAHN CS2** 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	**ICAHN CS1** 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 **ICAHN CS2** The Charter School leases the facility from the Foundation on the following terms : (i) a sublease with $1/year plus	**ICAHN CS1** Foundation for a Greater Opportunity **ICAHN CS2** Foundation for a Greater Opportunity **ICAHN CS 3, 4, 5** Foundation for a Greater Opportunity **ICAHN CS 6, 7** NA	**ICAHN CS1** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 2** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 3, 4, 5,** Any suspected conflict would be brought to the attention of the Board **ICAHN CS 6, 7** NA

	facility from Civic Builders (who leases it from SCA) for a 15 year lease **ICAHN CS 3, 4, 5** 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. **ICAHN CS 6, 7** None	$.25/sf annual rent for the facility **ICAHN CS 3, 4, 5** The Charter Schools lease facility from the Foundation via a triple net sublease with $1/year plus $.25/sf annual rent for the facility **ICAHN CS 6, 7** None		

_____ _____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 ***Date*** 6/22/16

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: [redacted]

1. **Business Address** [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

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** _X___**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** __X__**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 Stop!t	Internet Anti-bullying program	0 Service provided to school without charge	Trustee's husband, David Mandelbaum, is an investor in Stop!t	Full disclosure to Board; Trustee abstained from vote approving agreementE

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

Karen Mandelbaum
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:
Jennifer Alston-Evans

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

Icahn Charter School 7

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** __x__**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** __x__**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

Signature _____ Date 7/2/16

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: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

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	Jennifer Alston Evans		Trustee/Member		Yes	1 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

0

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
	12	10	16	3	18

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.icahncharterschools.org

Icahn I 1525/1506 Brook Avenue, Bx. NY 10457 ***Icahn II 1640 Bronxdale Avenue, Bx. NY 10462***
Icahn III 1500 Pelham Parkway South, Bx.,NY 10461 ***Icahn IV 1500 Pelham Parkway South, Bx.,NY 10461***
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 **Daniel Garcia, Deputy Superintendent**
Migdalia Cano, Executive Assistant **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.

Charter Schools Institute
The State University of New York

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

Charter School Name:	Icahn Charter School 7
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:	
School Audit Firm Name:	Grant Thornton
School Audit Contact Name:	Lourdes Michel
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	

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	*If not included*, state the reason(s) below. Or, *if not applicable fill in* **"N/A"**):
Management Letter	None to Report
Management Letter Response	None to Report
Form 990	http://990s.foundationcenter.org/990_pdf_archive/453/453201480/453201
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 transmital 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).

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[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 7
Statement of Financial Position
as of June 30, 2016

ASSETS	2015-16
CURRENT ASSETS	
Cash and cash equivalents	581330.6
Grants and contracts receivable	59429.62
Accounts receivables	46452.15
Prepaid expenses	50112.03
Contributions and other receivables	11893.81
TOTAL CURRENT ASSETS	749,218
PROPERTY, BUILDING AND EQUIPMENT, net	114065
OTHER ASSETS	0
TOTAL ASSETS	**863,283**
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES	
Accounts payable and accrued expenses	110378.48
Accrued payroll and benefits	184733.03
Deferred Revenue	115102
Current maturities of long-term debt	
Short Term Debt - Bonds, Notes Payable	
Other	9941
TOTAL CURRENT LIABILITIES	420,155
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	0
TOTAL LIABILITIES	420,155
NET ASSETS	
Unrestricted	443129
Temporarily restricted	0
TOTAL NET ASSETS	443,129
TOTAL LIABILITIES AND NET ASSETS	**863,284**

ICAHN CHARTER SCH
Statement of Financial P
as of June 30, 201

ASSETS	2014-15	IOI
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CURRENT ASSETS		
Cash and cash equivalents	385818	
Grants and contracts receivable	13514	
Accounts receivables		
Prepaid expenses	41974	
Contributions and other receivables	3401	
TOTAL CURRENT ASSETS	444,707	
PROPERTY, BUILDING AND EQUIPMENT, net	279318	
OTHER ASSETS	0	
TOTAL ASSETS	**724,025**	
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	19340	
Accrued payroll and benefits	205400	
Deferred Revenue	69834	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	14232	
TOTAL CURRENT LIABILITIES	308,806	
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	0	
TOTAL LIABILITIES	308,806	
NET ASSETS		
Unrestricted	415219	
Temporarily restricted	0	
TOTAL NET ASSETS	415,219	
TOTAL LIABILITIES AND NET ASSETS	**724,025**	

ICAHN CHARTER SCHOOL 7
Statement of Activities
as of June 30, 2016

	2015-16		
	Unrestricted	Temporarily Restricted	Total
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	2388375	$-	$2,388,375
Students with disabilities	7845	-	7,845
Grants and Contracts			
State and local	115336	-	115,336
Federal - Title and IDEA	77751	-	77,751
Federal - Other	0	-	-
Other	14782	-	14,782
Food Service/Child Nutrition Program	0	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	2,604,089	-	2,604,089
EXPENSES			
Program Services			
Regular Education	2168543	$-	$2,168,543
Special Education	25058	-	25,058
Other Programs	0	-	-
Total Program Services	2,193,601	-	2,193,601
Management and general	384353	-	384,353
Fundraising		-	-
TOTAL OPERATING EXPENSES	2,577,954	-	2,577,954
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	26,135	-	26,135
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	0	$-	$-
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	874	-	874
Miscellaneous income	901	-	901
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	1,775	-	1,775
CHANGE IN NET ASSETS	27,910	-	27,910
NET ASSETS BEGINNING OF YEAR	415219	-	415,219
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	$443,129	$-	$443,129

2014-15	IOI
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Total	
1951917	
4705	
156336	
78918	
169280	
9689	
0	
2,370,845	
1956992	
26000	
0	
1,982,992	
263985	
0	
2,246,977	
123,868	
12220	
0	
5586	
0	
90	
875	
0	
18,771	
142,639	
272580	
0	
$415,219	

ICAHN CHARTER SCHOOL 7
Statement of Cash Flows
as of June 30, 2016

	2015-16	2014-15
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	27910	142639
Revenues from School Districts	0	
Accounts Receivable	-8493	-3401
Due from School Districts	-46452	
Depreciation	207488	182688
Grants Receivable	0	
Due from NYS	0	
Grant revenues	-45916	49366
Prepaid Expenses	-8139	-6144
Accounts Payable	95281	-70130
Accrued Expenses	0	
Accrued Liabilities	-20667	45761
Contributions and fund-raising activities	0	
Miscellaneous sources	0	
Deferred Revenue	45269	12160
Interest payments	0	
Other	0	
Due to School district	-4243	1470
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$242,038	$354,409
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	-42235	-118364
Other	0	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$(42,235)	$(118,364)
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	0	0
Other	-4290	-4112
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$(4,290)	$(4,112)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$195,513	$231,933
Cash at beginning of year	385818	153885
CASH AND CASH EQUIVALENTS AT END OF YEAR	$581,331	$385,818

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ICAHN CHARTER SCHOOL 7
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	5.5	128003.38	0	-	128,003	-
Instructional Personnel	18.5	1039779.6	3608	-	1,043,388	-
Non-Instructional Personnel	4	0	0	-	-	-
Total Salaries and Staff	28.00	1,167,783	3,608	-	1,171,391	-
Fringe Benefits & Payroll Taxes		213367.98994751	369.2672	-	213,737	-
Retirement		15027.340594323	180.4	-	15,208	-
Management Company Fees		0	0	-	-	-
Legal Service		0	0	-	-	-
Accounting / Audit Services		26854	859.8013898943	-	27,714	-
Other Purchased / Professional / Consulting Services		10568	7845.11	-	18,413	-
Building and Land Rent / Lease / Facility Finance Interest		82246	2633.3371941509	-	84,879	-
Repairs & Maintenance		368	5.7791805415	-	374	-
Insurance		20849	0	-	20,849	-
Utilities		0	0	-	-	-
Supplies / Materials		128706	2980.7536122774	-	131,687	-
Equipment / Furnishings		7995	0	-	7,995	-
Staff Development		141265	0	-	141,265	-
Marketing / Recruitment		6243	0	-	6,243	-
Technology		65956	454	-	66,410	-
Food Service		176	0	-	176	-
Student Services		73381	192.1723468945	-	73,573	-
Office Expense		18401	587.6626031562	-	18,989	-
Depreciation		174548	5327.6291588244	-	179,876	-
OTHER		14809	13.6035905603	-	14,823	-
Total Expenses		$2,168,543	$25,058	$-	$2,193,601	$-

				2014-15
upporting Services				
Management and General	Total		Total	
$	$		$	$
145471	145,471		273,474	263722
0	-		1,043,388	904178
78381	78,381		78,381	56654
223,852	223,852		1,395,243	1,224,554
55731	55,731		269,468	194702
9063	9,063		24,271	33786
0	-		-	0
0	-		-	0
5279	5,279		32,993	31631
1142	1,142		19,555	14790
16168	16,168		101,047	145256
71	71		445	3793
3971	3,971		24,820	25750
0	-		-	5237
0	-		131,687	96793
204	204		8,199	13037
0	-		141,265	102627
1189	1,189		7,432	2673
11403	11,403		77,813	68137
1246	1,246		1,422	2405
0	-		73,573	46504
20333	20,333		39,322	32677
27612	27,612		207,488	182688
7089	7,089		21,912	19937
$384,353	$384,353		$2,577,954	$2,246,977