

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT:*

*ICAHN CHARTER SCHOOL 1  
ICAHN CHARTER SCHOOL 2  
ICAHN CHARTER SCHOOL 3  
ICAHN CHARTER SCHOOL 4  
ICAHN CHARTER SCHOOL 5  
ICAHN CHARTER SCHOOL 6  
ICAHN CHARTER SCHOOL 7*

*REPORT DATE: JANUARY 14, 2026  
VISIT DATE: SEPTEMBER 16-18, 2025*



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

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## BACKGROUND OF THE EDUCATION CORPORATIONS

### ICAHN CHARTER SCHOOLS



#### MISSION

*The mission of Icahn Charter Schools is to cultivate a climate of collaborative excellence among students, staff, families, and the community. Our Four Pillars of Transformative Education guide Icahn educators as they adopt a holistic approach to teaching and learning that addresses the academic, social, and emotional needs of our students. The student-centered learning experience is defined through individualized learning environments that empower Icahn students to take ownership of their education. Our Core Knowledge Curriculum and instructional practices promote learning through innovation and creativity to meet the needs of our diverse learners. Through strategic partnerships among all stakeholders, Icahn students graduate equipped with the skills, knowledge, and personal confidence to participate successfully in the most rigorous academic environments and demonstrate a sense of personal responsibility as global citizens.*

#### BACKGROUND OF THE EDUCATION CORPORATIONS

Each of the seven Icahn charter schools (collectively, the “Icahn Schools”) is an independent not-for-profit charter school education corporation. The SUNY Trustees approved the original charter for Icahn Charter School (“Icahn 1”) on January 23, 2001. Icahn 1 employs shared services staff members including a superintendent of schools and two deputy superintendents, as well as a back office support team. Each Icahn school enters into a mutually beneficial agreement with Icahn 1 to share the cost of personnel and services across the seven schools. The seven schools include: Icahn 1; Icahn Charter School 2 (“Icahn 2”); Icahn Charter School 3 (“Icahn 3”); Icahn Charter School 4 (“Icahn 4”); Icahn Charter School 5 (“Icahn 5”); Icahn Charter School 6 (“Icahn 6”); and, Icahn Charter School 7 (“Icahn 7”). The shared services team (“SST”) assists in the implementation of the academic programs by overseeing school operations and evaluating school principals.

#### CURRENT EDUCATION CORPORATIONS SNAPSHOT

First School Opened:  
2001-02

Total Number of Charters:  
7

Number of Students Served:  
2,268

#### PROPOSED FUTURE EDUCATION CORPORATIONS SNAPSHOT

Serves: Kindergarten – 8<sup>th</sup>

Total Number of Charters:  
7

Number of Students Served:  
2,281

Information about each charter is found on the following page.

## BACKGROUND OF THE EDUCATION CORPORATIONS

### Icahn Charter School 1



Opening Year: 2001

Current Enrollment/Grades: 324 | K-8

Future Enrollment/Grades: 333 | K-8

Icahn Charter School 1 Middle School | 1525 Brook Avenue, Bronx, New York | CSD 9\* | 5-8

Icahn Charter School 1 Elementary School | 1506 Brook Avenue, Bronx, New York | CSD 9 | K-4

### Icahn Charter School 2



Opening Year: 2007

Current Enrollment/Grades: 324 | K-8

Future Enrollment/Grades: 333 | K-8

Icahn Charter School 2 | 1640 Bronxdale Avenue, Bronx, New York | CSD 11 | K-8

### Icahn Charter School 3



Opening Year: 2008

Current Enrollment/Grades: 324 | K-8

Future Enrollment/Grades: 330 | K-8

Icahn Charter School 3 | 1500 Pelham Parkway South, Bronx, New York | CSD 11 | K-8

### Icahn Charter School 4



Opening Year: 2009

Current Enrollment/Grades: 324 | K-8

Future Enrollment/Grades: 333 | K-8

Icahn Charter School 4 | 1500 Pelham Parkway South, Bronx, New York | CSD 11 | K-8

### Icahn Charter School 5



Opening Year: 2011

Current Enrollment/Grades: 324 | K-8

Future Enrollment/Grades: 330 | K-8

Icahn Charter School 5 | 1500 Pelham Parkway South, Bronx, New York | CSD 11 | K-8

### Icahn Charter School 6



Opening Year: 2012

Current Enrollment/Grades: 324 | K-8

Future Enrollment/Grades: 313 | K-8

Icahn Charter School 6 Middle School | 1776 Mansion Street, Bronx, New York | CSD 9 | 5-8

Icahn Charter School 6 Elementary School | 1701 Fulton Avenue, Bronx, New York | CSD 9 | K-4

### Icahn Charter School 7



Opening Year: 2013

Current Enrollment/Grades: 324 | K-8

Future Enrollment/Grades: 309 | K-8

Icahn Charter School 7 Middle School | 1695 Seward Avenue, Bronx, New York | CSD 8 | 5-8

Icahn Charter School 7 Elementary School | 1535 Story Avenue, Bronx, New York | CSD 8 | K-4

\* New York City Community School District ("CSD")

Under the New York Charter Act of 1998 (as amended, the "Act"), each charter school may serve students in Kindergarten through 12<sup>th</sup> grade with authorizer approval. A charter school may operate multiple sites to serve its approved grade configuration. However, no charter school may serve students in the same grade level at more than one site.



# BACKGROUND OF THE EDUCATION CORPORATIONS

## ICAHN CHARTER SCHOOLS BOARD OF TRUSTEES<sup>1</sup>

### CHAIR

Gail Golden

### TREASURER

Richard Santiago, Non-Voting

### SECRETARY

Yalitza Vasquez, Non-Voting

### TRUSTEES

Seymour Fliegel

Robert Osborne

Karen Mandelbaum

Edward Shanahan

Diane Fellows

### TRUSTEES

Lisa Pagan, Parent Representative for Icahn 1

Gladys Lopez, Parent Representative for Icahn 2

Claudia Gomez, Parent Representative for Icahn 3

Yris Rojas, Parent Representative for Icahn 4

Merym Imoula, Parent Representative for Icahn 5

Shelly Tejeda, Parent Representative for Icahn 6

Anthony Arthur, Parent Representative for Icahn 7

## KEY DESIGN ELEMENTS

Curriculum	+	Parent involvement	+
Remediation	+	Students with disabilities	+
After school program	+	Fiscal stability	+
Targeted assistance	+	Student performance data analysis	+
Extended school day	+	Professional development	+
School culture	+		

1. Source: The Institute's board records at the time of the visit.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

## EXECUTIVE SUMMARY

### FULL-TERM RENEWAL

**Renewal through 2030-31.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the seven Applications for Charter Renewal for:*

- *Icahn Charter School 1;*
- *Icahn Charter School 2;*
- *Icahn Charter School 3;*
- *Icahn Charter School 4;*
- *Icahn Charter School 5;*
- *Icahn Charter School 6; and,*
- *Icahn Charter School 7.*

*If renewed, each education corporation will be granted the authority to continue to operate each charter through 2030-31 with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).<sup>2</sup>*

### EXECUTIVE SUMMARY

The Icahn Schools maintained a record of exemplary academic performance throughout the charter term. Each school demonstrated steady achievement and growth, despite the disruptions of the COVID-19 pandemic. Every school replicates the instructional model established at Icahn 1 in 2001, and experienced leaders at both the school and SST level have continued to refine programming over the charter term. To support attainment of the mission and vision, the Icahn Schools’ current leadership team established the “four pillars of transformative education,” which include student-centered learning; a holistic approach to teaching and learning; transformational instructional practices through innovation and creativity; and, strategic partnerships with families and the community. A mission-aligned team of teachers and leaders ensure each school consistently delivers the Icahn Schools’ rigorous academic program rooted in both the surrounding community and the Core Knowledge curricular framework. The Icahn Schools’ internal development systems and leadership pipelines facilitate a depth of institutional knowledge, which contributes to the cohesive culture of high expectations and targeted support evident throughout the schools. Board membership has also been consistent throughout the Icahn Schools’ history, with multiple founding members still serving on the schools’ boards. The boards’ leaders hope to bring on new members in the next charter term to provide fresh perspectives and ensure sustainable governance in the next charter term.

2. *SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).*

## EXECUTIVE SUMMARY

While superlative academic programming is foundational to the organization’s model, the schools also leverage partnerships to provide a supportive, student-centered experience. During the charter term, the Icahn Schools worked with the Morningside Center to deliver social emotional instruction, restorative community practices, and advisory programming. Students are further empowered to engage with their community through Junior Mock Trial, NYC Junior Ambassadors, and the Harmony Program for music exploration. The schools demonstrate a commitment to student achievement, community connection, and sustainable operations in which leaders consistently evaluate the program and identify areas for growth. The Icahn Schools are effectively positioned to provide high quality educational outcomes for students and families in a future charter term.

### FINDINGS & INFORMATION

#### ***Are the education corporations an academic success?***

The Icahn Schools are an academic success having met their Accountability Plan goals in mathematics and English language arts (“ELA”) throughout the charter term. In addition to their foundational Core Knowledge program, the schools introduced new, evidence-based ELA curricula to address literacy deficits, and teachers implement the programs with precision and fidelity. Leaders train all staff members, including special education, English language learner (“ELL”), and targeted assistance teachers in the curricular programs to provide seamless, continuous reinforcement of key vocabulary, strategies, and skills aligned to state standards. Six out of the seven Icahn schools have been recognized with National Blue Ribbon Awards for their sustained high performance and demonstrated ability to close achievement gaps between student groups. The schools implement targeted small group intervention during the school day as well as after school tutoring and Saturday school sessions to ensure teachers can support students with disabilities, ELLs, and students at-risk of academic failure to meet grade level standards. The effectiveness of Icahn Schools’ at-risk programming is evidenced by high absolute and comparative achievement of students with disabilities on the New York State exams. The schools demonstrate success in the following ways:

- In ELA, all seven schools posted proficiency rates for all tested students that far exceeded that of each school’s district of location in each of the years from 2021-22 through 2024-25. In 2024-25, the schools’ ELA proficiency rates for all tested students exceeded the district rates by margins ranging from 30 to 60 percentage points.
- In mathematics, all seven schools posted proficiency rates for all tested students that far exceeded that of each school’s district of location in each of the years from 2021-22 through 2024-25. In 2024-25, the school mathematics proficiency rates for all tested students exceeded the district rates by margins ranging from 31 to 59 percentage points.
- In each year of the charter term, students with disabilities at all seven schools outperformed the local district results for students with disabilities in ELA and mathematics by large margins.

#### ***Are the education corporations effective, viable organizations?***

The Icahn Schools are effective, viable organizations that have demonstrated high quality leadership and sustained success throughout their history. The individual schools, SST, and board have high levels of talent retention and leaders have intentionally developed internal pipelines to ensure continuity and consistency across Icahn Schools. The board indicates a desire to increase capacity by adding new membership and has sought out training opportunities from the Institute to ensure sustained, effective governance in the future.

## EXECUTIVE SUMMARY

### ***Are the education corporations fiscally sound<sup>3</sup>?***

Icahn Schools are fiscally sound based on the Institute’s review of the renewal documentation. The education corporations have established strong methods of budget creation that consider all departments as well as the fiscal SST in order to develop accurate revenue and expense projections. The finance team meets with the board monthly to present an enrollment report and discuss results. The education corporations maintained strong enrollment throughout the current charter term. The 2024-25 annual financial audits did not present any significant deficiencies or material weaknesses. Icahn Schools maintains a separate bank account with the established amounts for dissolution as required by the charter agreement.

Icahn Schools demonstrated a positive financial performance during the current charter term, with the following net assets and months of cash at each school in the 2024-25 fiscal year:

SCHOOL	NET ASSETS	MONTHS OF CASH
Icahn Charter School 1	\$7.0 Million	2.7
Icahn Charter School 2	\$1.2 Million	3.6
Icahn Charter School 3	\$11.2 Million	4.0
Icahn Charter School 4	\$6.3 Million	3.2
Icahn Charter School 5	\$9.7 Million	8.9
Icahn Charter School 6	\$2.3 Million	5.2
Icahn Charter School 7	\$3.7 Million	8.0

Icahn Schools had facility repairs and maintenance at several of their sites during the current charter term requiring significant investments that led to deficits. The education corporations have maintained adequate teacher to student ratios and adjusted when necessary.

### ***If the SUNY Trustees renew each school, are the education corporations’ plans for each school reasonable, feasible, and achievable?***

The Icahn Schools’ plans are reasonable, feasible, and achievable. The education corporations plan to continue implementing the same effective core academic program under experienced SST and school leadership teams. The boards seek to expand membership to ensure sustainability and continuous improvement of the Icahn Schools. In a future charter term, the board and SST also plan to merge into a single education corporation to increase efficiencies in finance, operations, and organizational oversight.

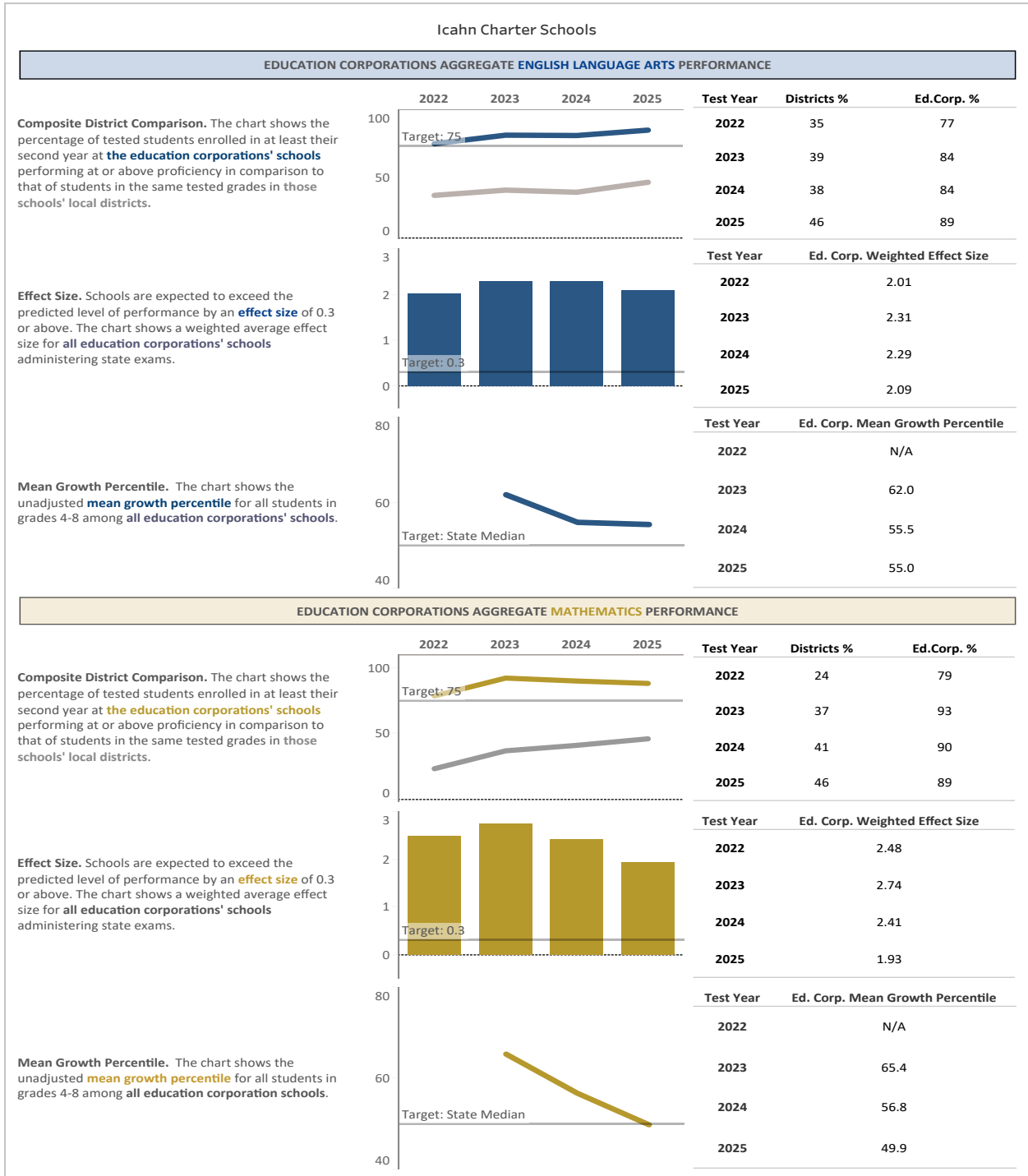
The future budget in the renewal documentation provided contains reasonable revenue and expense projections for the proposed charter term given the history of the education corporations. Icahn Schools currently maintain 10 facilities across the seven schools and plan to continue operating in those facilities during the subsequent charter term, if renewed.

*3. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term. The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section.*



# EDUCATION CORPORATION OVERVIEW

## ICAHN CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS



The composite district comparison is a weighted proficiency rate including all comparison grades from districts in which an Icahn Schools charter is located.



# EDUCATION CORPORATION OVERVIEW

## ICAHN CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

Icahn Charter Schools

**EDUCATION CORPORATIONS AGGREGATE SCIENCE PERFORMANCE**

	2022	2023	2024	2025	Test Year	Districts %	Ed.Corp. %
<p><b>Composite District Comparison.</b> The chart shows the percentage of tested students enrolled in at least their second year at the education corporations performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local districts.</p>					<b>2022</b>	54	90
					<b>2023</b>	26	86
					<b>2024</b>	23	62
					<b>2025</b>	33	71

**AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATIONS\***

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
<b>Tested on State Exam (N)</b>	130	131	127	124	145	144	164	165
<b>Ed. Corp. % Proficient on Exam</b>	47.7	56.5	55.9	79.8	64.1	75.7	68.9	67.9
<b>Composite District % Proficient</b>	11.3	7.7	14.9	16.4	14.4	20.1	20.9	23.3

	2022	2023	2024	2025
<b>Tested on NYSESLAT Exam (N)</b>	87	102	87	89
<b>Ed. Corp. % Making Progress on NYSESLAT</b>	48.3	41.2	43.7	36.0

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year.



# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 1

Bronx CSD 9

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2022	3-8	31	74
	2023	2024	2025	2023	3-8	33	85
	2024	2025	2024	3-8	30	83	
	2025	2025	2025	3-8	38	100	
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2022	3-8	85.0	1.91
	2023	2024	2025	2023	3-8	92.0	2.51
	2024	2025	2024	3-8	92.6	2.29	
	2025	2025	2025	3-8	87.6	2.91	
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2022	School Mean Growth		
	2023	2024	2025	2023	N/A		
	2024	2025	2024	2024	62.2		
	2025	2025	2025	2025	52.4		
MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2022	3-8	19	73
	2023	2024	2025	2023	3-8	30	95
	2024	2025	2024	3-8	35	96	
	2025	2025	2025	3-8	39	100	
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2022	3-8	85.0	2.41
	2023	2024	2025	2023	3-8	92.0	2.82
	2024	2025	2024	3-8	92.6	2.57	
	2025	2025	2025	3-8	87.6	2.84	
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2022	School Mean Growth		
	2023	2024	2025	2023	N/A		
	2024	2025	2024	2024	68.0		
	2025	2025	2025	2025	56.5		



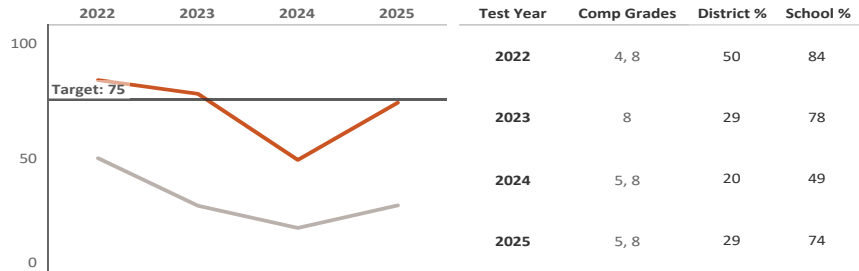
# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 1

Bronx CSD 9

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	4, 8	50	84
2023	8	29	78
2024	5, 8	20	49
2025	5, 8	29	74

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	210	210	219	216	220	220	219	219
School Tested %	99.5	98.6	97.8	96.4	100.0	100.0	98.2	98.2
District Tested %	82.8	84.6	84.6	87.7	85.0	88.2	85.4	88.5

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	15	15	14	14	18	18	23	23
School % Proficient on Exam	46.7	53.3	57.1	92.9	66.7	100.0	95.7	95.7
District % Proficient	11.7	7.0	14.2	14.9	13.4	18.9	19.0	21.9

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	21	16	13	N/A**
School % Making Progress	42.9	75.0	7.7	N/A**

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".  
\*\*Due to an error in data reporting, tested results for the 2024-25 NYSESLAT are unavailable.



# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 2

Bronx CSD 11

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL									
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %	
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in ELA compared to the district.</p>					2022	3-8	37	82	
					2023	3-8	42	85	
					2024	3-8	41	89	
					2025	3-8	49	94	
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size	
					2022	3-8	59.5	1.93	
					2023	3-8	54.2	2.01	
					2024	3-8	68.1	2.38	
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth			
					2022	N/A			
					2023	64.3			
					2024	59.3			
				2025	60.6				
MATHEMATICS ACCOUNTABILITY PLAN GOAL									
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %	
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in mathematics compared to the district.</p>					2022	3-8	26	86	
					2023	3-8	40	94	
					2024	3-8	44	94	
					2025	3-8	50	90	
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size	
					2022	3-8	59.5	2.47	
					2023	3-8	54.1	2.72	
					2024	3-8	68.0	2.49	
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth			
					2022	N/A			
					2023	67.6			
					2024	58.4			
				2025	52.8				



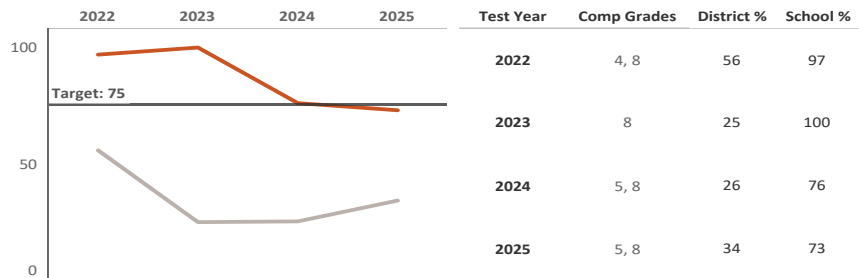
# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 2

Bronx CSD 11

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	4, 8	56	97
2023	8	25	100
2024	5, 8	26	76
2025	5, 8	34	73

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	204	203	208	209	215	217	218	218
School Tested %	99.0	98.5	97.7	98.1	98.2	99.1	99.1	99.1
District Tested %	85.6	85.0	85.5	86.7	82.5	84.4	80.7	81.9

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	17	17	18	18	21	21	21	21
School % Proficient on Exam	58.8	70.6	77.8	94.4	71.4	85.7	76.2	81.0
District % Proficient	11.2	8.2	15.3	17.4	15.0	20.8	22.3	24.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	14	23	18	14
School % Making Progress	14.3	43.5	77.8	35.7

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 3

Bronx CSD 11

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	2022	3-8	37	86
					2023	3-8	42	85
					2024	3-8	41	83
					2025	3-8	49	88
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-8	75.0	2.62
					2023	3-8	69.1	2.21
					2024	3-8	70.1	2.05
					2025	3-8	71.7	1.94
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	N/A		
					2024	54.2		
					2025	53.5		

MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p><b>District Comparison.</b> The percentage of tested students enrolled in at least their second year at <b>the school</b> performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	2022	3-8	26	80
					2023	3-8	40	90
					2024	3-8	44	86
					2025	3-8	50	88
<p><b>Effect Size.</b> The chart shows school's <b>effect size</b> compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-8	75.0	2.65
					2023	3-8	69.2	2.22
					2024	3-8	70.2	2.02
					2025	3-8	71.7	1.76
<p><b>Comparative Growth Measure: Mean Growth Percentile.</b> The school's <b>unadjusted mean growth percentile</b> for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	N/A		
					2024	55.2		
					2025	54.7		



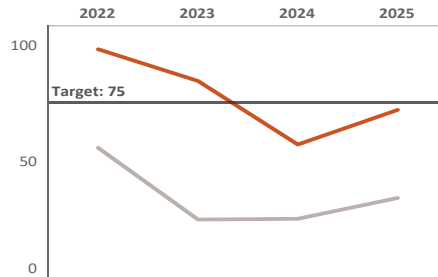
# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 3

Bronx CSD 11

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to the district.



Test Year	Comp Grades	District %	School %
2022	4, 8	56	98
2023	8	25	85
2024	5, 8	26	57
2025	5, 8	34	72

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	190	188	208	209	217	216	223	223
School Tested %	100.0	99.5	99.0	99.5	99.1	98.6	99.1	99.1
District Tested %	85.6	85.0	85.5	86.7	82.5	84.4	80.7	81.9

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	10	9	10	10	16	15	17	16
School % Proficient on Exam	40.0	33.3	30.0	40.0	37.5	33.3	64.7	56.3
District % Proficient	11.2	8.2	15.3	17.4	15.0	20.8	22.3	24.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	9	5	8	7
School % Making Progress	100.0	s	25.0	57.1

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

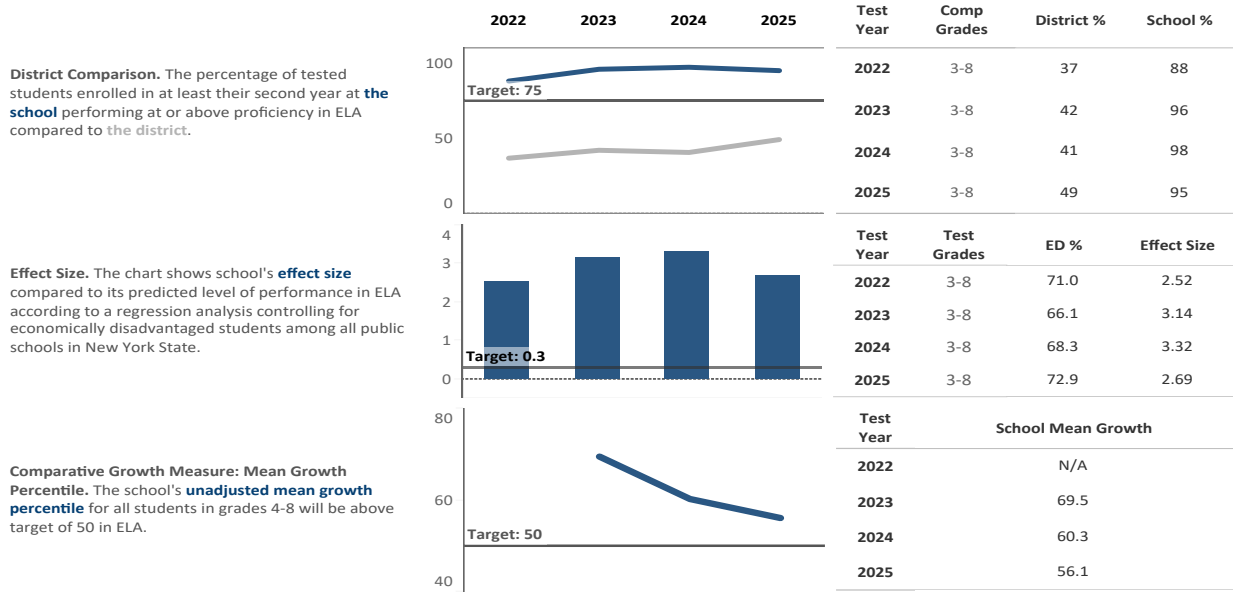


# ACADEMIC PERFORMANCE

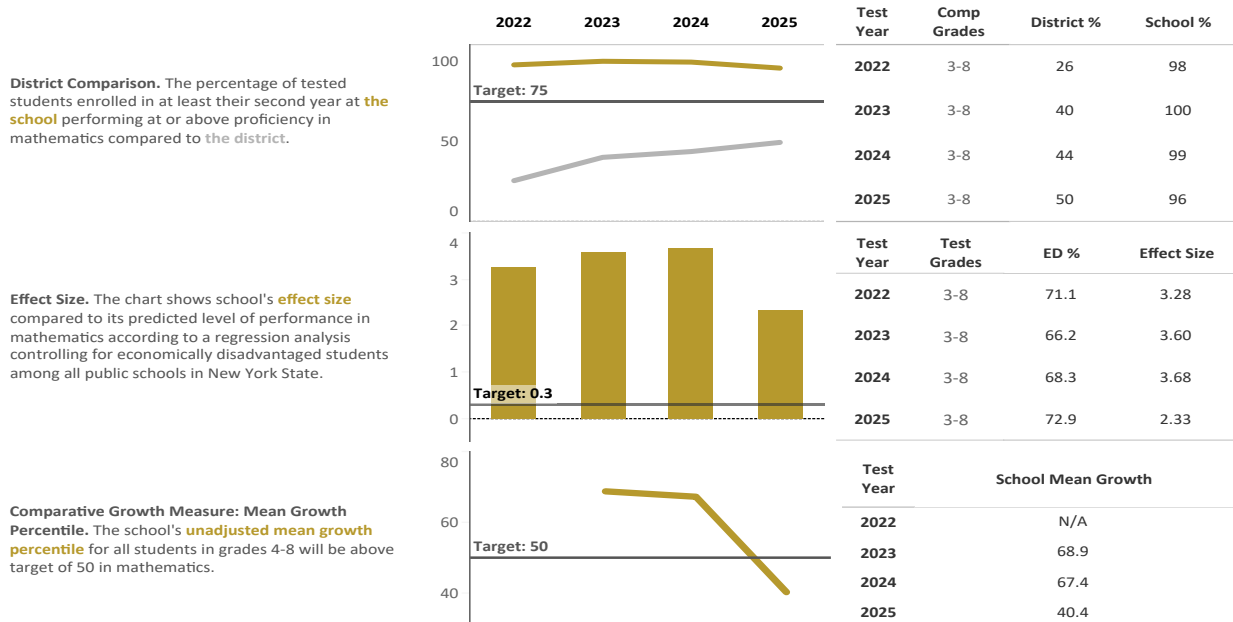
## ICAHN CHARTER SCHOOL 4

Bronx CSD 11

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL





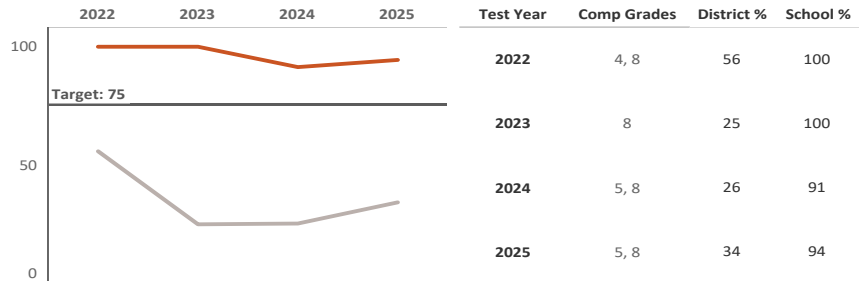
# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 4

Bronx CSD 11

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	4, 8	56	100
2023	8	25	100
2024	5, 8	26	91
2025	5, 8	34	94

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	201	202	223	222	226	222	243	245
School Tested %	96.2	95.3	96.5	96.1	96.6	94.9	98.0	98.8
District Tested %	85.6	85.0	85.5	86.7	82.5	84.4	80.7	81.9

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	24	25	19	19	23	22	27	28
School % Proficient on Exam	87.5	96.0	84.2	100.0	95.7	100.0	92.6	96.4
District % Proficient	11.2	8.2	15.3	17.4	15.0	20.8	22.3	24.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	7	2	4	4
School % Making Progress	100.0	s	s	s

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

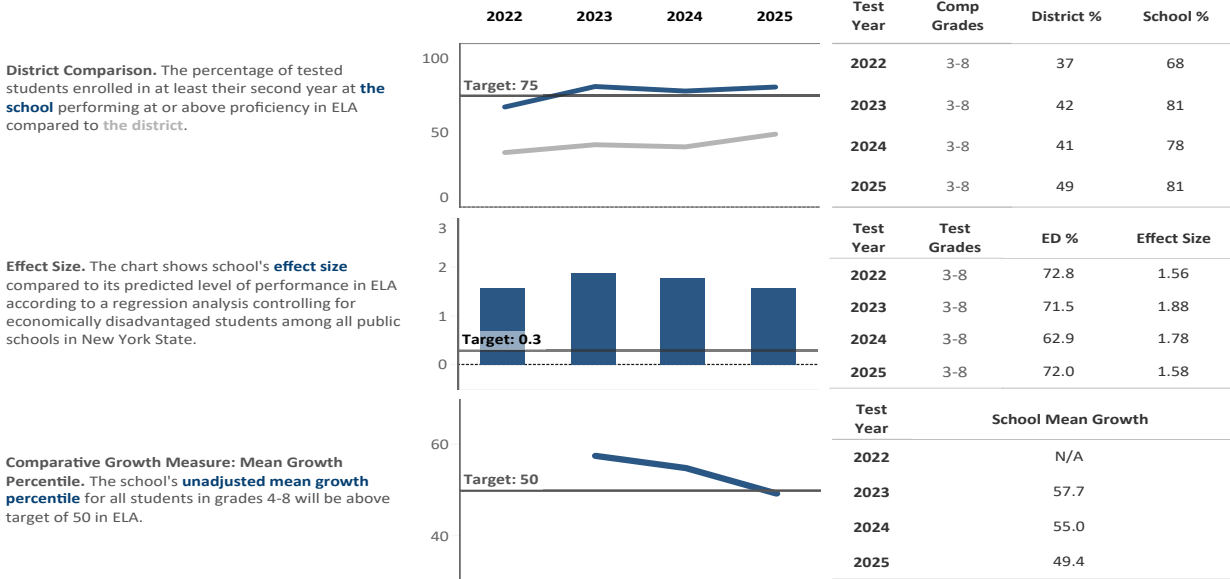


# ACADEMIC PERFORMANCE

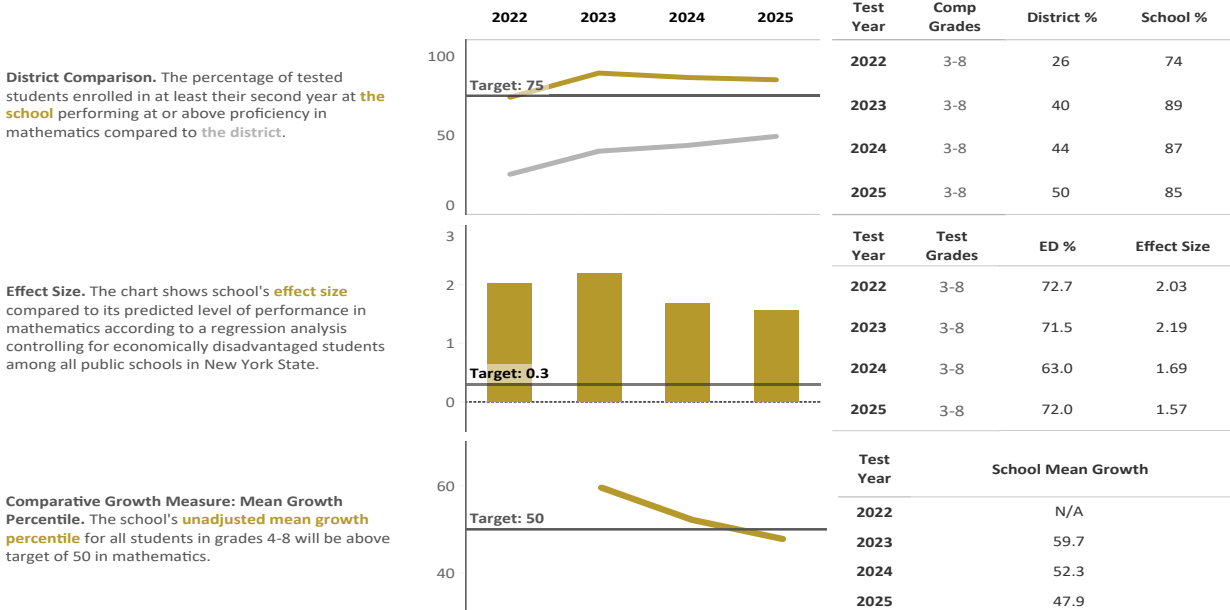
## ICAHN CHARTER SCHOOL 5

Bronx CSD 11

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL





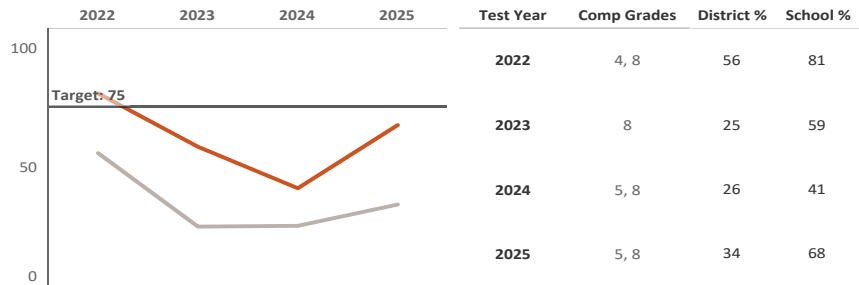
# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 5

Bronx CSD 11

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.



Test Year	Comp Grades	District %	School %
2022	4, 8	56	81
2023	8	25	59
2024	5, 8	26	41
2025	5, 8	34	68

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	203	204	217	217	211	209	216	216
School Tested %	99.0	99.5	99.5	99.5	98.6	97.7	99.1	99.1
District Tested %	85.6	85.0	85.5	86.7	82.5	84.4	80.7	81.9

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	24	24	21	21	20	19	21	21
School % Proficient on Exam	29.2	41.7	38.1	66.7	40.0	52.6	52.4	38.1
District % Proficient	11.2	8.2	15.3	17.4	15.0	20.8	22.3	24.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	3	6	6	6
School % Making Progress	33.3	33.3	66.7	50.0

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

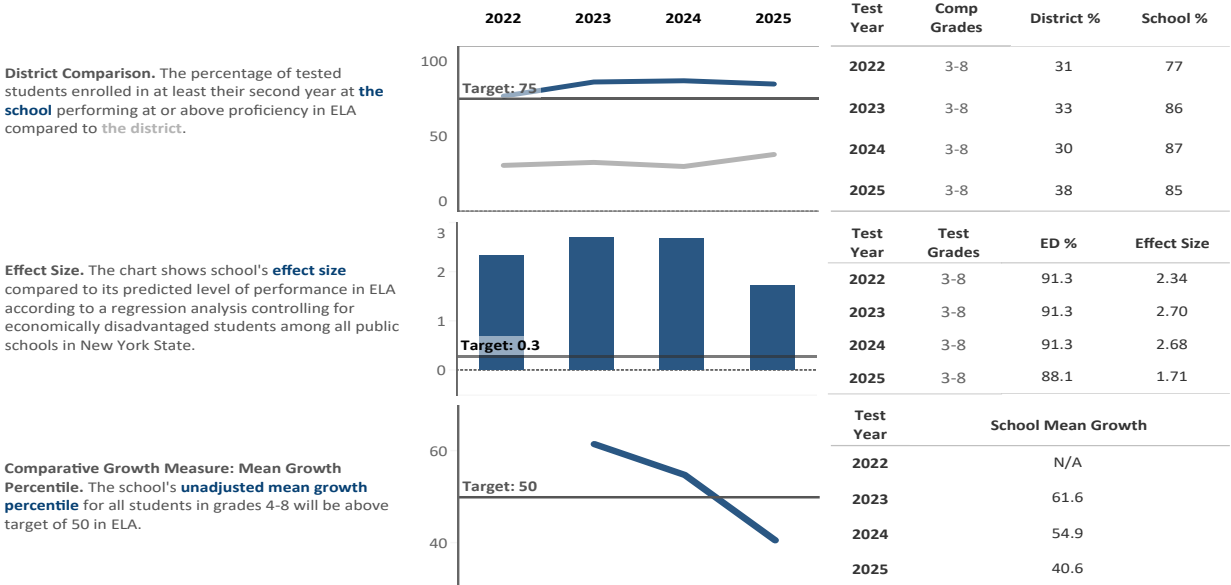


# ACADEMIC PERFORMANCE

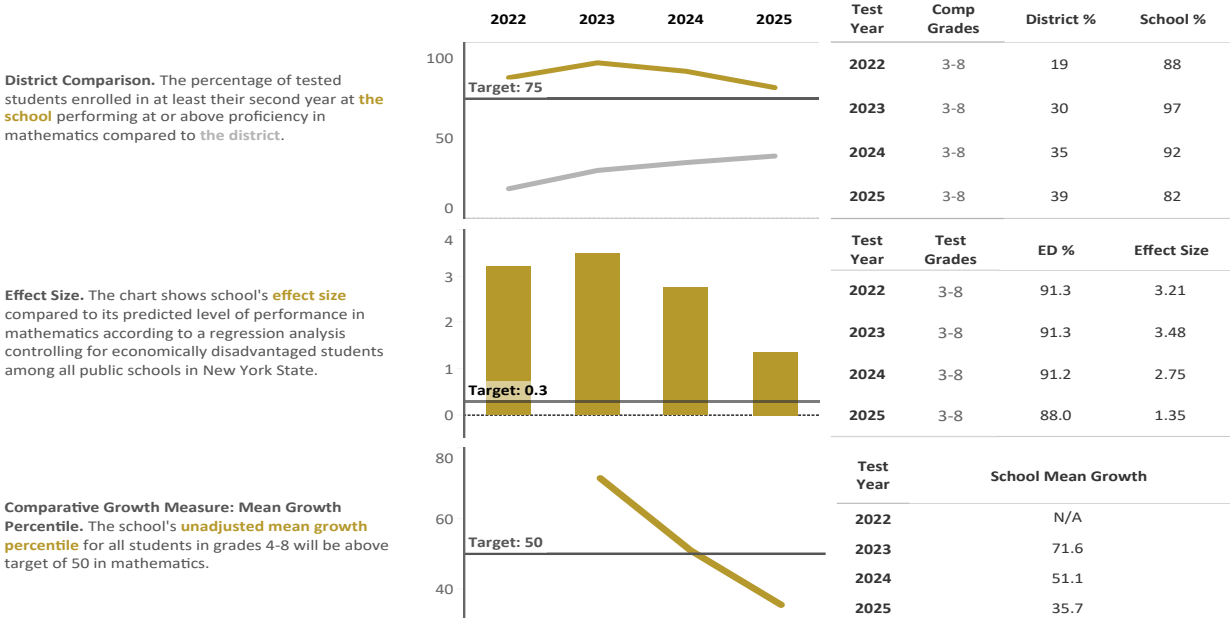
## ICAHN CHARTER SCHOOL 6

Bronx CSD 9

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL





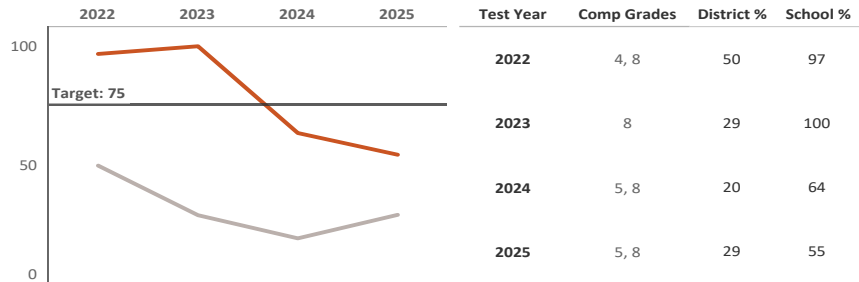
# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 6

Bronx CSD 9

### SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.



Test Year	Comp Grades	District %	School %
2022	4, 8	50	97
2023	8	29	100
2024	5, 8	20	64
2025	5, 8	29	55

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	211	211	216	217	205	208	202	204
School Tested %	97.2	96.8	97.3	97.7	94.9	96.3	96.2	97.1
District Tested %	82.8	84.6	84.6	87.7	85.0	88.2	85.4	88.5

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	17	17	21	20	22	24	33	33
School % Proficient on Exam	23.5	64.7	57.1	85.0	81.8	95.8	63.6	54.5
District % Proficient	11.7	7.0	14.2	14.9	13.4	18.9	19.0	21.9

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	16	25	17	22
School % Making Progress	56.3	32.0	29.4	18.2

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

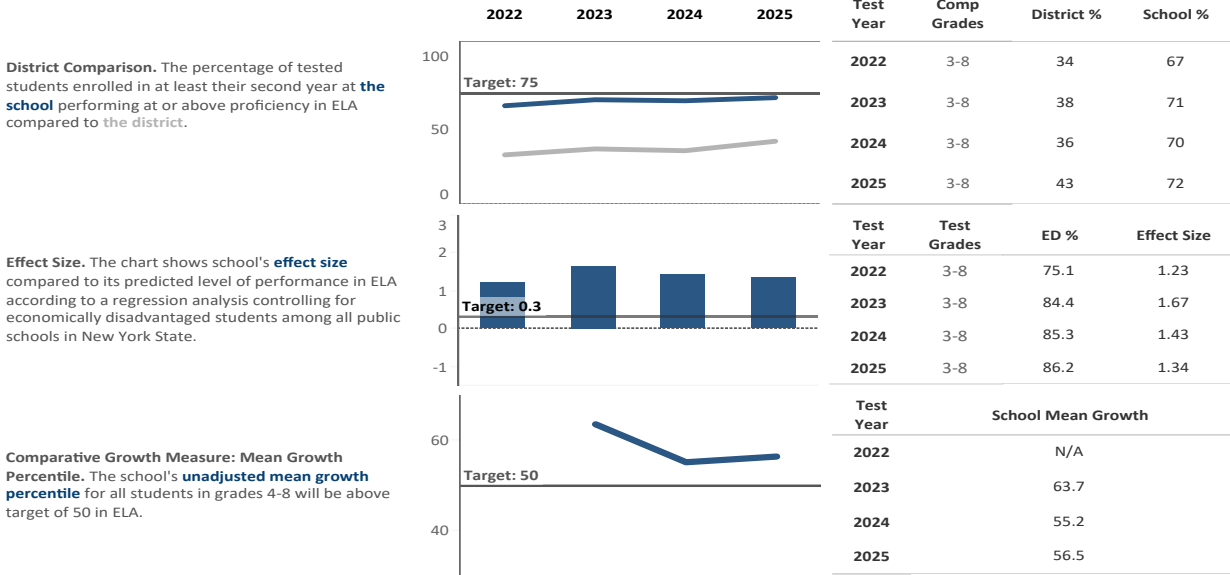


# ACADEMIC PERFORMANCE

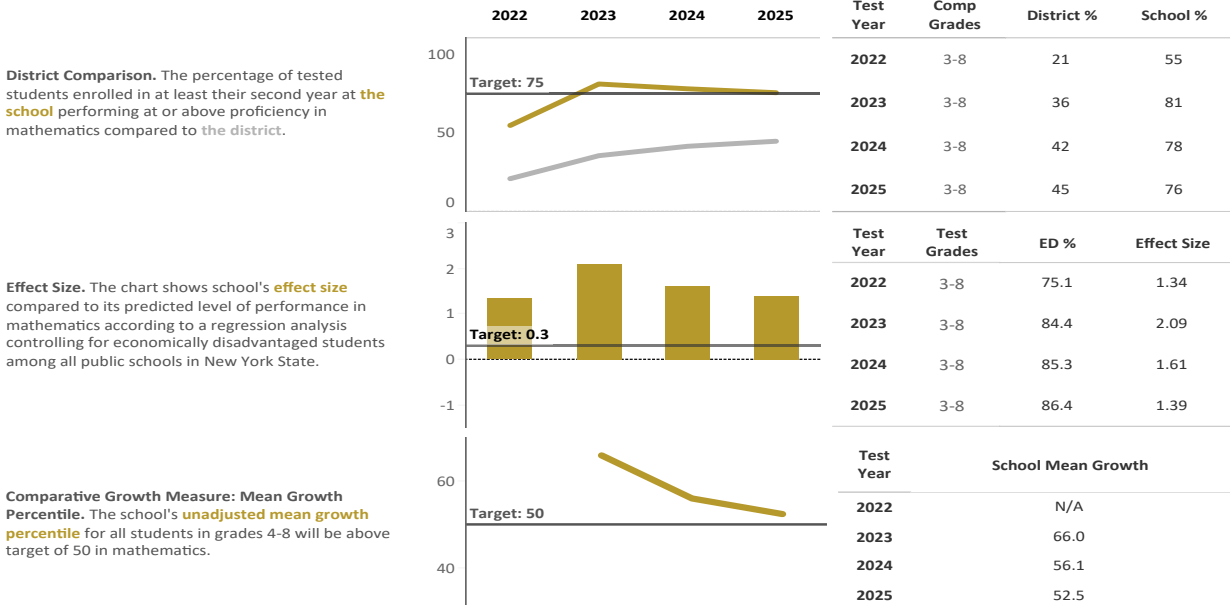
## ICAHN CHARTER SCHOOL 7

Bronx CSD 8

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL



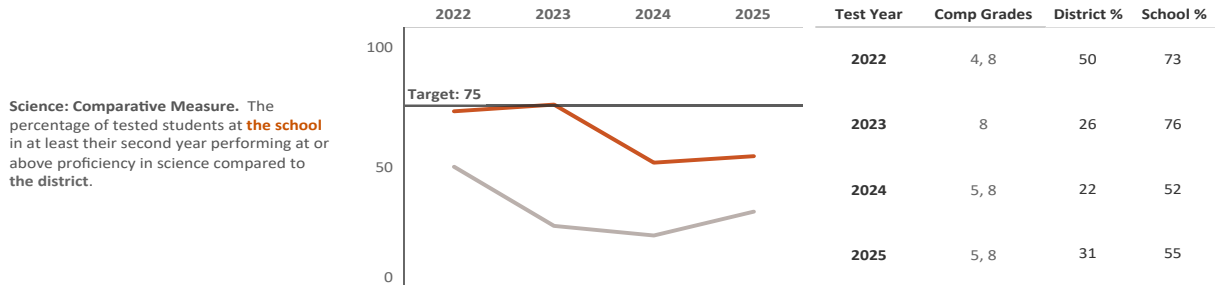


# ACADEMIC PERFORMANCE

## ICAHN CHARTER SCHOOL 7

Bronx CSD 8

### SCIENCE ACCOUNTABILITY PLAN GOAL



**Science: Comparative Measure.** The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

### TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	207	207	218	211	205	207	193	196
School Tested %	99.0	99.5	94.4	91.3	95.3	96.3	92.8	94.2
District Tested %	88.1	87.7	88.2	89.5	86.4	89.4	86.7	88.4

### PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS\*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	23	24	24	22	25	25	22	23
School % Proficient on Exam	39.1	25.0	41.7	68.2	48.0	52.0	31.8	47.8
District % Proficient	10.6	7.1	14.6	15.3	14.3	19.9	18.8	22.9

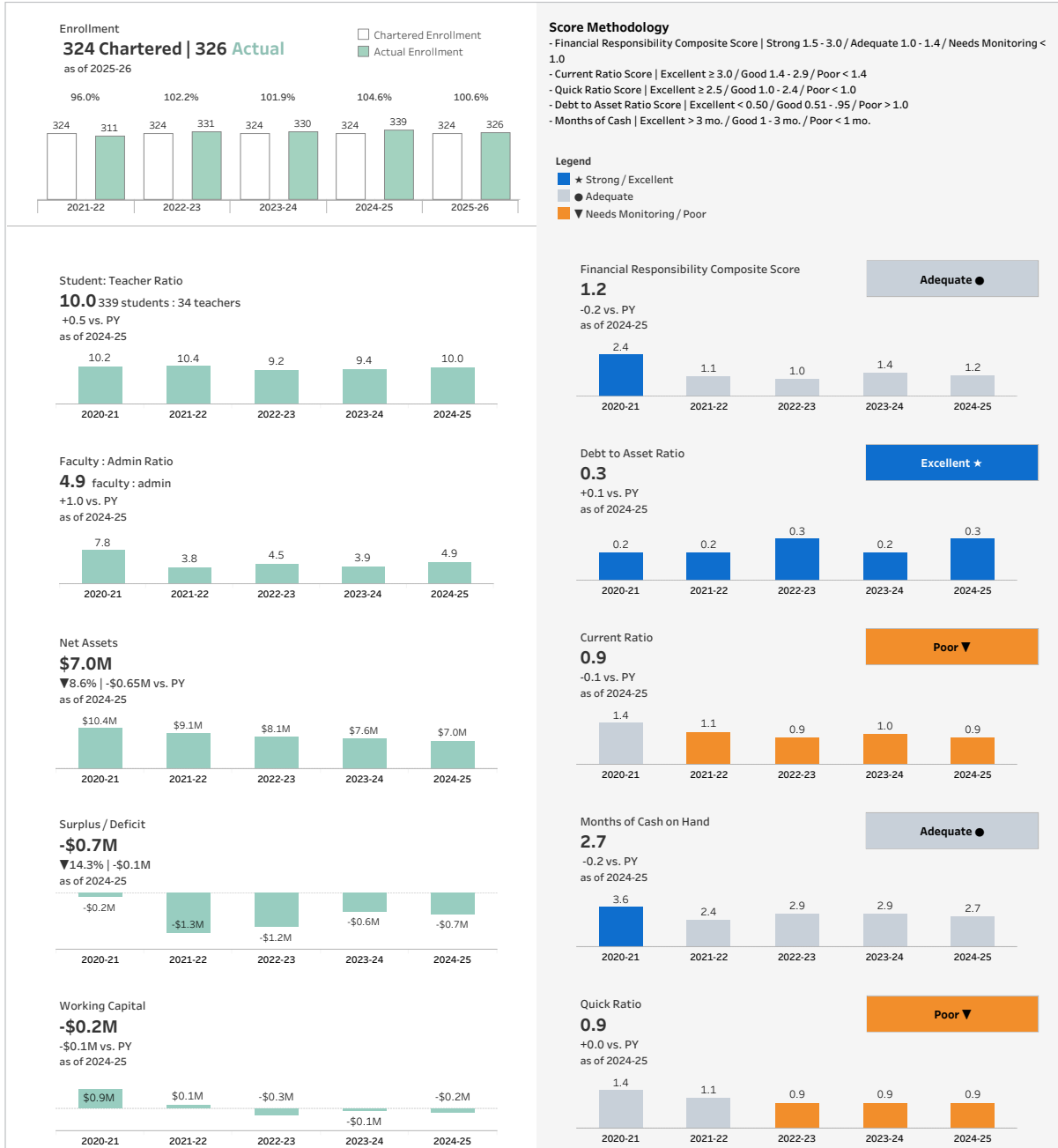
  

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	17	25	21	36
School % Making Progress	29.4	28.0	47.6	44.4

\*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

# FISCAL DASHBOARD

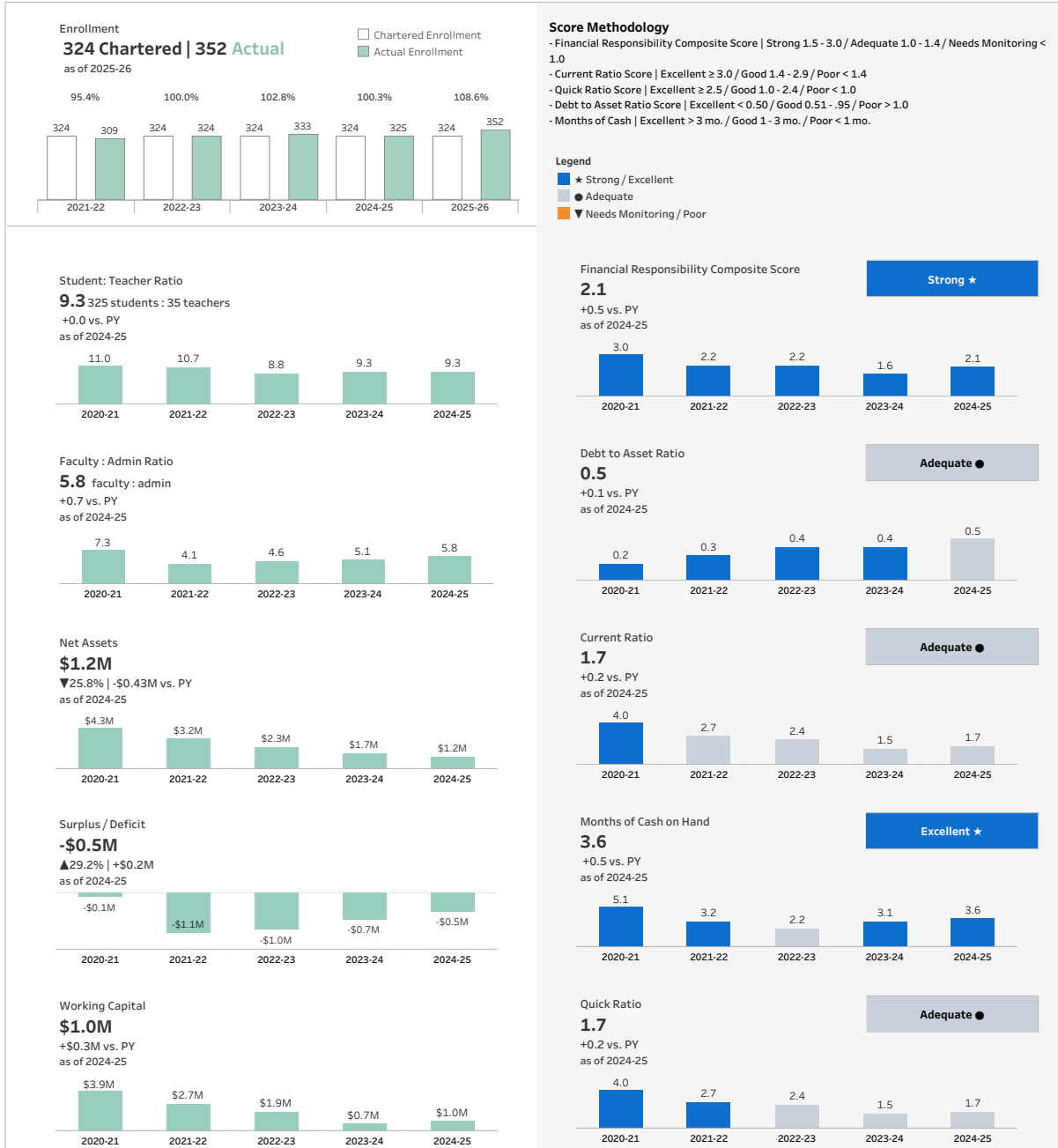
## ICAHN CHARTER SCHOOL 1



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

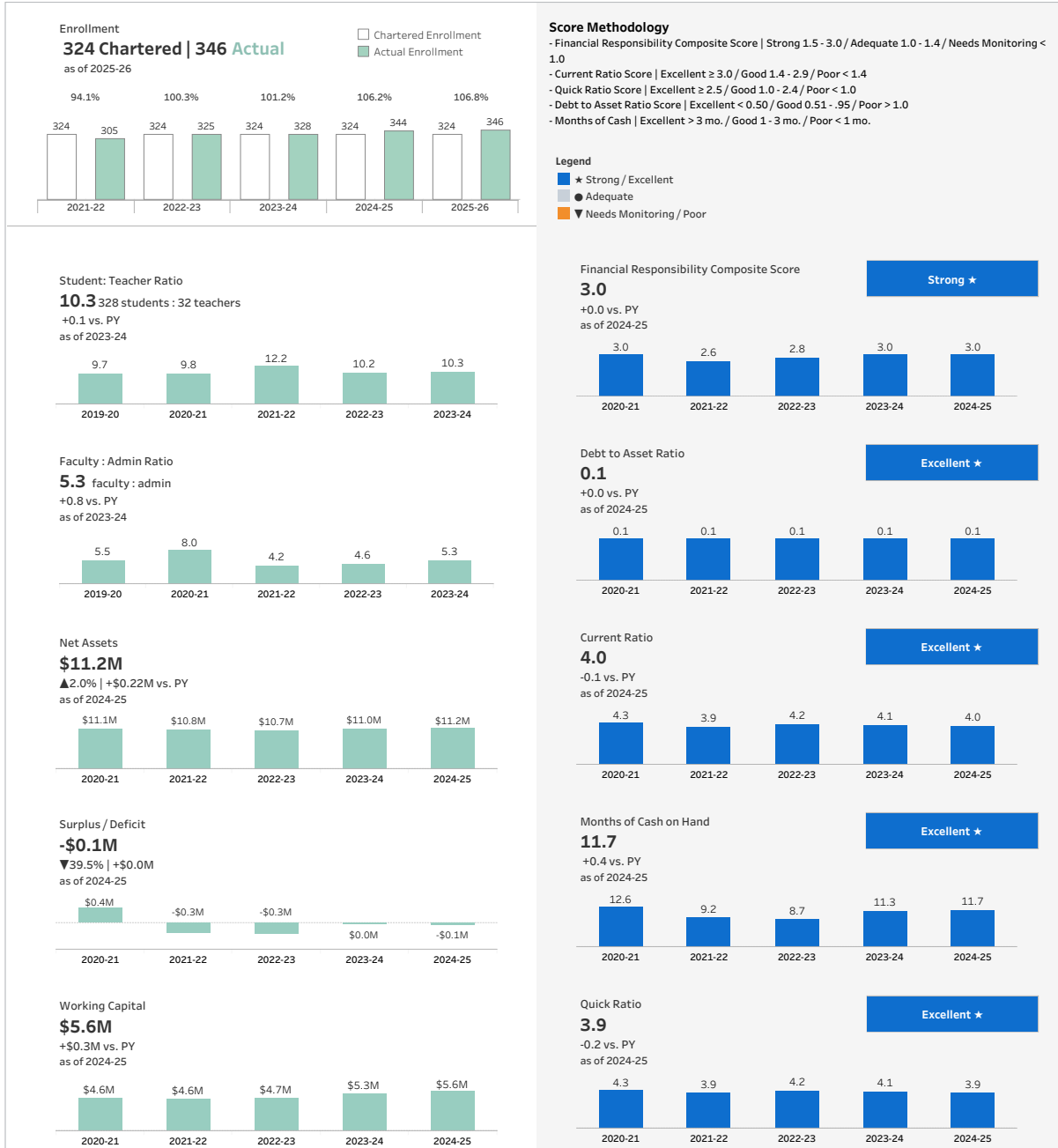
## ICAHN CHARTER SCHOOL 2



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

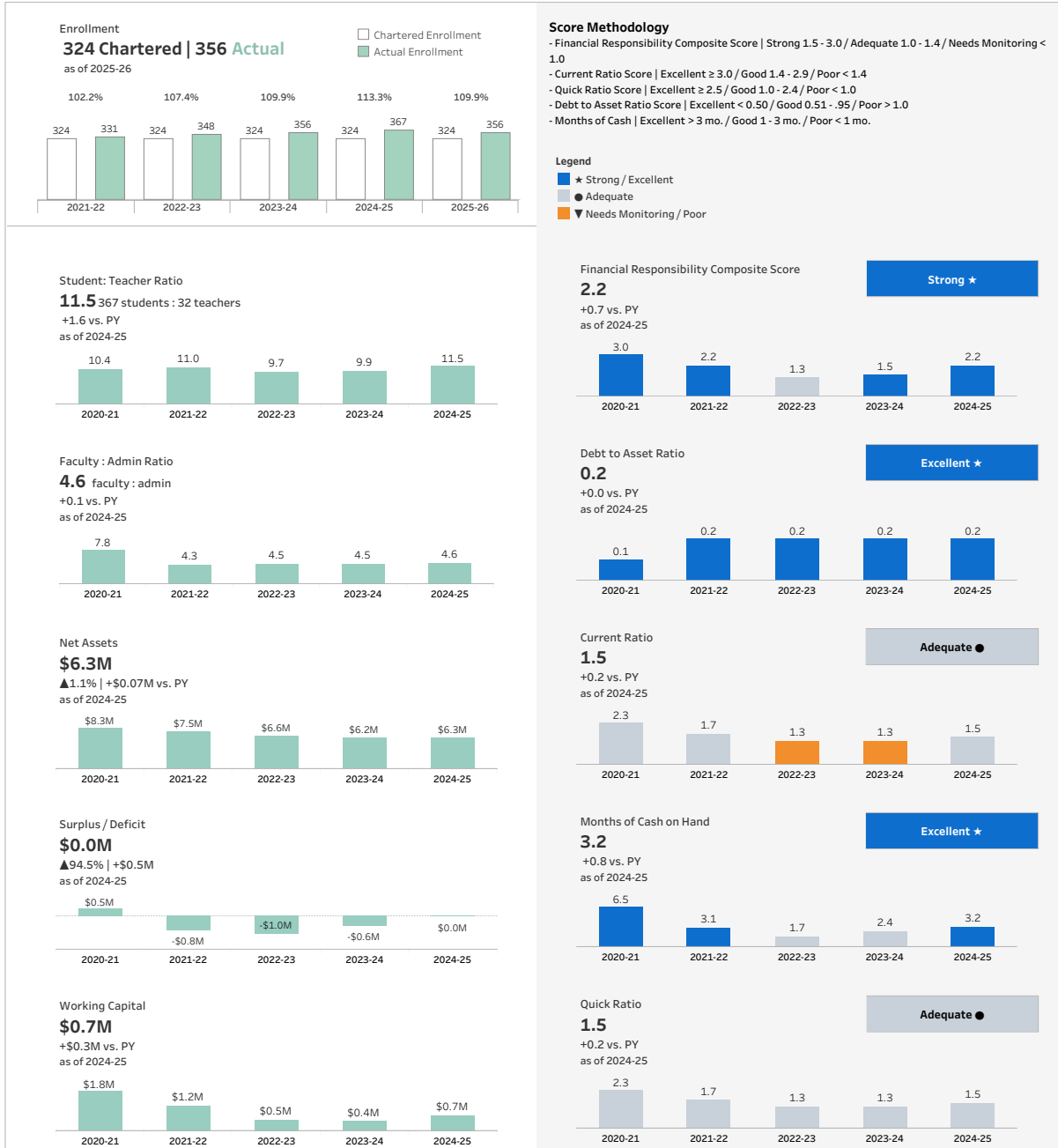
## ICAHN CHARTER SCHOOL 3



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

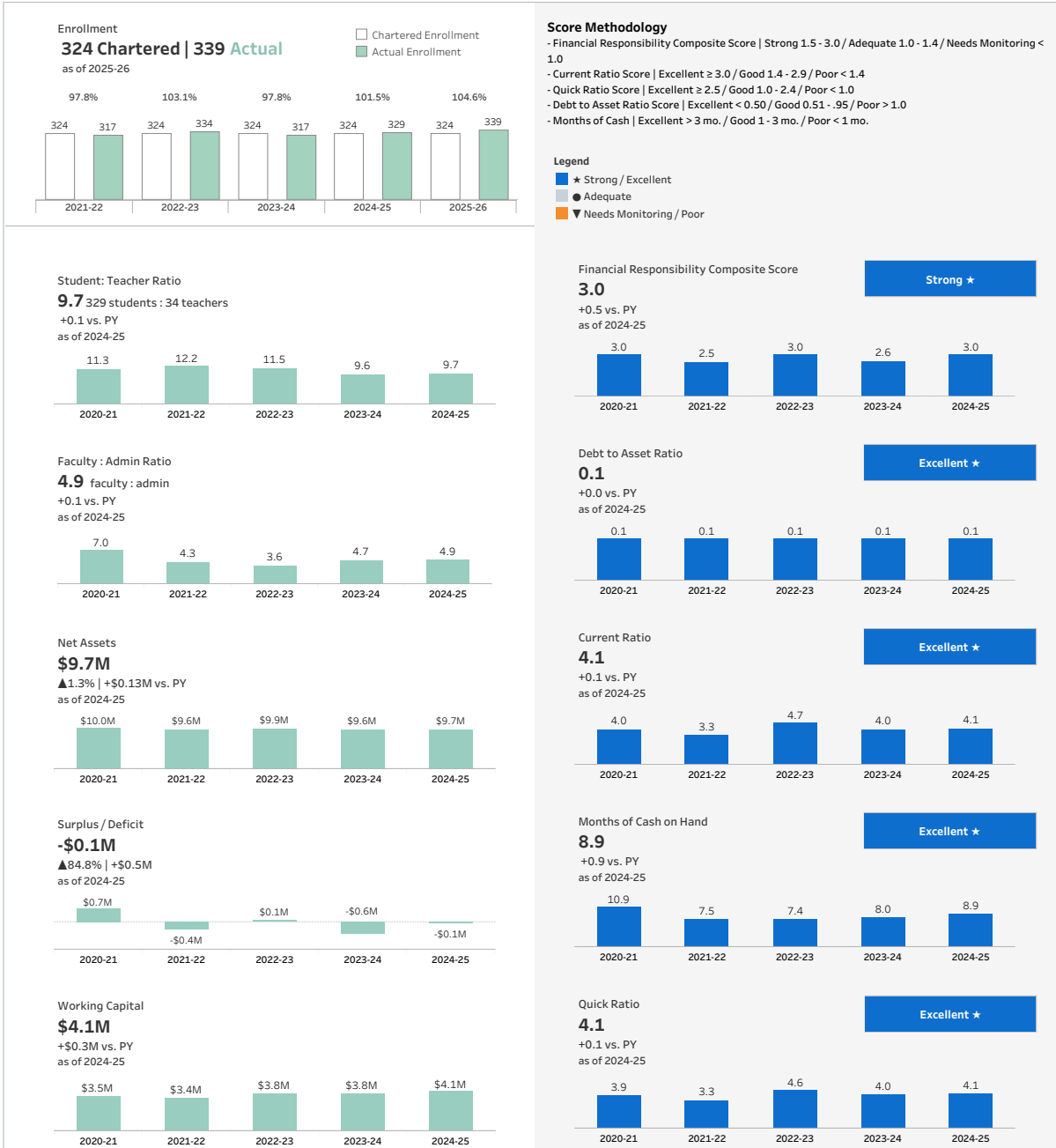
## ICAHN CHARTER SCHOOL 4



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

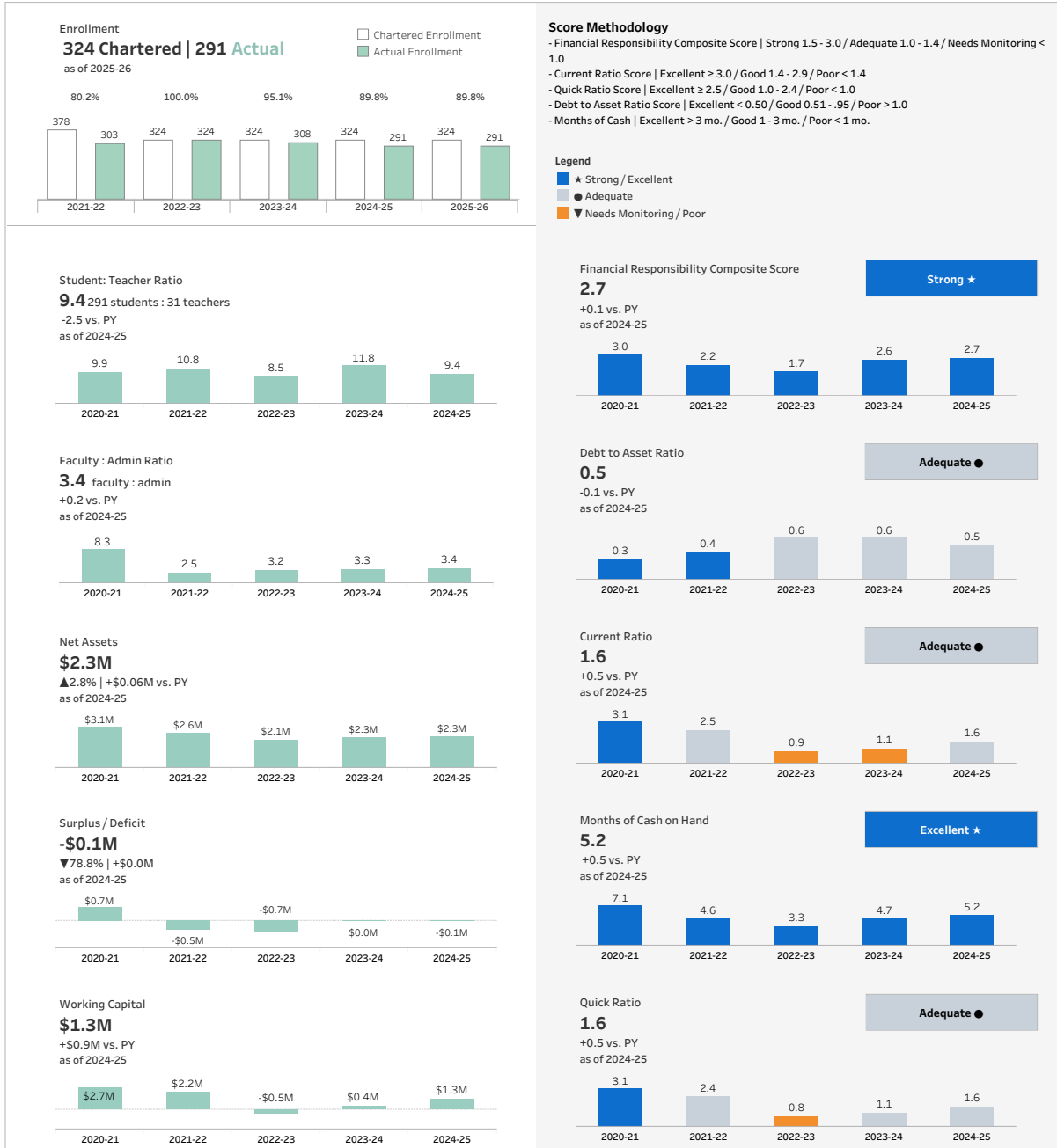
## ICAHN CHARTER SCHOOL 5



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

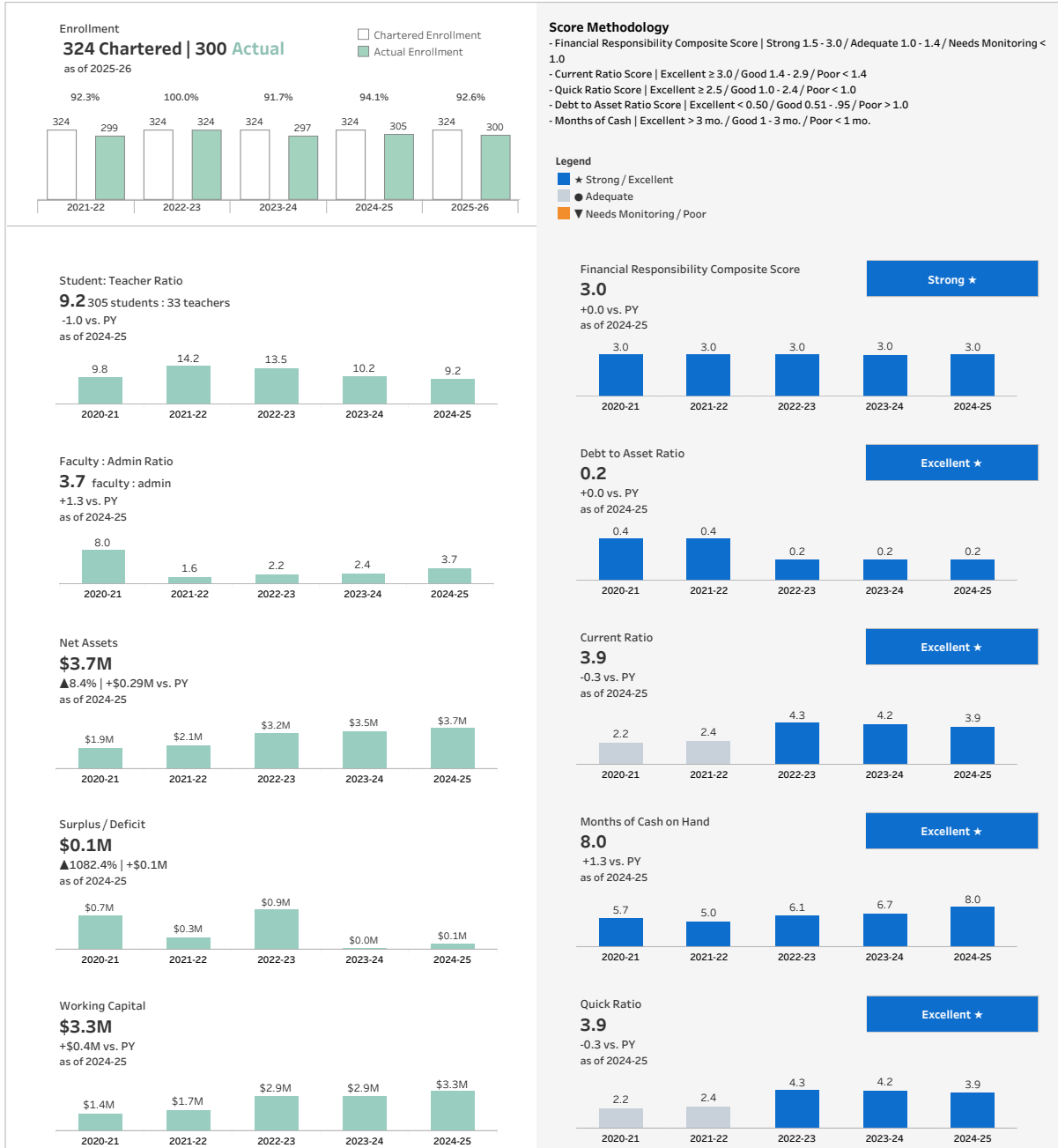
## ICAHN CHARTER SCHOOL 6



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

# FISCAL DASHBOARD

## ICAHN CHARTER SCHOOL 7



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

## COMPLIANCE REPORTING



### HAS EACH SCHOOL DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporations substantially comply with applicable laws, rules and regulations, and provisions of their charters. During the current charter term, the education corporations demonstrate a clear record of compliance with the terms of their charters including the timely submission of required reporting to the Institute.*

#### ICAHN SCHOOLS

##### **Board Meetings**

The boards of trustees previously held meetings in which several trustees participated via videoconference without properly noticing their public locations or meeting the requirements for an extraordinary circumstance under the NY Public Officers Law. In addition, the boards must post meeting notices on their websites at least 72 hours before each board meeting, post all meeting materials at least 24 hours before each meeting, post meeting minutes within two weeks of each meeting, and post executive session minutes within one week of each executive session. The Institute is working with the education corporations to ensure compliance prior to the start of the next charter term.

##### **FOIL**

The Freedom of Information Law (“FOIL”) notice and FOIL subject matter list must be posted on the website. The FOIL subject matter list must include a link to the committee on open government’s website and be updated annually, with the date of the most recent update clearly indicated. The Institute will work with the education corporations to ensure compliance prior to the start of the next charter term.

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

The Icahn Schools partner with several higher education institutions to offer reduced-cost graduate programs, certification coursework, and personalized academic advising. In addition, Icahn Schools maintain an internal system to track teacher certification status, ensuring school leaders are notified of upcoming expiration dates, certification progress, and any compliance gaps. Icahn Schools conduct regular audits to verify teachers hold appropriate credentials and address any noncompliance promptly through individualized support.

## COMPLIANCE REPORTING

At Icahn 1, eight out of the 26 teachers are uncertified, which is within the allowable limit under the Act. Out of the eight uncertified teachers, seven meet the additional qualifications under the Act.

At Icahn 2, 11 out of the 30 teachers are uncertified, which is within the allowable limit under the Act. Out of the 11 uncertified teachers, three meet the additional qualifications under the Act.

At Icahn 3, nine out of the 31 teachers are uncertified, which is within the allowable limit under the Act. Out of the nine uncertified teachers, three meet the additional qualifications under the Act.

At Icahn 4, nine out of the 26 teachers are uncertified, which is within the allowable limit under the Act. Out of the nine uncertified teachers, one meets the additional qualifications under the Act.

At Icahn 5, nine out of the 26 teachers are uncertified, which is within the allowable limit under the Act. Out of the nine uncertified teachers, two meet the additional qualifications under the Act.

At Icahn 6, 13 out of the 26 teachers are uncertified, which is within the allowable limit under the Act. Out of the 13 uncertified teachers, three meet the additional qualifications under the Act.

At Icahn 7, 14 out of the 25 teachers are uncertified, which is within the allowable limit under the Act. Out of the 14 uncertified teachers, none meet the additional qualifications under the Act.

### ICAHN CHARTER SCHOOL 7

#### ***Exterior Signage***

At the time of the renewal visit, Icahn 7 did not have exterior signage identifying the school for emergency personnel. The Institute will ensure the appropriate signage is installed prior to the start of the next charter term.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the schools' programs, the Institute used satisfaction survey data, information gathered from parents representing a cross section of students, and data regarding persistence in enrollment.

### ***Parent Survey Data***

The Institute compiled data from the New York City Department of Education's ("NYCDOE's") annual family survey. The NYCDOE conducts an annual survey to gauge satisfaction with schools' programs. In 2024-25, 37% of Icahn Schools' families responded to the survey. Of those respondents, 96% indicated satisfaction with the schools. The Institute recognizes that the low response rate may not be representative of the whole community.

For Icahn 1, 64% of families responded to the survey with a 97% satisfaction rate.

For Icahn 2, 11% of families responded to the survey with a 95% satisfaction rate.

For Icahn 3, 27% of families responded to the survey with a 97% satisfaction rate.

For Icahn 4, 91% of families responded to the survey with a 98% satisfaction rate.

For Icahn 5, 18% of families responded to the survey with a 94% satisfaction rate.

For Icahn 6, 25% of families responded to the survey with a 99% satisfaction rate.

For Icahn 7, 17% of families responded to the survey with a 96% satisfaction rate.

### ***Parent Focus Group***

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with disabilities, and ELLs.

The 14 parents and caretakers in the focus group spoke favorably of the quality of education, communication from the schools, and relationships with school staff members, including teachers, principals, and guidance counselors. Participants described an open-door policy from school administrators, where parents feel comfortable bringing their suggestions directly to school leaders. Families emphasized the holistic, all-inclusive approach that the schools take to learning and culture, with individualized attention and regular communication to parents whose children may need extra instructional support or tutoring to meet the high academic expectations of the schools.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

### **Public Comments**

In accordance with the Act, the Institute notified the district in which each charter is located regarding the Applications for Charter Renewal. The full text of any written comments received from the districts appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearings on the renewal applications for each of the Icahn Schools on December 15, 2025. The deputy superintendent spoke in support of the renewal applications and presented information about the schools. She shared that the Icahn Schools are a mission-driven network that has served the Bronx for nearly 25 years. The schools operate as a cohesive network with aligned systems and shared expectations. She highlighted the clear alignment between mission, instructional framework, and Accountability Plan goals.

Regarding instruction, she shared that the framework is a vertically aligned curriculum designed to ensure equity, rigor, and coherence across the seven schools. In addition, the schools offer intentional small group instruction, tiered intervention, Regents-level coursework, integrated supports for ELLs and students with disabilities, and enrichment programs that incorporate music, art, computer science, chess, and Broadway plays. The deputy superintendent shared that the schools have stable leadership and governance structures and have been able to retain teachers and staff members. She also shared that the schools provide ongoing professional development, as well as coaching and collaboration, among all staff members who interact with students. The deputy superintendent also shared the schools' 2024-25 proficiency rates and highlighted that six of the schools have been nationally recognized for high academic performance. The Icahn Schools representative shared that the schools will continue to deliver high quality public education to Bronx families, if renewed.

### **Persistence in Enrollment**

An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 88% of Icahn Schools students returned from the previous year. Each school's student persistence data from previous years of the charter term is available in the student demographics section of the report.

### **Enrollment and Retention**

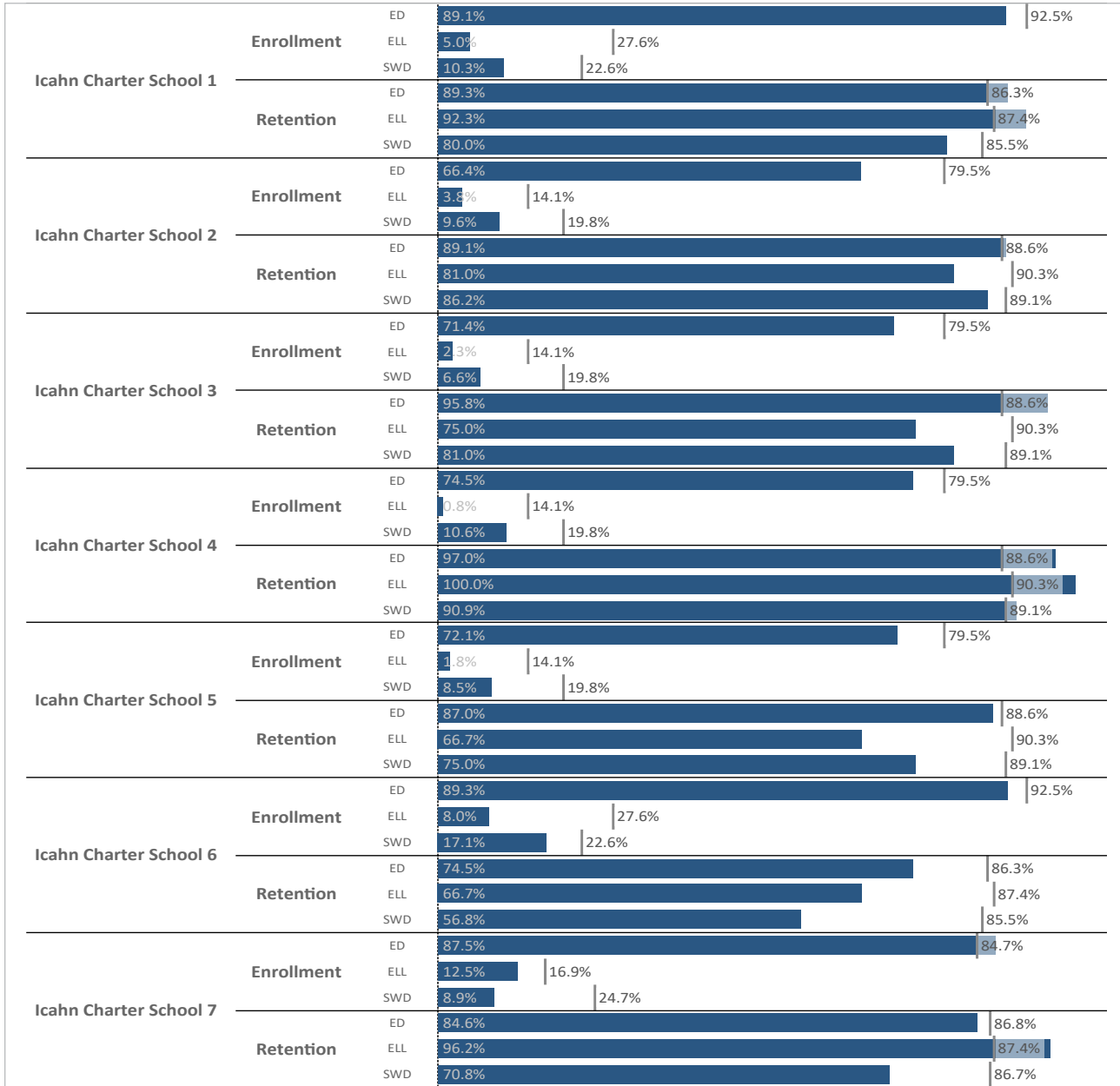
The Icahn Schools make good faith efforts to meet their enrollment and retention targets. Although most of the schools meet or come close to meeting retention targets across subgroups, they do not all meet enrollment targets for economically disadvantaged students, ELLs, and students with disabilities.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*



# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

## ENROLLMENT AND RETENTION TARGETS



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



# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

**Suspensions: The education corporations' out of school suspension rate (OSS %) and in school suspension rate (ISS %).**



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.



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