

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 – 8th

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 12th 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 TRUSTEES¹

CHAIR	TRUSTEES
Gail Golden	Lisa Pagan, Parent Representative for Icahn 1
TREASURER	Gladys Lopez, Parent Representative for Icahn 2
Richard Santiago, Non-Voting	Claudia Gomez, Parent Representative for Icahn 3
SECRETARY	Yris Rojas, Parent Representative for Icahn 4
Yalitza Vasquez, Non-Voting	Merym Imoula, Parent Representative for Icahn 5
TRUSTEES	Shelly Tejeda, Parent Representative for Icahn 6
Seymour Fliegel	Anthony Arthur, Parent Representative for Icahn 7
Robert Osborne	
Karen Mandelbaum	
Edward Shanahan	
Diane Fellows	

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”).²

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 sound³?

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.

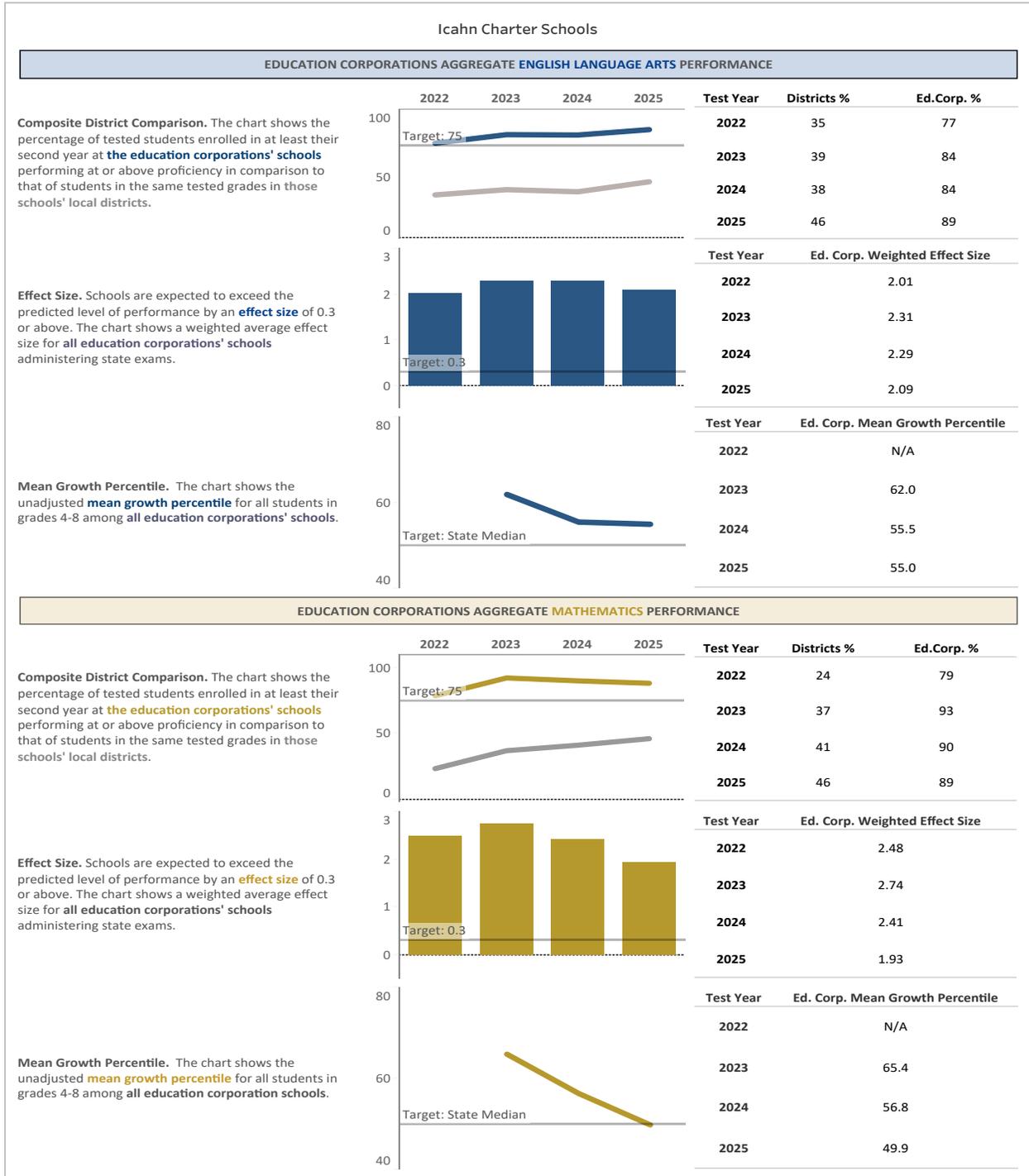
The future budget in the renewal documentation provided contains reasonable revenue and expense projections for the proposed charter term given the history of the education corporations. Icahn Schools currently maintain 10 facilities across the seven schools and plan to continue operating in those facilities 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>Composite District Comparison. 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>					2022	54	90
					2023	26	86
					2024	23	62
					2025	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
Tested on State Exam (N)	130	131	127	124	145	144	164	165
Ed. Corp. % Proficient on Exam	47.7	56.5	55.9	79.8	64.1	75.7	68.9	67.9
Composite District % Proficient	11.3	7.7	14.9	16.4	14.4	20.1	20.9	23.3

	2022	2023	2024	2025	
	2022	87	102	87	89
	2022	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>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	2022	3-8	31	74
					2023	3-8	33	85
					2024	3-8	30	83
					2025	3-8	38	100
<p>Effect Size. The chart shows school's effect size 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	85.0	1.91
					2023	3-8	92.0	2.51
					2024	3-8	92.6	2.29
					2025	3-8	87.6	2.91
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile 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	62.2		
					2025	52.4		
MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	2022	3-8	19	73
					2023	3-8	30	95
					2024	3-8	35	96
					2025	3-8	39	100
<p>Effect Size. The chart shows school's effect size 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	85.0	2.41
					2023	3-8	92.0	2.82
					2024	3-8	92.6	2.57
					2025	3-8	87.6	2.84
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile 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	68.0		
					2025	56.5		



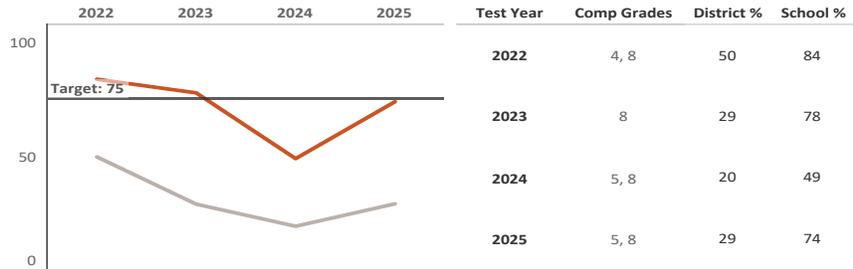
ACADEMIC PERFORMANCE

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>District Comparison. The percentage of tested students enrolled in at least their second year at the school 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>Effect Size. The chart shows school's effect size 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>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile 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>District Comparison. The percentage of tested students enrolled in at least their second year at the school 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>Effect Size. The chart shows school's effect size 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>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile 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			

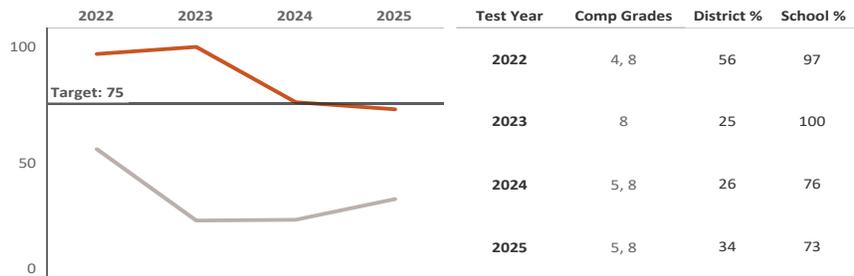
ACADEMIC PERFORMANCE

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>District Comparison. The percentage of tested students enrolled in at least their second year at the school 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>Effect Size. The chart shows school's effect size 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>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile 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>District Comparison. The percentage of tested students enrolled in at least their second year at the school 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>Effect Size. The chart shows school's effect size 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>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile 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		



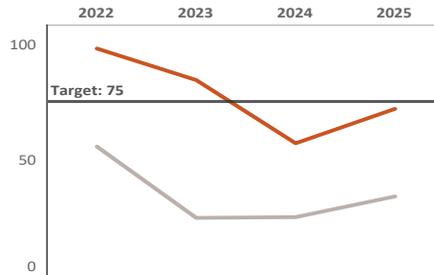
ACADEMIC PERFORMANCE

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".

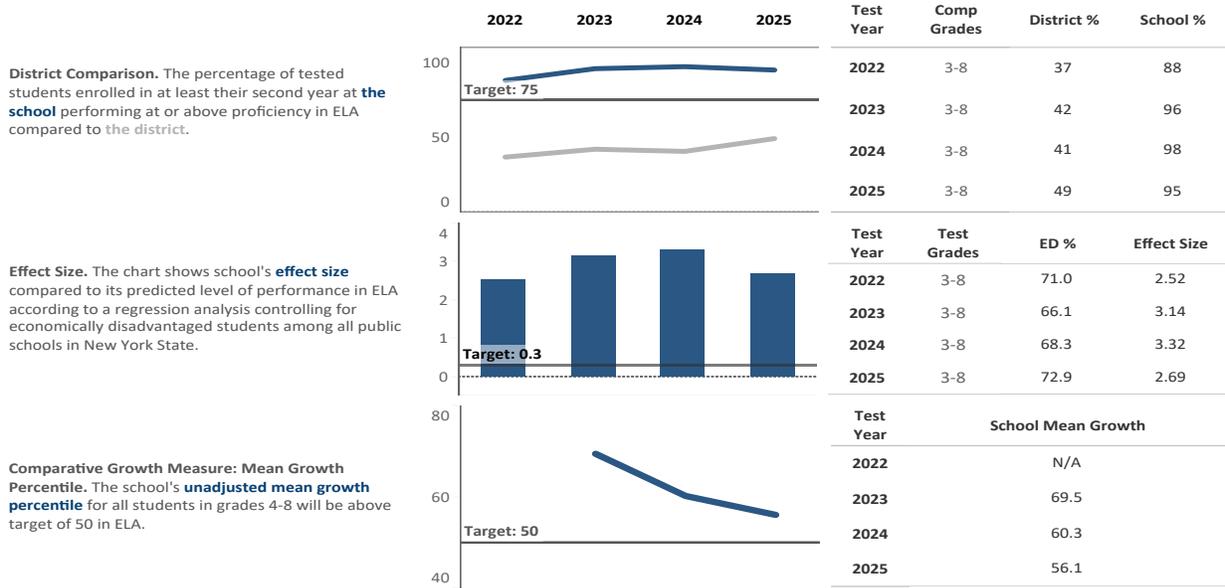


ACADEMIC PERFORMANCE

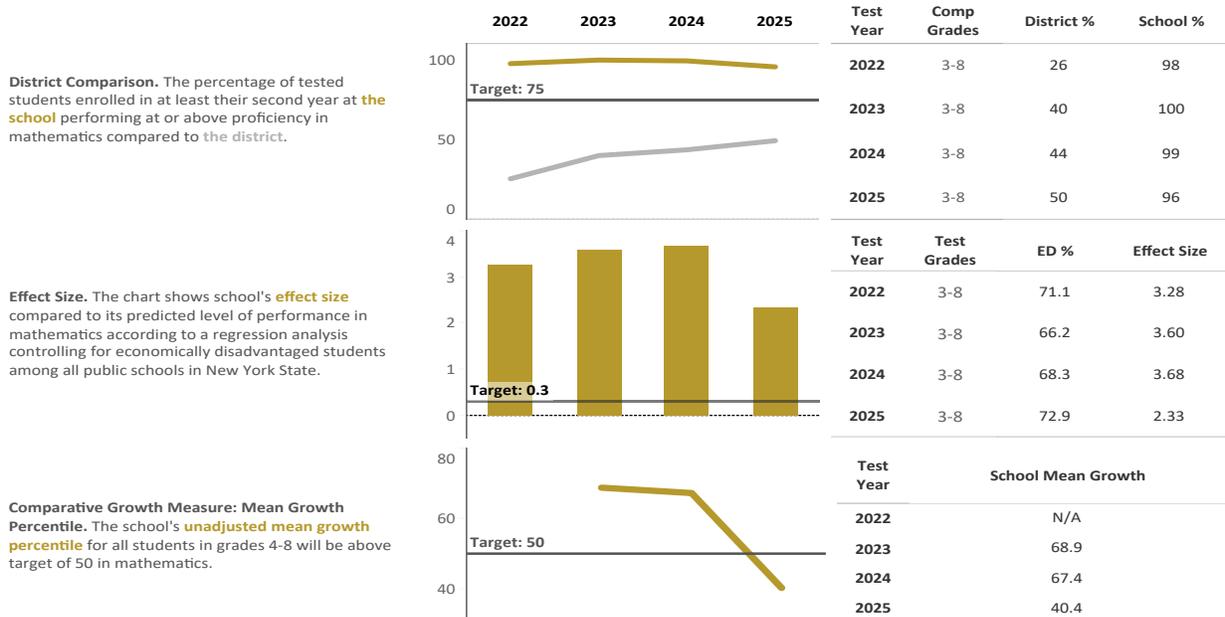
ICAHN CHARTER SCHOOL 4

Bronx CSD 11

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL





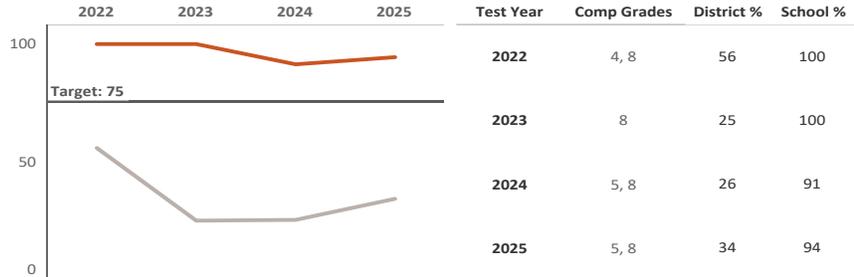
ACADEMIC PERFORMANCE

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".

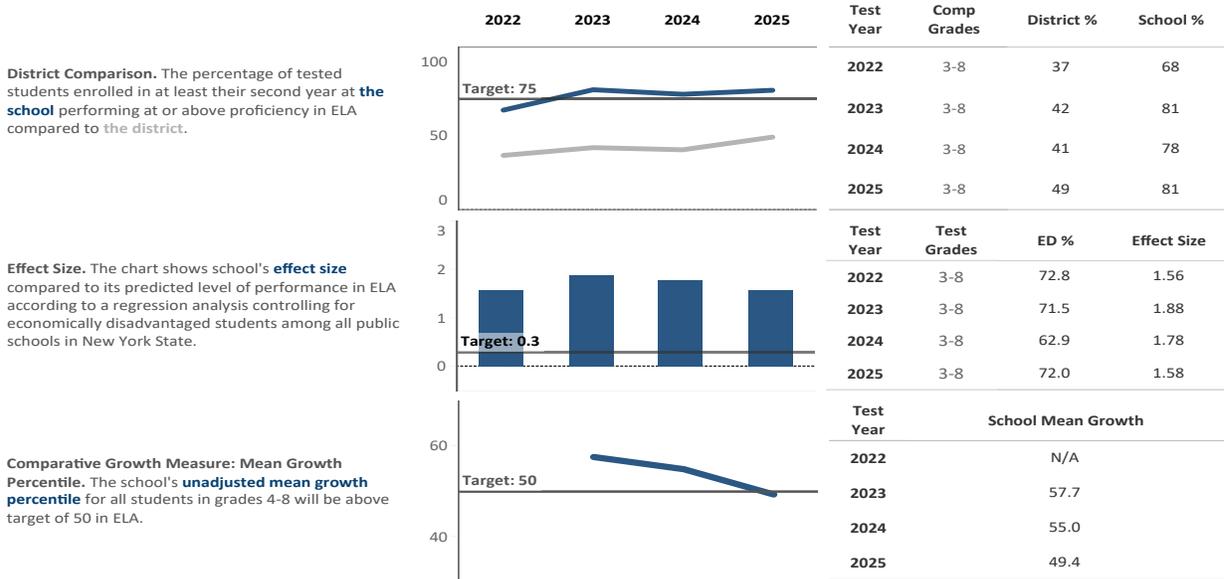


ACADEMIC PERFORMANCE

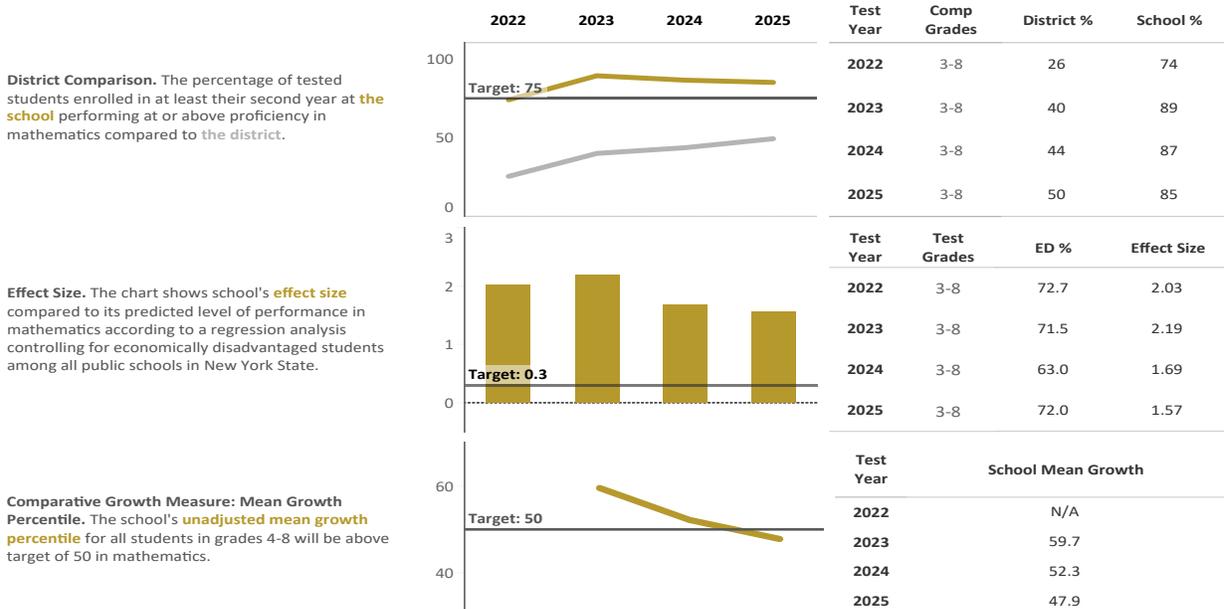
ICAHN CHARTER SCHOOL 5

Bronx CSD 11

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL





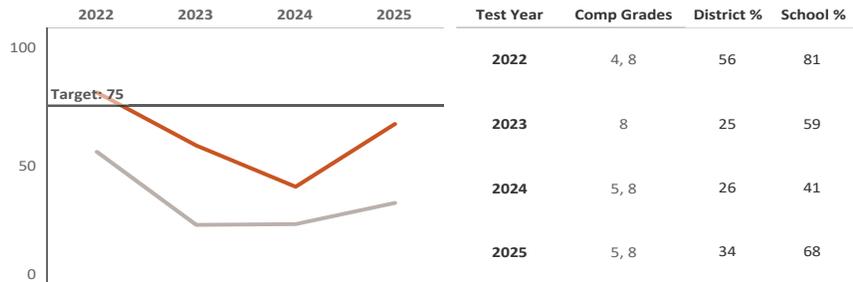
ACADEMIC PERFORMANCE

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".

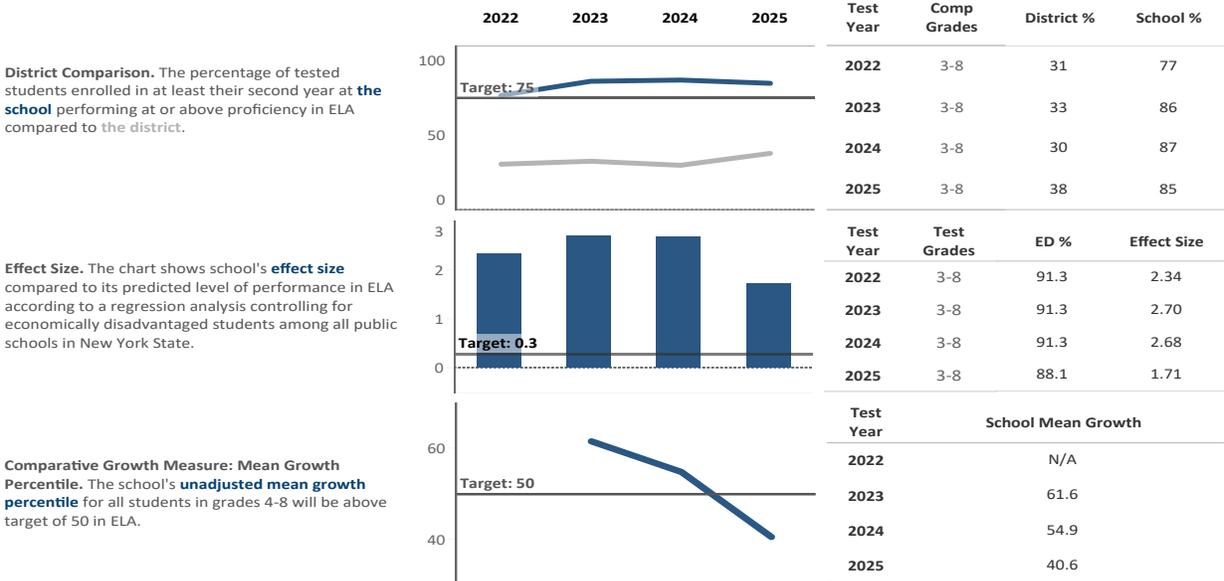


ACADEMIC PERFORMANCE

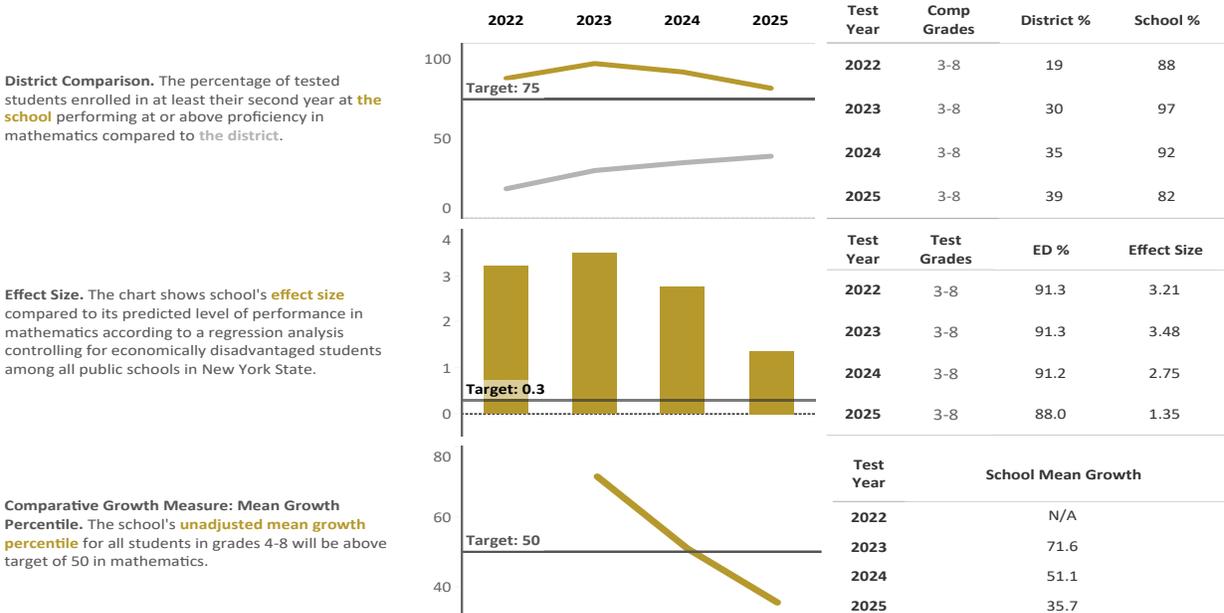
ICAHN CHARTER SCHOOL 6

Bronx CSD 9

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL





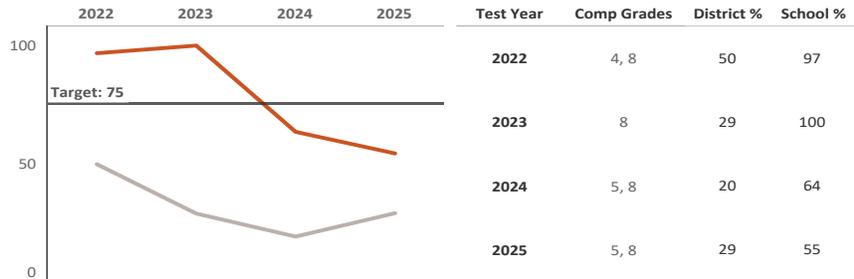
ACADEMIC PERFORMANCE

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".

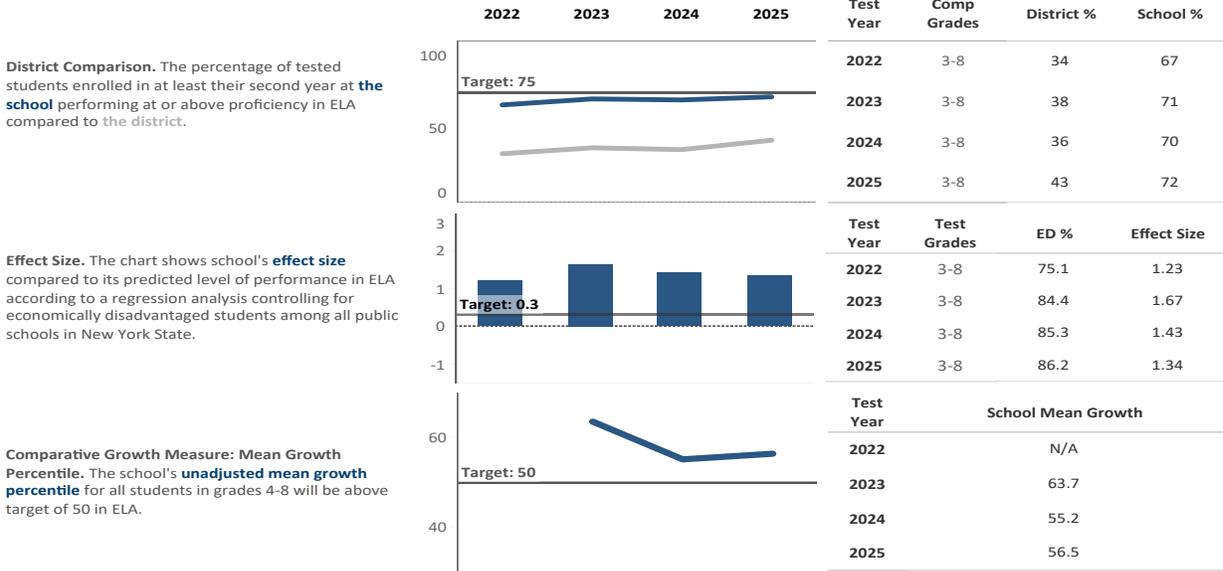


ACADEMIC PERFORMANCE

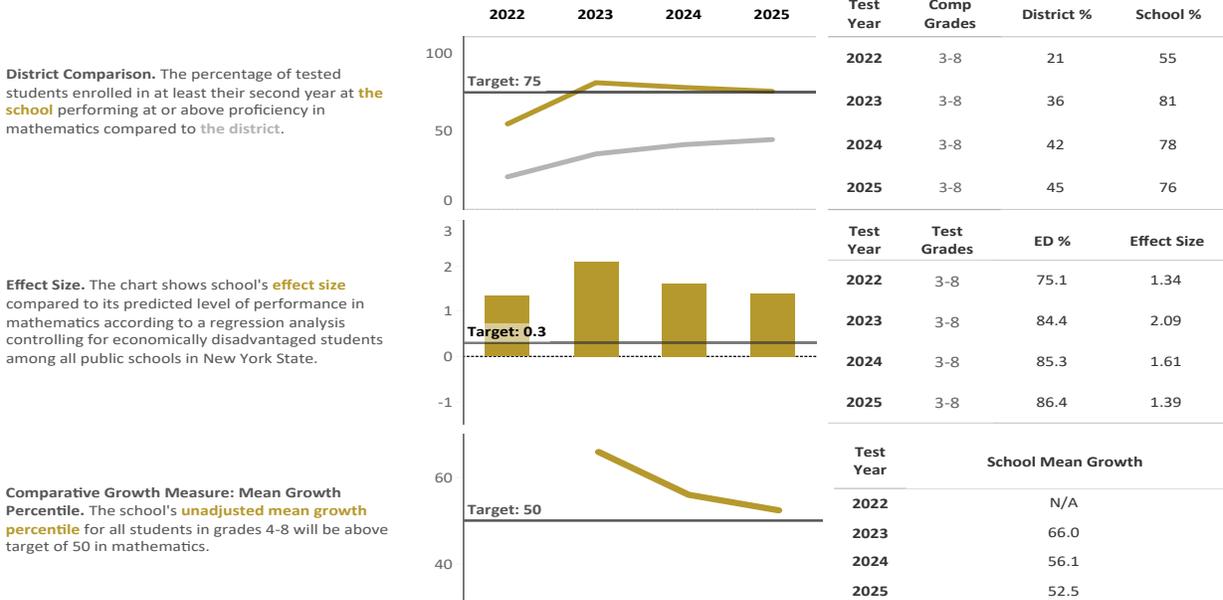
ICAHN CHARTER SCHOOL 7

Bronx CSD 8

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL



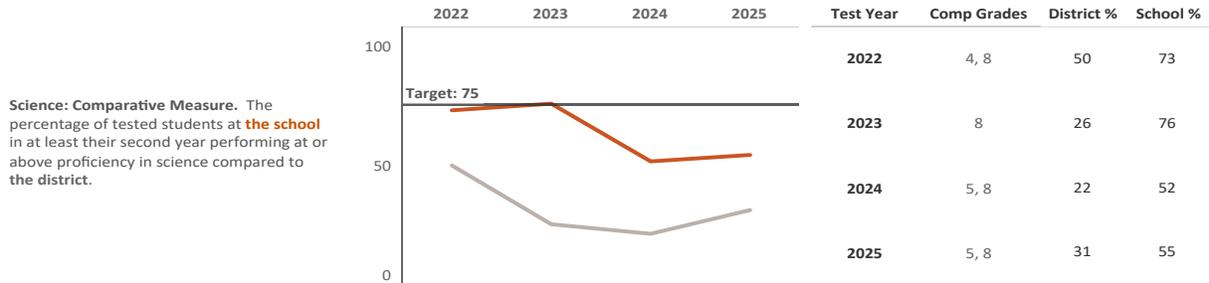


ACADEMIC PERFORMANCE

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*

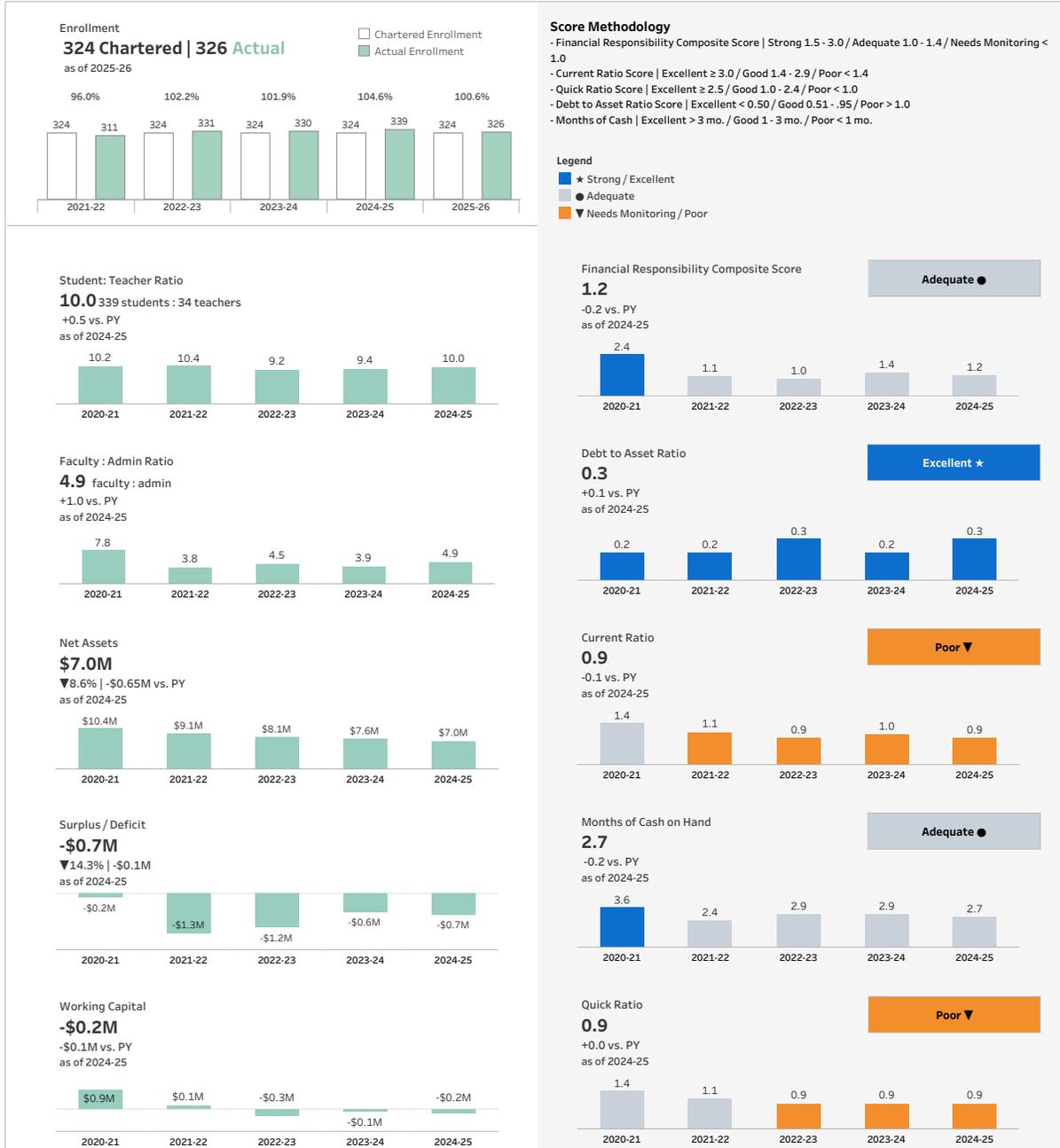
	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	23	24	24	22	25	25	22	23
School % Proficient on Exam	39.1	25.0	41.7	68.2	48.0	52.0	31.8	47.8
District % Proficient	10.6	7.1	14.6	15.3	14.3	19.9	18.8	22.9

	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

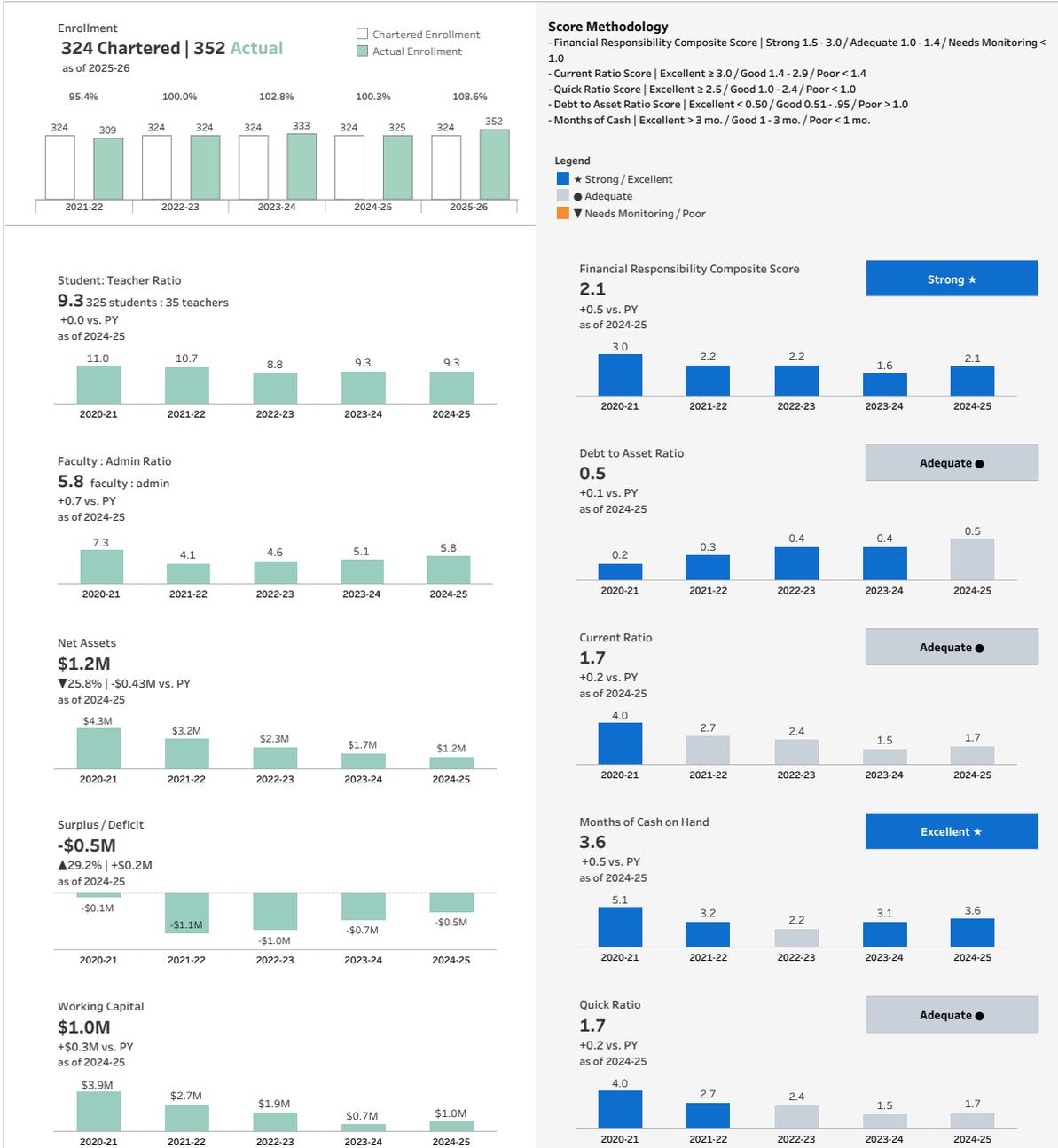
ICAHN CHARTER SCHOOL 1



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

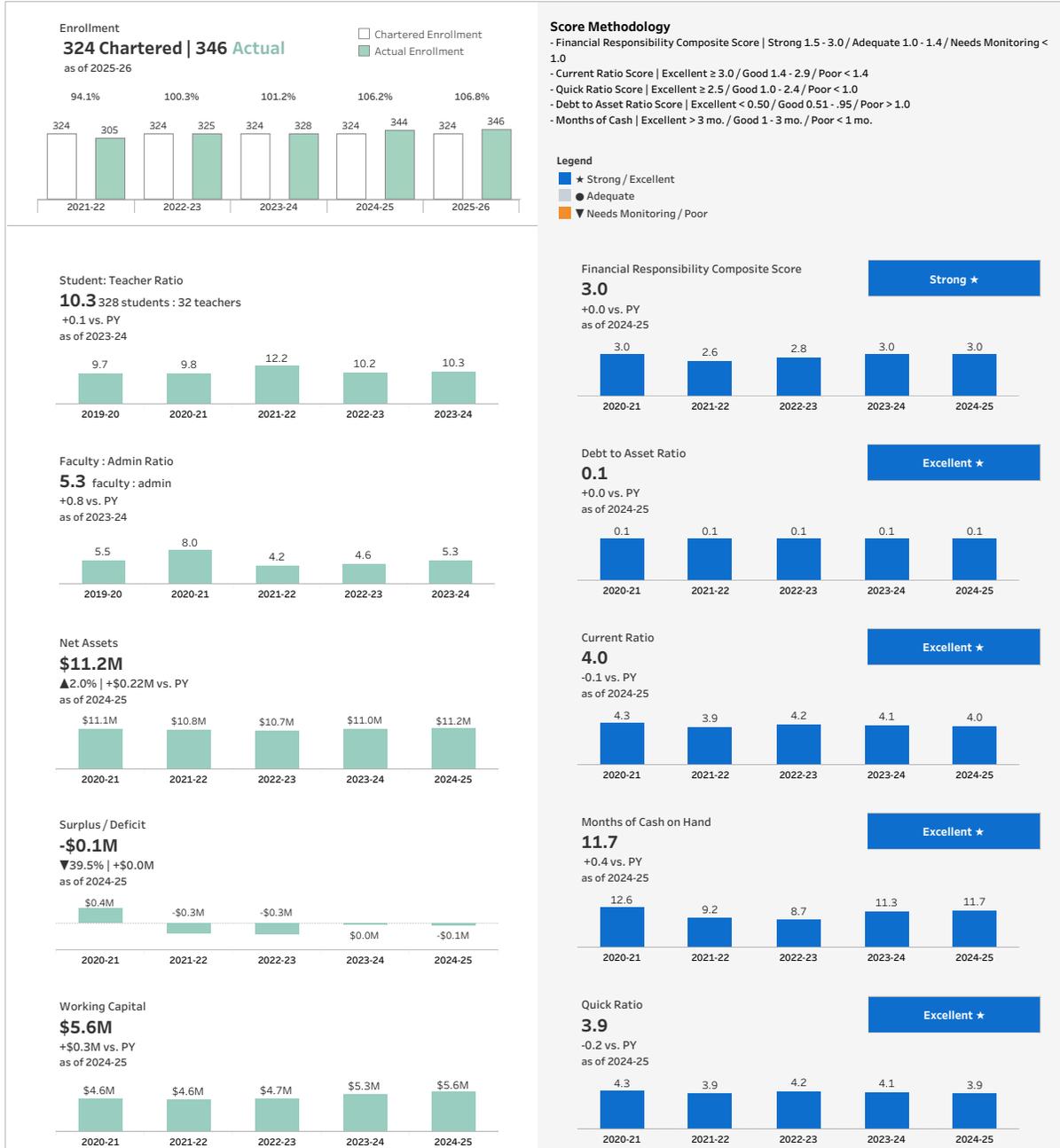
ICAHN CHARTER SCHOOL 2



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

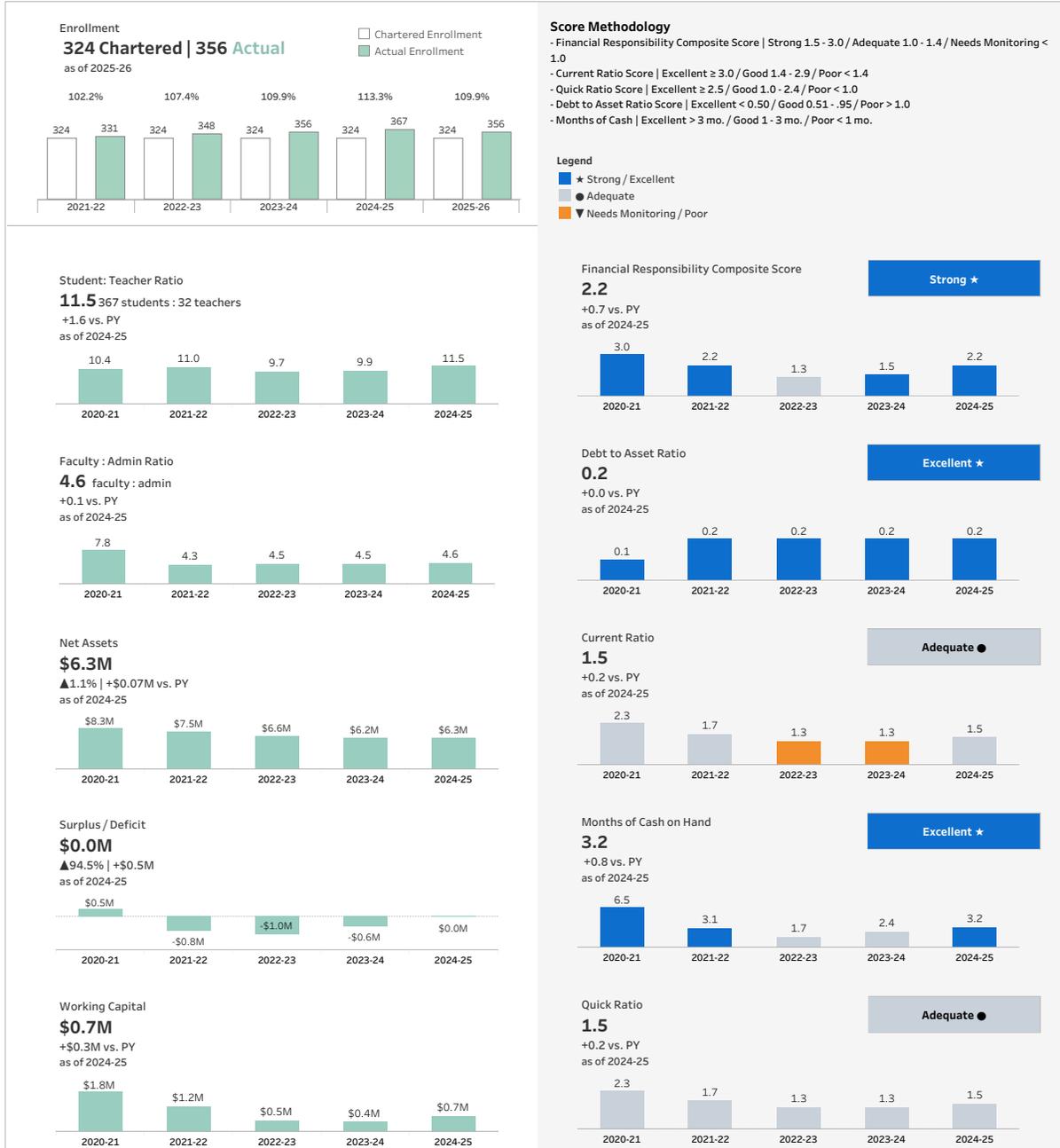
ICAHN CHARTER SCHOOL 3



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

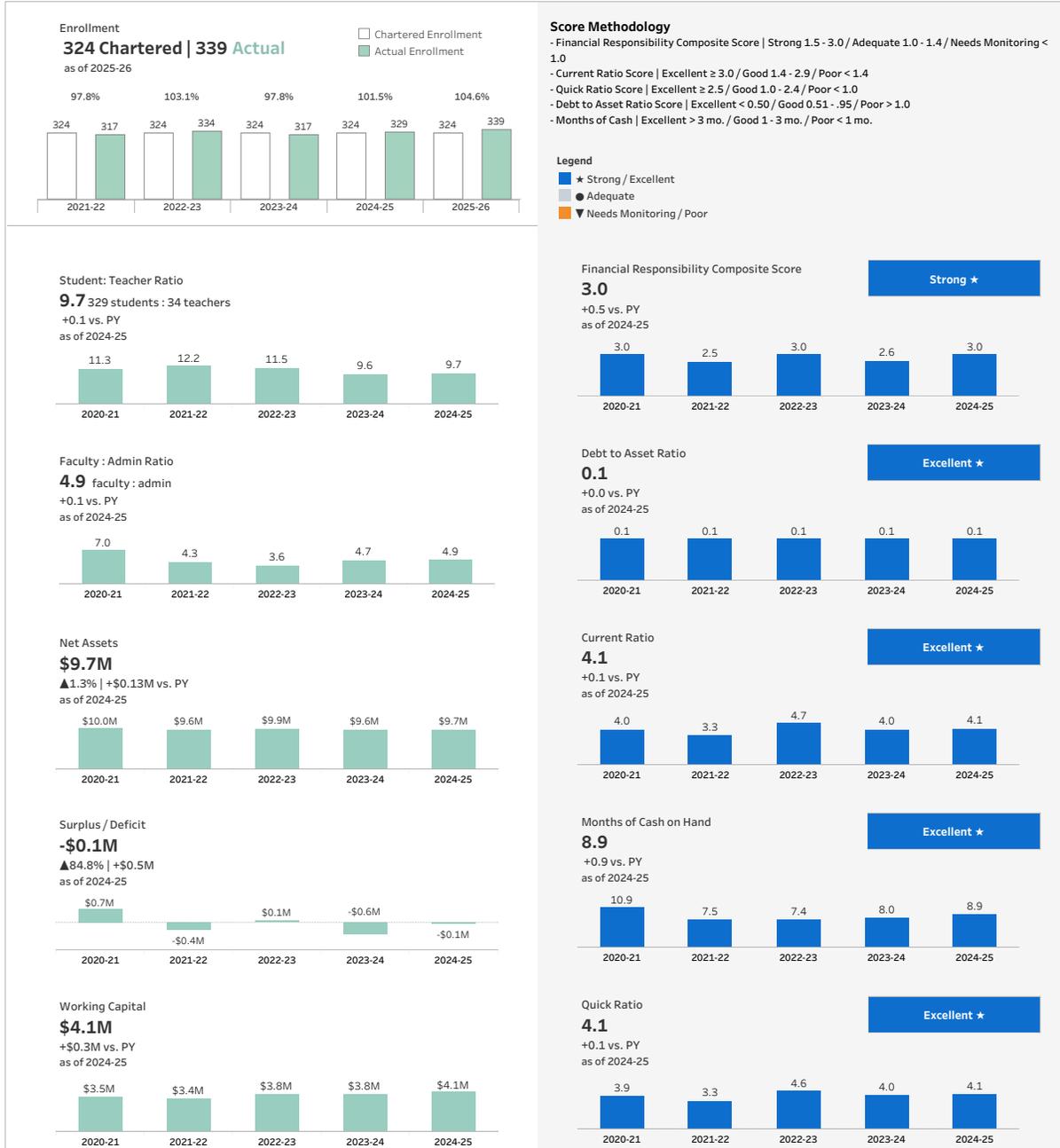
ICAHN CHARTER SCHOOL 4



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

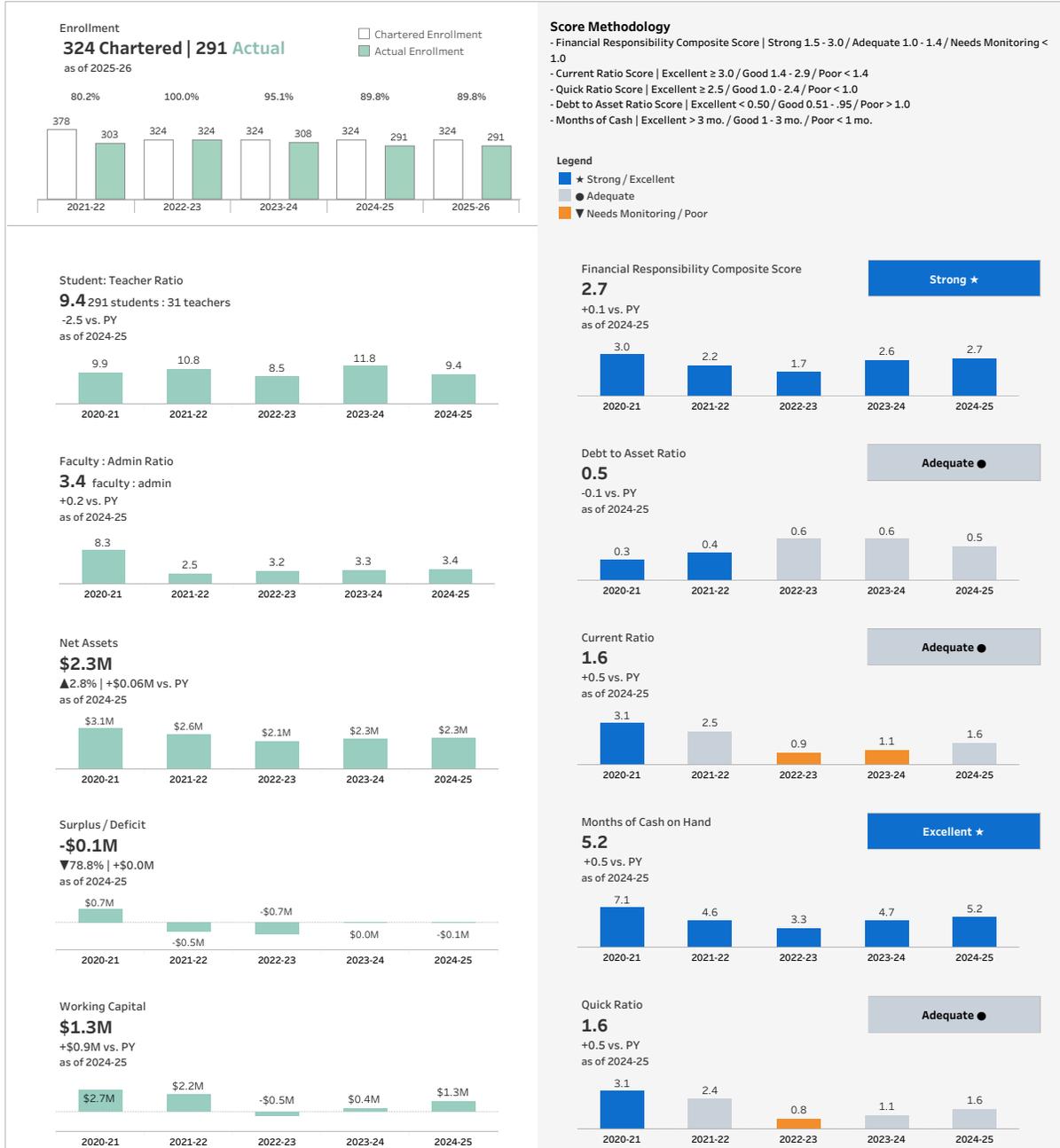
ICAHN CHARTER SCHOOL 5



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

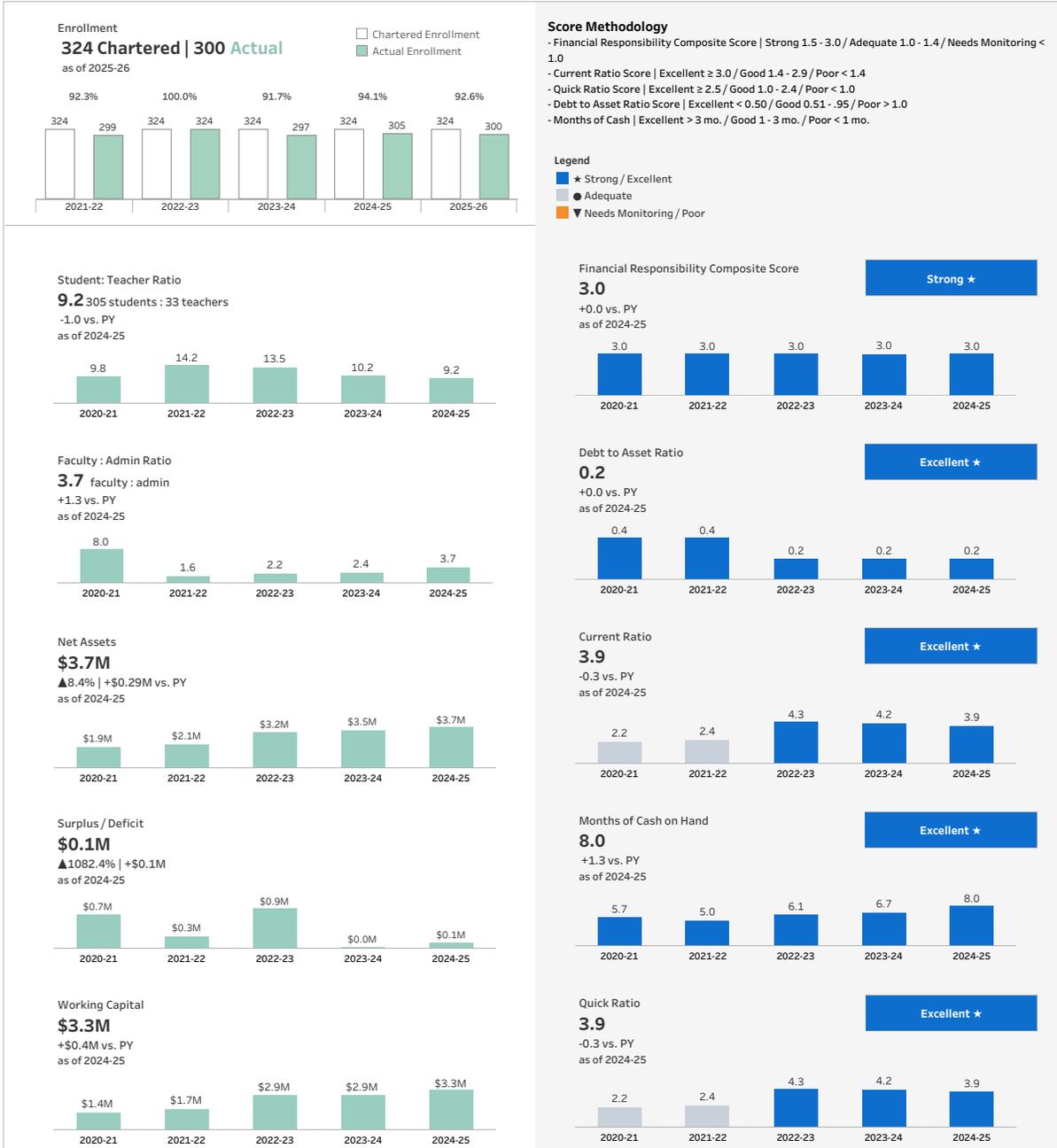
ICAHN CHARTER SCHOOL 6



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

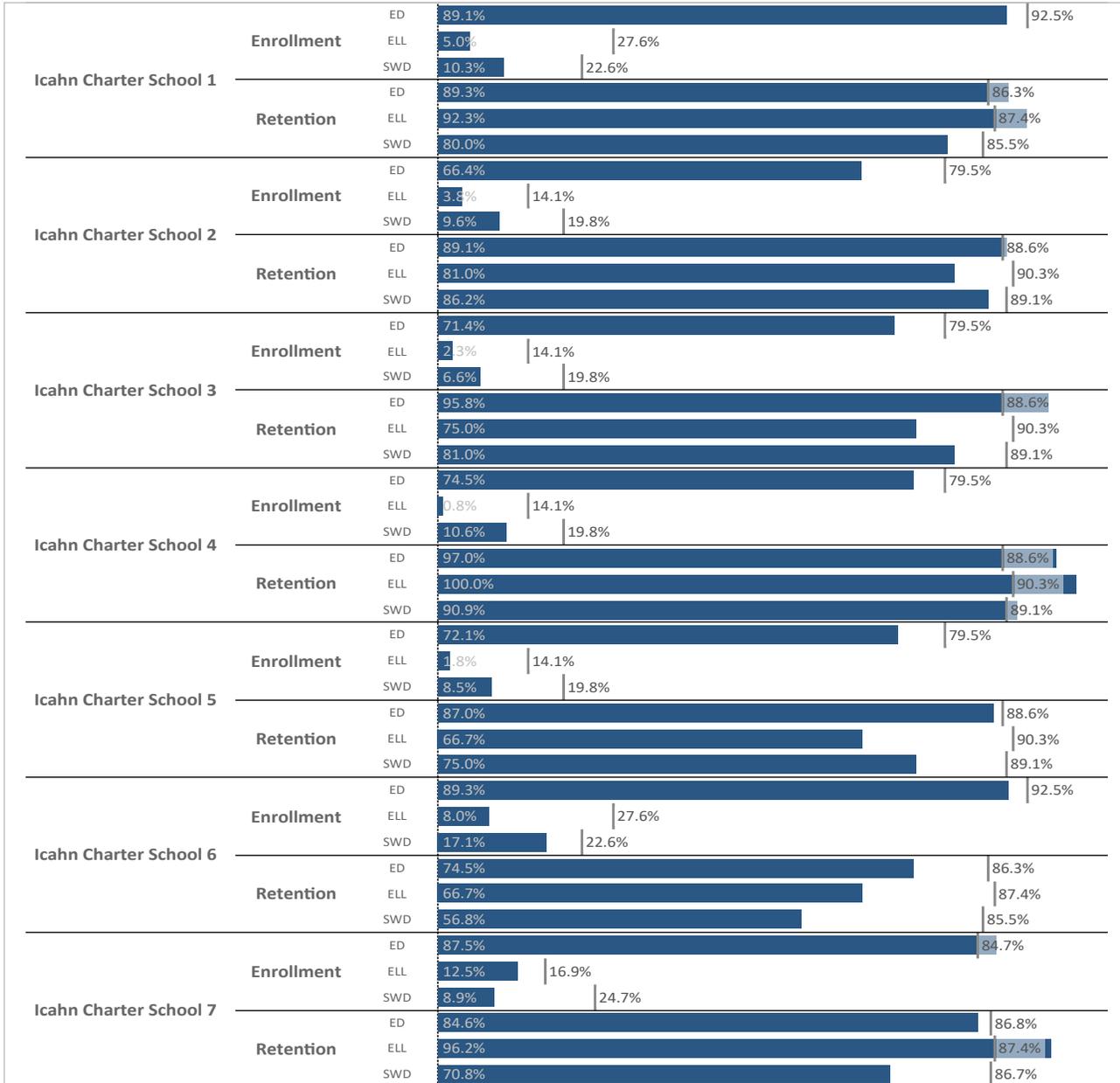
The Icahn Schools make good faith efforts to meet their enrollment and retention targets. Although most of the schools meet or come close to meeting retention targets across subgroups, they do not all meet enrollment targets for economically disadvantaged students, ELLs, and students with disabilities.

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.

Icahn Charter Schools

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ICAHN CHARTER SCHOOL 1 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	324	311	96%	K-8
2022-23	324	331	102%	K-8
2023-24	324	330	102%	K-8
2024-25	324	339	105%	K-8
2025-26	324	326	101%	K-8

ICAHN CHARTER SCHOOL 2 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	324	309	95%	K-8
2022-23	324	324	100%	K-8
2023-24	324	333	103%	K-8
2024-25	324	325	100%	K-8
2025-26	324	352	109%	K-8

ICAHN CHARTER SCHOOL 3 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	324	305	94%	K-8
2022-23	324	325	100%	K-8
2023-24	324	328	101%	K-8
2024-25	324	344	106%	K-8
2025-26	324	346	107%	K-8

ICAHN CHARTER SCHOOL 4 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	324	331	102%	K-8
2022-23	324	348	107%	K-8
2023-24	324	356	110%	K-8
2024-25	324	367	113%	K-8
2025-26	324	356	110%	K-8

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



ICAHN CHARTER SCHOOL 5 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	324	317	98%	K-8
2022-23	324	334	103%	K-8
2023-24	324	317	98%	K-8
2024-25	324	329	102%	K-8
2025-26	324	339	104%	K-8

ICAHN CHARTER SCHOOL 6 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	378	303	80%	K-8
2022-23	324	324	100%	K-8
2023-24	324	308	95%	K-8
2024-25	324	291	90%	K-8
2025-26	324	291	90%	K-8

ICAHN CHARTER SCHOOL 7 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	324	299	92%	K-8
2022-23	324	324	100%	K-8
2023-24	324	297	92%	K-8
2024-25	324	305	94%	K-8
2025-26	324	300	93%	K-8

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2001-02	First Year- Icahn 1	May 29, 2002
2002-03	Evaluation- Icahn 1	May 19, 2003
2003-04	Evaluation- Icahn 1	February 24 – 25, 2004
2005-06	Initial Renewal- Icahn 1	September 27 – 28, 2005
2007-08	First Year- Icahn 2	February 26, 2008



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2008-09	First Year- Icahn 3	March 5, 2009
	Evaluation- Icahn 2	May 19 – 20, 2009
	Evaluation- Icahn 1	November 19, 2009
2009-10	Evaluation- Icahn 2	February 25, 2010
	First Year- Icahn 4	March 9, 2010
	Evaluation- Icahn 3	March 24 – 25, 2010
2010-11	Subsequent Renewal- Icahn 1	October 28, 2010
2011-12	Initial Renewal- Icahn 2	September 22, 2011
	Evaluation- Icahn 4	May 9 – 10, 2012
	First Year- Icahn 5	April 12, 2012
2012-13	Initial Renewal- Icahn 3	September 19 – 20, 2012
	First Year- Icahn 6	April 23, 2013
	Initial Renewal- Icahn 4	June 12 – 13, 2013
2013-14	Evaluation- Icahn 1	December 3 – 4, 2013
	Evaluation- Icahn 5	December 5, 2013
	First Year- Icahn 7	December 5, 2013
2015-16	Subsequent Renewal- Icahn 1	September 16, 2015
	Initial Renewal- Icahn 5	September 17, 2015
2016-17	Subsequent Renewal- Icahn 2	September 19, 2016
	Initial Renewal- Icahn 6	September 19, 2016
2017-18	Subsequent Renewal- Icahn 3	September 11, 2017
	Initial Renewal- Icahn 7	September 11, 2017
2018-19	Subsequent Renewal- Icahn 4	September 28, 2018
2019-20	Subsequent Renewal: Icahn 1	February 11, 2020 February 24 – 26, 2020
	Icahn 2	
	Icahn 3	
	Icahn 4	
	Icahn 5	
	Icahn 6	
	Icahn 7	
2025-26	Subsequent Renewal: Icahn 1	September 16 – 18, 2025
	Icahn 2	
	Icahn 3	
	Icahn 4	
	Icahn 5	
	Icahn 6	
	Icahn 7	

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 16 – 18, 2025	Katy Clayton	Associate Director of School Evaluation
	Desree Cabrall-Njenga	School Evaluator

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

All seven Icahn Schools met their Accountability Plan goals over the charter term. The schools posted superlative absolute and comparative achievement in English language arts (“ELA”) and mathematics from 2021-22 through 2024-25. The schools also demonstrated strong growth during the term surpassing the targets for the growth measures in both subjects during 2022-23 and 2023-24.

In ELA, all seven schools under renewal review met their goal and posted high achievement during every year of the charter term. The schools posted proficiency rates in ELA for tested students enrolled in at least their second year that came close to or exceeded the absolute target of 75% each year. The schools outperformed their local districts by at least 30 percentage points each year. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, all seven schools performed higher than expected to a large degree throughout the term. The mean growth percentile aggregated across all seven schools exceeded the target of 50 in every year of the charter term with data suitable for analysis.

Each school posted a similar record of performance in mathematics and met the goal over the charter term. From 2022-23 through 2024-25, the schools’ tested students enrolled in at least their second year scored at or above proficiency at rates that exceeded the absolute target of 75% and surpassed the local districts’ results by large margins. Over the charter term, the schools posted large effect sizes indicating higher than expected performance compared to demographically similar schools across New York State. The schools’ aggregate mean growth score met or exceeded the target of 50 each year.

ASSESSMENT

Icahn Schools have a comprehensive assessment system that improves instructional effectiveness and accurately gauges student learning. The schools regularly administer valid and reliable assessments including i-Ready and mCLASS to identify students’ skill deficiencies and engage them in academic intervention services. In 3rd – 8th grade, teachers administer interim assessments designed by the shared services team (“SST”) each fall and winter, and students take additional assessments such as end of module curricular tasks. Teachers in Kindergarten – 5th grade administer four SST story problem assessments each year, and schools added spiral review quizzes to reinforce key standards and target support for struggling students. Teachers and leaders use baseline assessments to meet student needs by identifying knowledge and skill gaps in the first weeks of the school year, while ongoing assessment routines provide data points to inform classroom instruction and small group adjustments.

Icahn Schools standardize assessment administration, scoring, and analysis with common benchmarks and timelines set by the SST’s curriculum and instruction directors. The SST makes assessment data easily accessible to teachers, leaders, and board members. The schools have strengthened their assessment system with the LinkIt platform, which integrates interim results, module tasks, rubrics, i-Ready scores, attendance, and demographic information into a single digital dashboard. The platform makes assessment data available to teachers and leaders to track performance across tiers and use data to plan instruction, monitor progress, and communicate outcomes to families. Leaders also use the platform to inform coaching conversations and monitor instructional quality. Principals and SST leaders use assessment data as a key indicator of teacher

effectiveness. Leaders prepare detailed analyses at the individual student, grade, and school level to inform instructional planning and professional development activities. For example, the SST's analysis of a baseline assessment revealed that students across schools performed below mastery on multiple choice items related to a particular standard but performed well on extended response questions related to the same standard. Leaders developed an action plan from this analysis to include additional time devoted to strategies for answering multiple choice items during the following unit. Leaders also review performance data across schools to communicate instructional strengths and schedule intervisitation sessions between schools, which allow teachers to engage in peer observation of instruction to improve teaching practice.

CURRICULUM

Icahn Schools implement a rigorous curriculum to support teachers' instructional planning and prepare students to meet state performance standards. The curricular framework and expectations for student outcomes provide a fixed, underlying structure to inform high quality instruction. The Icahn Schools' instructional handbook outlines expectations across content areas and supplies teachers with scope and sequence documents to aid lesson planning. The schools' model is rooted in the Core Knowledge curriculum, building students' knowledge and skills year by year to ensure cultural literacy across disciplines. Teachers present students with a broad body of content in mathematics, ELA, history, science, music, and art. Each grade's curricular sequence provides an overview of skills and topics, along with specific objectives in each content area. Over the charter term, Icahn Schools transitioned to the Wit & Wisdom ELA curriculum after leaders identified a need to improve the schools' approach to literacy instruction. The schools piloted the program strategically at select campuses, addressing pitfalls and incorporating literacy supports such as Foundations, Heggerty, and Geodes before mandating the curricula at each school. Icahn Schools also incorporated structured strategies like close reading with targeted professional development to support teachers in serving all student populations. The schools implement Illustrative Math across grade levels and supplement the core materials with cognitively guided instruction and problem solving assessments. Leaders set explicit expectations for teachers' delivery of the curricular programs and the Icahn Schools' instructional handbook ensures that teachers know what, when, and how to teach in alignment with the schools' vision for high quality instruction.

SST leaders, principals, assistant principals, staff developers, and selected teachers participate in curriculum committee meetings to review materials and make data-informed adjustments as needed. Leaders leverage external consultants to enhance curricular coherence, clarify key performance indicators, and support teachers through training and coaching. Leaders and consultants monitor implementation of the curricula through regular school visits in which they conduct observations, review lessons, and confirm assessment alignment. Consultants provide reports on trends that inform the design of professional development for both leaders and teachers. The SST places particular emphasis on preparing teachers to address the needs of students with disabilities and ELLs during Wit & Wisdom lessons, offering full day training sessions and ongoing coaching support to address challenges raised in classrooms. Icahn Schools also center high school readiness as a measure of curricular strength. Eighth grade students earn Regents credits by sitting for the Living Environment and Integrated Algebra exams, for which teachers prepare them with an accelerated curriculum beginning in 6th grade.

PEDAGOGY

High quality instruction is evident across all Icahn Schools, as evidenced by consistently exemplary levels of student achievement. Teachers deliver purposeful lessons across grade levels and content areas. Leaders expect teachers to adapt instruction to meet the needs of all students. Teachers facilitate small class sizes, station work, and effective co-teaching practices to provide individualized instruction that supports students to access grade level material. Teachers present new concepts with clarity using age appropriate language and build on students' prior knowledge in alignment with the schools' Core Knowledge framework.

Teachers regularly and effectively use techniques to check for student understanding. Teachers circulate to monitor student work, respond strategically to misconceptions to push student thinking, and assess mastery with aligned exit tickets. Teachers convey high expectations for what students should know and be able to do at the end of each lesson. Students demonstrate an internalization of classroom expectations for sharing their learning through both written and verbal communication with peers and teachers.

Teachers include opportunities in their lessons to challenge students with higher order thinking questions and problem solving tasks. Icahn Schools' lesson activities require a depth of understanding and are closely aligned to stated learning objectives from the curricular programs. Lessons are engaging and teachers expect students to apply concepts to real life situations. Teachers oversee independent learning time and conduct targeted follow up with individual students to support skill acquisition. Teachers implement the rigorous curricular programs with fidelity, and lessons across content areas clearly reinforce common teaching themes and strategies that increase in complexity as students progress from one grade to the next.

Icahn Schools' classrooms demonstrate a consistent focus on academic achievement. Schoolwide expectations for behavior are clear across classrooms, and students understand routines and remain engaged in their lessons without explicit teacher direction. Teachers often include strategies such as cold calling, conferencing, and turn-and-talks to deepen understanding and provide students with multiple pathways to engage in peer-to-peer discourse or explain their reasoning. Teachers' effective classroom management techniques and seamless transitions minimize opportunities for off-task behavior, and classroom environments are generally warm, calm, and text rich.

INSTRUCTIONAL LEADERSHIP

Icahn Schools have strong instructional leadership systems to facilitate high quality academic programming throughout the organization. The instructional leadership teams at the SST and each school have extensive capacity to support the development of teachers. Principals with several years of experience within the organization lead each of the seven schools and most campuses also employ an assistant principal and staff developer who have been promoted internally from teaching roles. This pipeline supports ongoing development and establishes consistently high expectations for teacher performance. Leaders hold teachers accountable for high quality instruction and student achievement with evaluations that accurately identify teachers' strengths and areas of growth. Teachers and leaders throughout the Icahn Schools demonstrate a commitment to the belief that all students can succeed.

Icahn Schools prioritize robust school and SST-level instructional leadership to support the development of teachers. Assistant principals and staff developers are responsible for coaching teachers, assisting with instructional planning, and collaborating with the principal to determine schoolwide professional development

needs. Staff developers and principals observe teachers frequently and maintain a culture of continuous improvement with sustained and systematic coaching structures. Each teacher has individualized coaching goals and observation cycles aligned to their level of experience and effectiveness, as measured by formal observations and student performance. Over the charter term, some schools expanded instructional leadership capacity by implementing lead teacher roles to leverage the experience of veteran Icahn Schools educators to support new teachers.

Instructional leaders implement a comprehensive professional development program to strengthen the competencies of all teachers and leaders. A combination of SST-level professional development sessions and school-based training ensures that instruction is aligned across the schools while also allowing principals to respond to site-specific needs. Leaders provide teachers with time to plan instruction across grade and content levels and seek out opportunities to connect with teachers in other schools to share effective practices. Leaders expect high levels of intellectual preparation and work closely with teachers to ensure a thorough understanding of the curricular programs, instructional philosophy, and teaching strategies. Professional development activities are closely interrelated with classroom practice. For example, all staff members participate in the same curricular trainings to ensure alignment and establish a shared vision for executing the programs with fidelity. The schools work strategically with external curriculum consultants to build leaders' capacity to support teachers when the consultants are not on site, and the SST implements clear procedures to monitor instructional priorities and share feedback across all levels of the organization.

The SST superintendent, deputy superintendent, and directors of curriculum and instruction hold each school leader accountable for quality instruction and student achievement. SST leaders are highly mobile and establish themselves as a visible and responsive presence at each school by conducting regular walkthroughs and providing feedback to principals and staff developers. Separate monthly meetings for principals, assistant principals, and staff developers allow leaders across Icahn Schools to uplift promising practices and address problems collaboratively. While each principal has autonomy to make decisions based on the needs of their school community, frequent communication, ongoing evaluation, and close alignment on the Icahn Schools' priorities ensures consistent delivery of the academic program at each of the seven schools.

AT-RISK

Icahn Schools implement effective intervention programs to meet the educational needs of students struggling academically, students with disabilities, and ELLs, as evidenced by equitable academic outcomes across subgroups. The SST and individual schools provide teachers with professional development opportunities to strengthen their ability to support all learners, and targeted programming across the organization ensures every student has access to effective instruction.

Icahn Schools use clear procedures for identifying at-risk students and effective programs to meet their needs. The schools implement an intensive targeted assistance ("TA") program, which provides robust daily supports for students at-risk of academic failure under the supervision of TA teachers. Schools rely primarily on mCLASS, i-Ready, and state assessment scores to identify students for intervention early in the school year. Teachers can also submit a child study form to elevate concerns to the child study team and recommend students for intervention on an ongoing basis. Core components of the TA program include small group instruction during the school day, Saturday academy, and tutoring before and after school. Saturday academy and tutoring sessions are mandatory for all identified students. Leaders' ongoing monitoring of student progress enables the schools to cycle students out of TA once they demonstrate mastery of grade level standards and skills.

When students do not make sufficient progress with TA programming, schools make appropriate, data-supported referrals to the district Committee on Special Education (“CSE”) for individualized education program (“IEP”) evaluation. Special education teacher support services (“SETSS”) teachers design academic goals, communicate with families, and collaborate with counselors and principals to ensure effective and compliant implementation of students’ IEPs. Teachers meet regularly with specialists to monitor progress toward IEP goals and submit SETSS progress reports at the end of each marking period. SETSS teachers attend common planning time with grade level teams, participate in meetings with principals and counselors, and engage in summer training and intervisitation opportunities to share best practices. Consultants provide further coaching on supporting special populations to access the schools’ curricular programs. Over the charter term, the SST added additional training for at-risk program staff members on writing effective IEP goals and monitoring progress.

For ELLs, Icahn Schools use the home language identification survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify students and place them in skills-based small groups with certified ELL teachers. Classroom teachers use strategies such as picture walks and anchor charts, reinforced through professional development, to support ELLs to engage with the core curriculum. Teachers and specialists collaborate to monitor progress toward proficiency on the New York State English as a Second Language Achievement Test (“NYSESLAT”) and consistently communicate to families through parent-teacher conferences and weekly updates. Icahn Schools’ emphasis on vocabulary, direct literacy instruction, and discourse throughout the curriculum further supports language development for both ELLs and general education students.

ORGANIZATIONAL CAPACITY

The Icahn Schools work effectively to deliver the educational program with the support of the SST. Throughout their history, the schools have demonstrated an ability to recruit and retain high quality staff members. Low turnover contributes to extensive institutional knowledge shared both across the SST and within individual schools. Stable leadership has also resulted in consistent implementation of the school design and expectations for teaching and learning at Icahn Schools. The current superintendent started as a teacher in Icahn 1’s first charter term and has risen through the organization as a staff developer and principal at two different campuses. Similarly, several of the principals worked for Icahn Schools in different capacities for more than a decade before assuming the position of principal. Both informal mentoring relationships and formal pathways for internal development create opportunities for promotion within the organization, and teachers and leaders cite high levels of satisfaction in their roles. Icahn Schools’ investment in professional development and internal growth fosters a deep bench of talent to ensure program continuity and operational sustainability in a future charter term.

The organizational structure deployed across the Icahn Schools establishes distinct lines of accountability with clearly defined roles and responsibilities. The operational systems, policies, and procedures developed at the central level facilitate the conduct of day-to-day operations, allowing principals to focus on teaching and learning. While each principal has some autonomy over their school’s budget, the deputy superintendent for finance and operations works closely with leaders to ensure sustainability and compliance. Community demand for the Icahn Schools exceeds capacity. Centralized team members manage student recruitment and monitor efforts to meet enrollment and retention targets for students with disabilities, ELLs, and students who

are economically disadvantaged. Efforts to recruit at-risk students include multilingual mailings to residences, multilingual print and transportation advertisements, and canvassing of local neighborhoods. Teachers, leaders, and parents cite extensive community engagement, close family relationships, and a reputation for excellence throughout the Bronx as major draws for student enrollment.

Icahn Schools' leaders regularly monitor and evaluate the schools' programs and make changes as needed. For example, the SST overhauled the ELA curriculum during the charter term after piloting new programs at select campuses and finding evidence of significant improvements to early literacy skills and overall proficiency. To support the delivery of the new programs and achievement of Icahn Schools' goals, the schools have allocated sufficient resources, including engaging external curriculum consultants and defining pathways to retain and promote high quality teachers. Leaders are closely aligned on priorities for the schools and share a deep investment in sustaining success while continuing to make enhancements to the program, such as through the addition of social emotional learning partnerships and increased extracurricular opportunities.

BOARD OVERSIGHT & GOVERNANCE

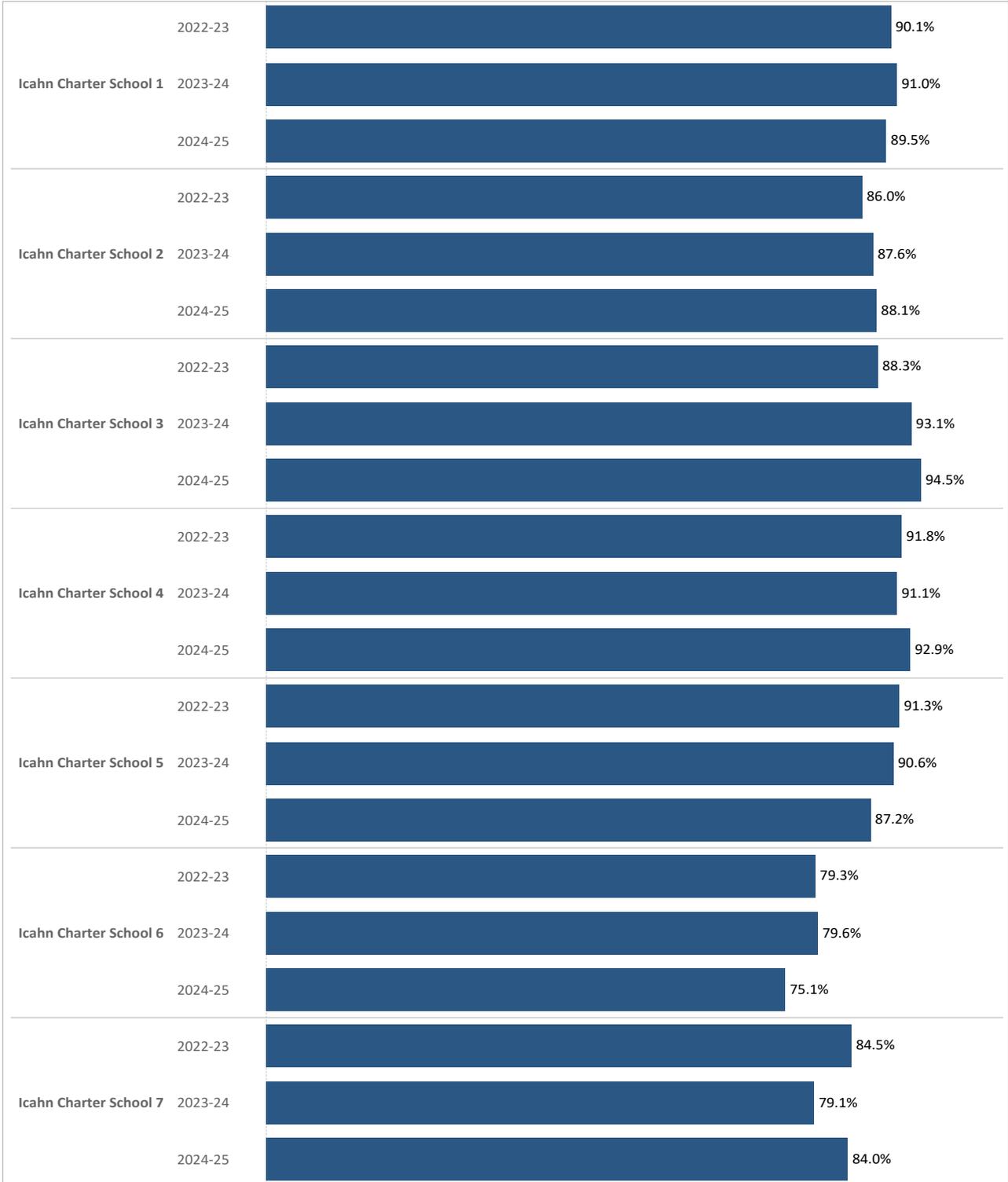
The Icahn Schools' boards work effectively to achieve the schools' Accountability Plan goals, but members identify a need to develop their governance capacity. Specifically, the boards wish to add new, additional member perspectives in a future charter term. Although each of the schools remains an independent not-for-profit education corporation, the same six trustees serve on the governing boards for all seven schools. Each school's family association president also serves as a trustee for the respective school. The boards possess sufficient skills and experience in finance and education to provide oversight to the full educational program. Most board members have served since the founding of Icahn 1, and the boards are considering adding additional seats to ensure sustainable governance and build board capacity in the next charter term.

The boards establish clear goals and priorities for the SST and monitor progress on academic, fiscal, and operational metrics. The superintendent and deputy superintendents provide information on the schools' programs and finances, and principals report to the boards on a bimonthly basis. The content of these reports varies, and the boards primarily emphasize state test results as the measure of success, potentially obscuring other organizational metrics such as progress toward enrollment and retention targets. The boards leave day-to-day school operations to the superintendents and focus instead on the schools' central mission to improve student outcomes. While members do not speak with specificity about the distinct needs of the different Icahn Schools, the boards expect high levels of student achievement across the schools. The boards hold the SST and school leadership accountable for academic performance and fiscal soundness.

The boards successfully retain key personnel and provide them with sufficient resources to function effectively. During the charter term, the boards appointed a longstanding leader within Icahn Schools as superintendent. The organization's stable leadership and pipelines for internal promotion have produced clear candidates for succession planning, generating alignment on the vision for the schools' trajectory. The boards are committed to the mission and key design elements upon which the Icahn Schools were founded. While the longevity of Icahn Schools' boards, SST, and school leaders is a strength, the boards do not engage in formal evaluation or strategic planning processes. Icahn Schools' board members recognize the opportunity to bring in new perspectives and best governance practices to ensure longstanding members continue to refine their oversight skills in a future charter term.



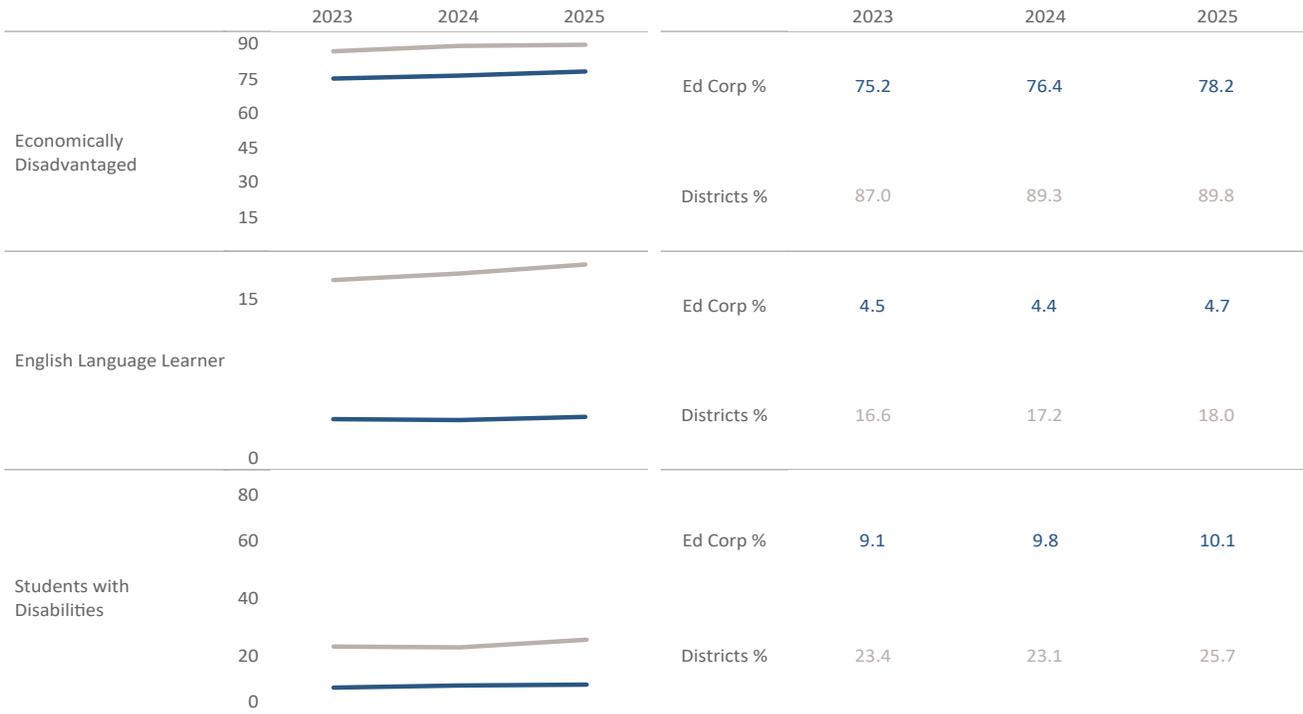
EDUCATION CORPORATION PERSISTENCE IN ENROLLMENT



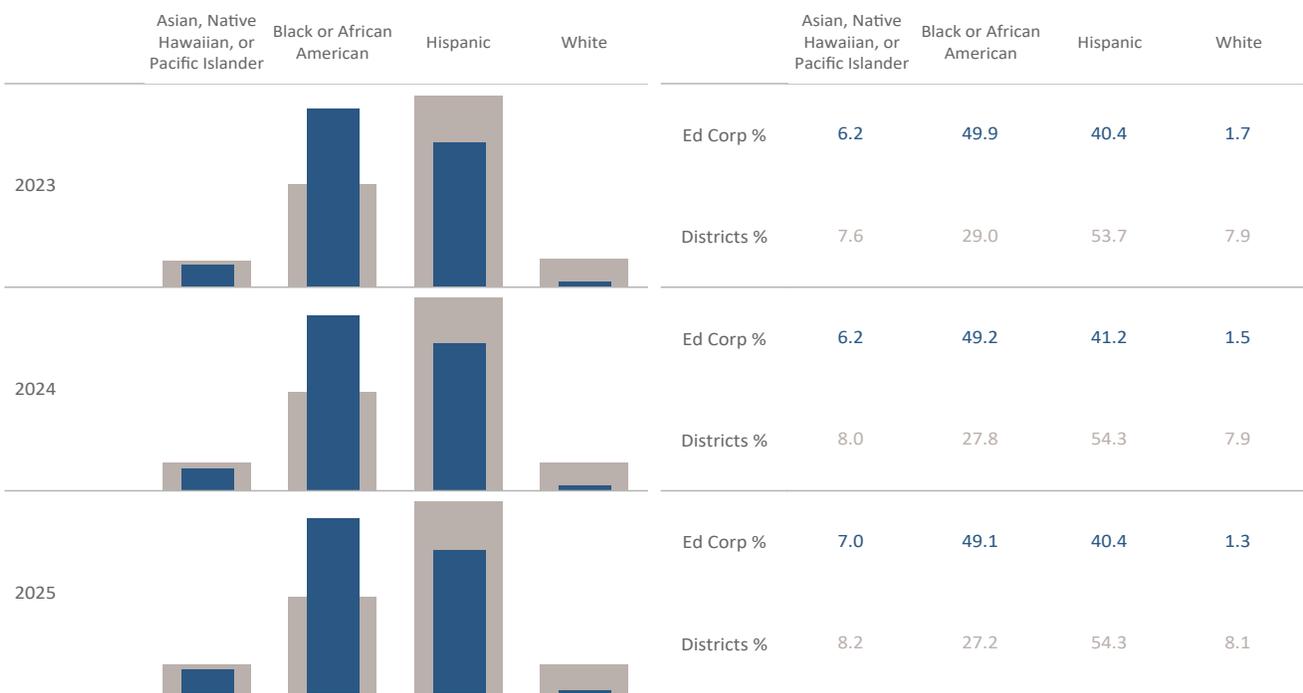


Icahn Charter Schools Aggregate Education Corporations Enrollment

AGGREGATE EDUCATION CORPORATIONS DEMOGRAPHICS: SUB-POPULATIONS



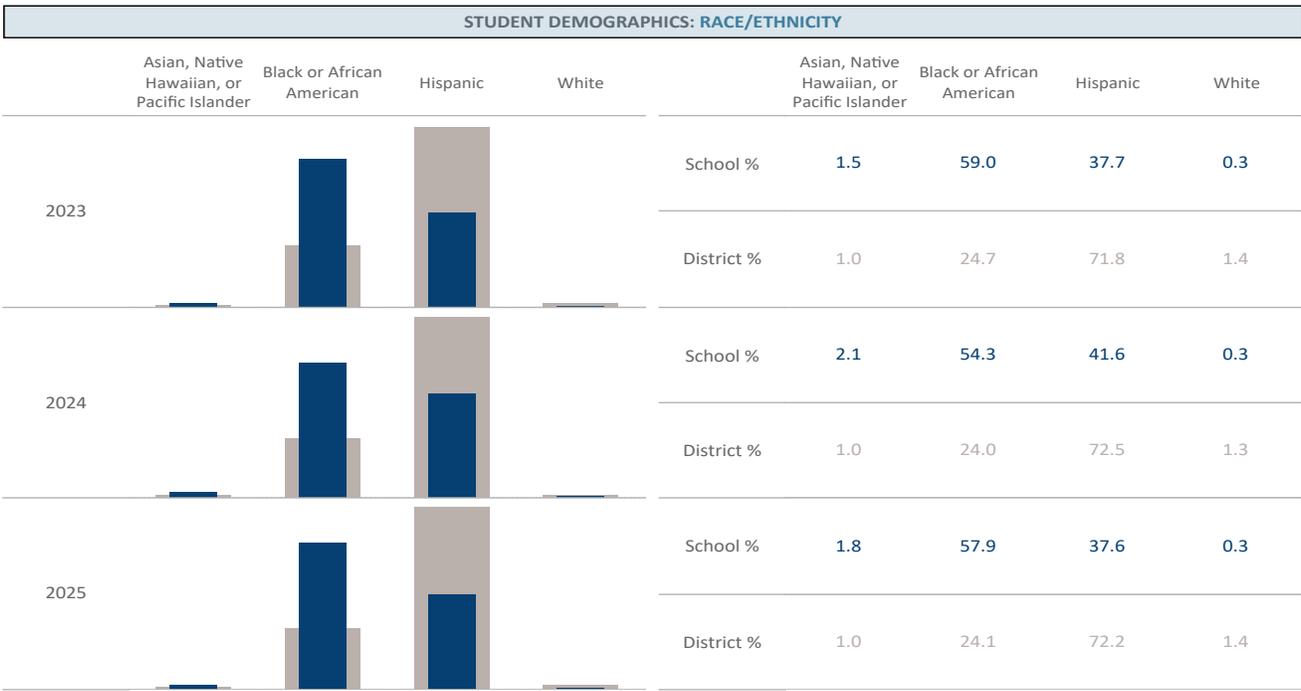
AGGREGATE EDUCATION CORPORATIONS DEMOGRAPHICS: RACE/ETHNICITY





Icahn Charter School 1

Bronx CSD 9



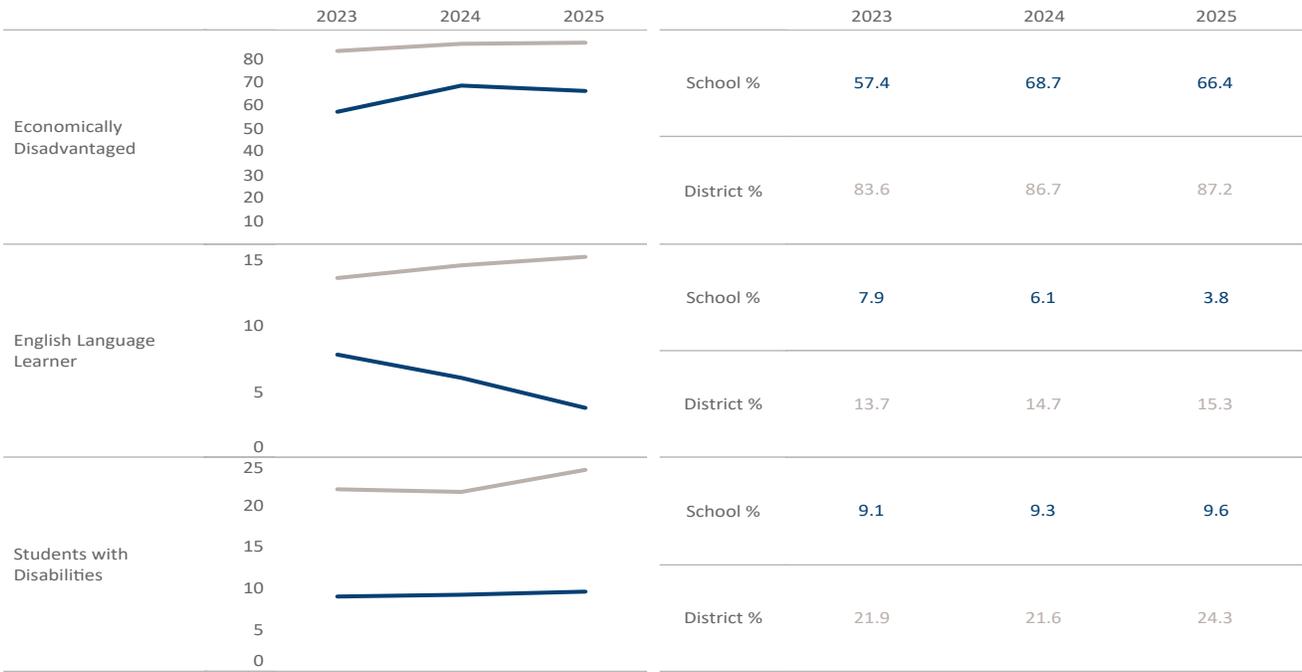
Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").



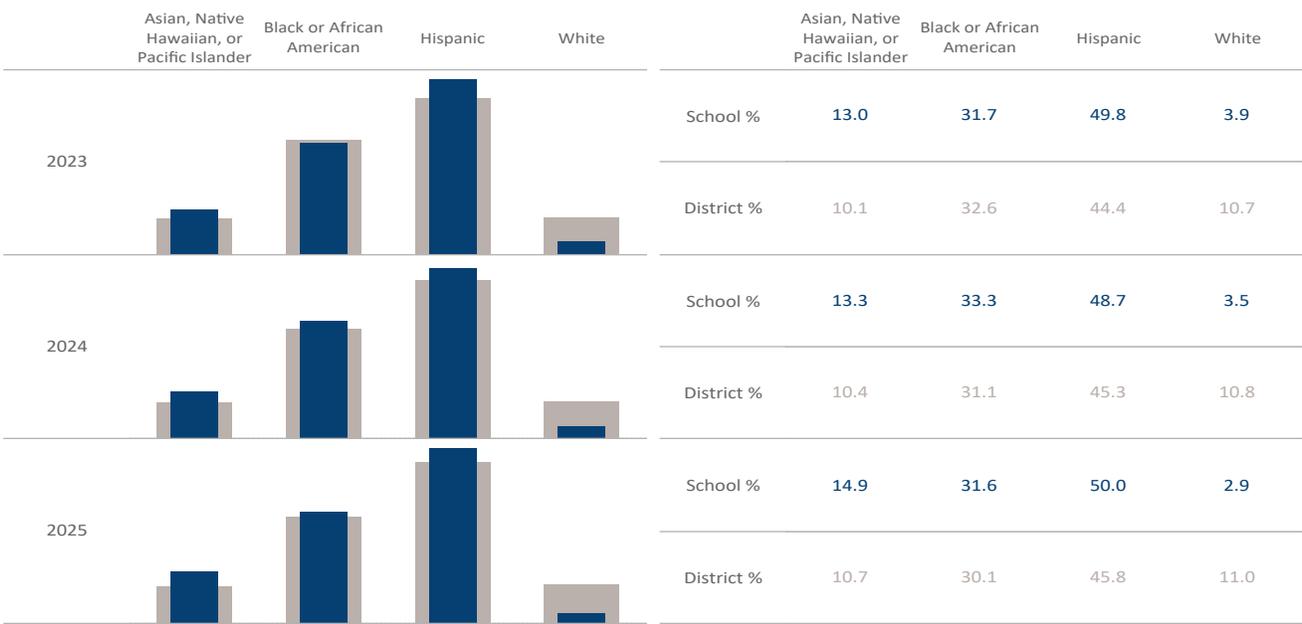
Icahn Charter School 2

Bronx CSD 11

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY

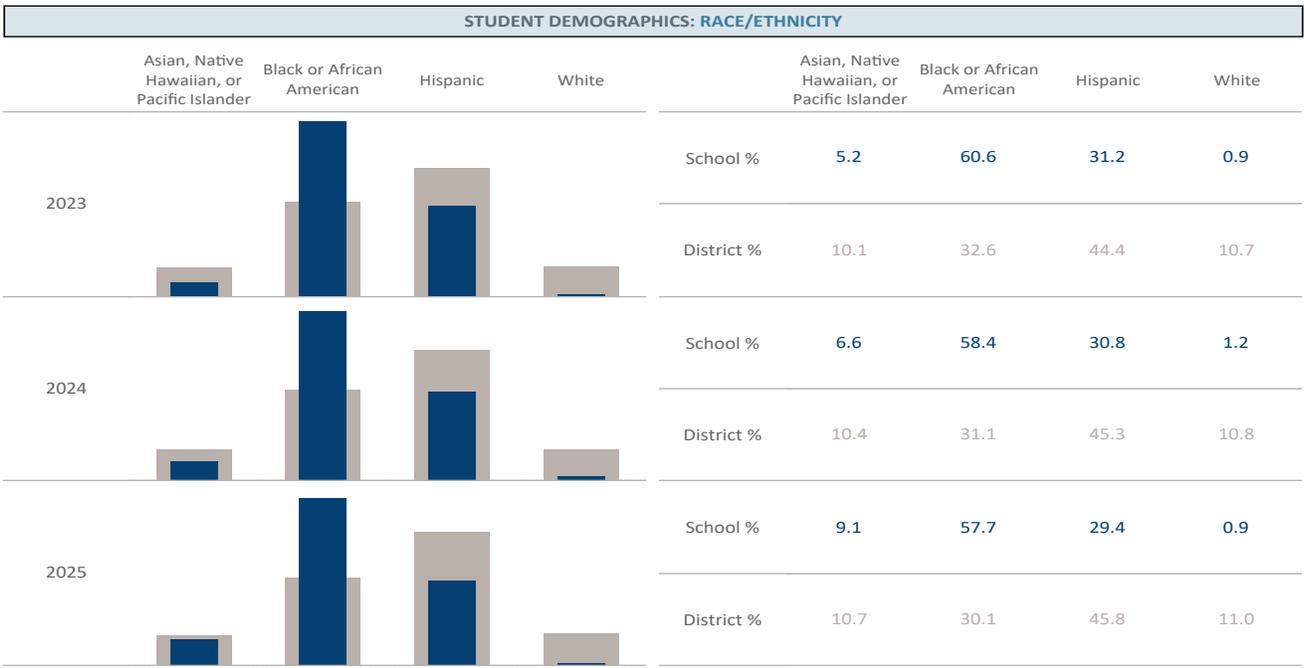


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Icahn Charter School 3

Bronx CSD 11

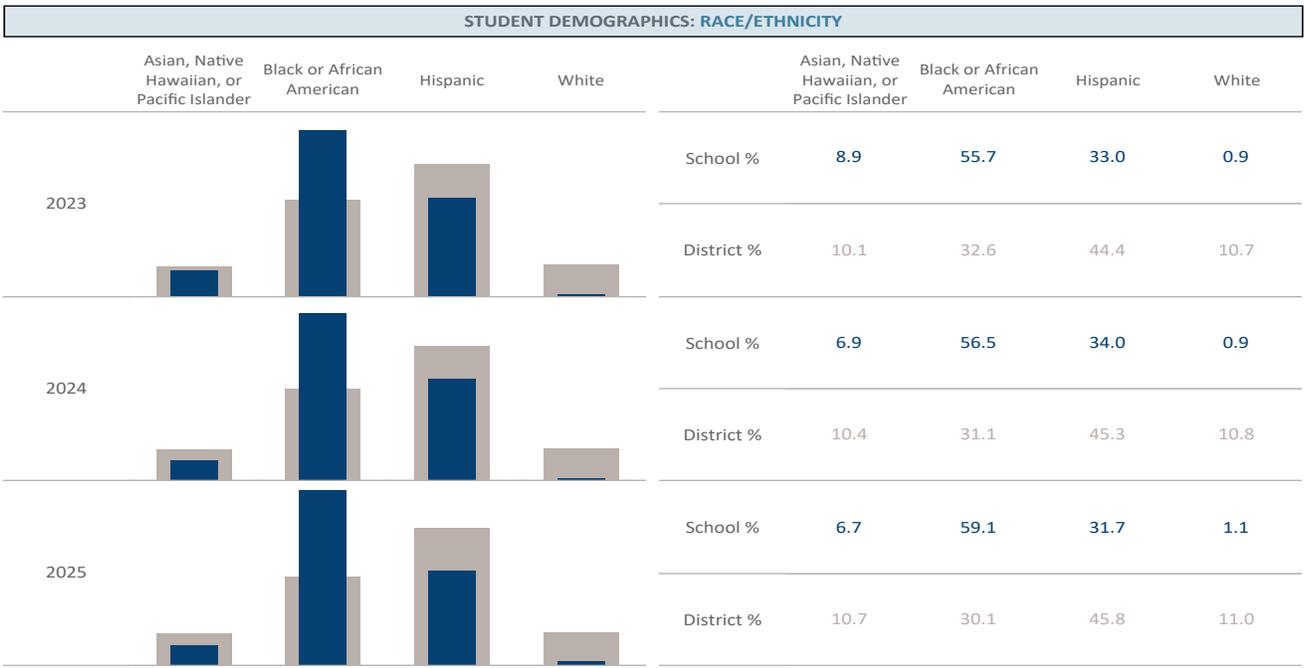
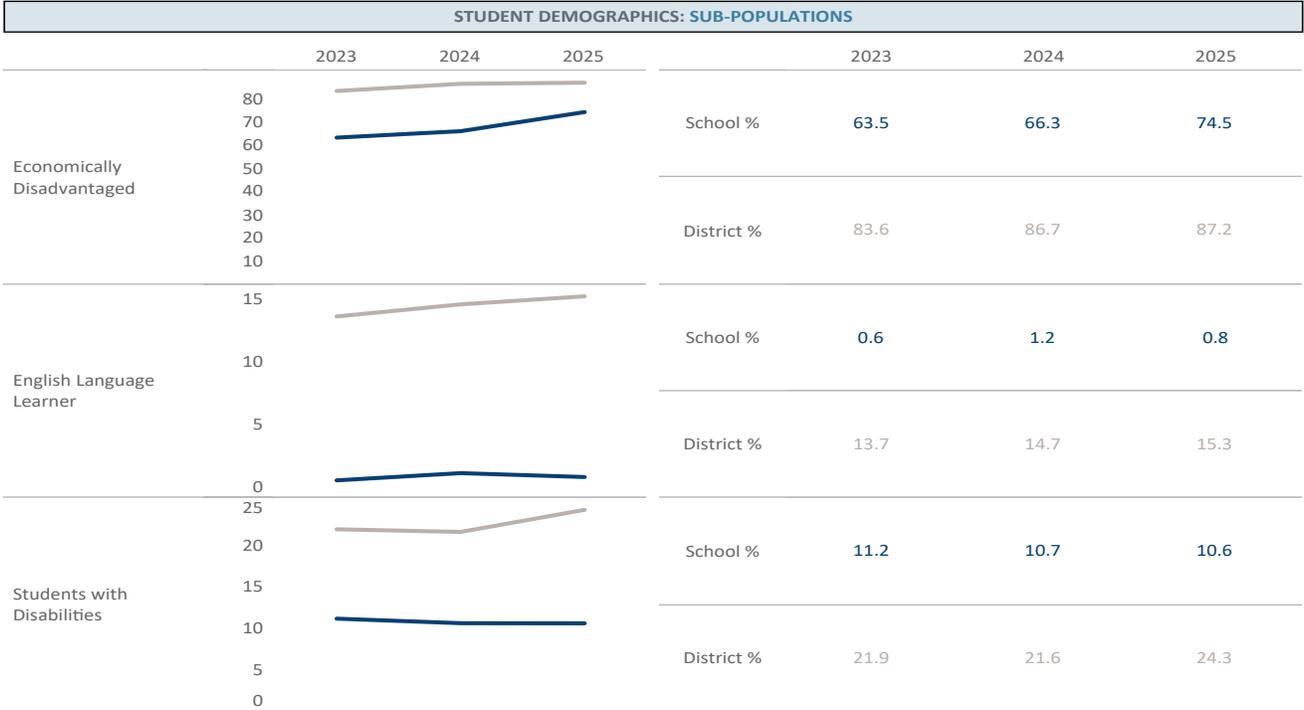


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Icahn Charter School 4

Bronx CSD 11



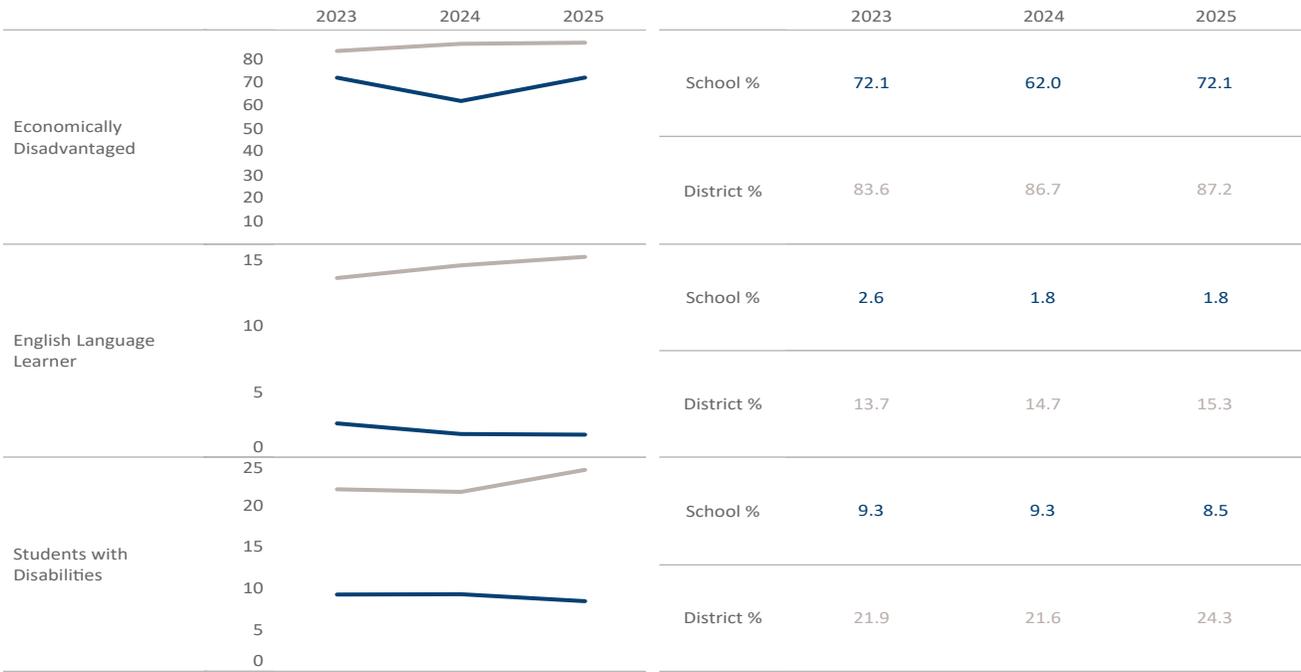
Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



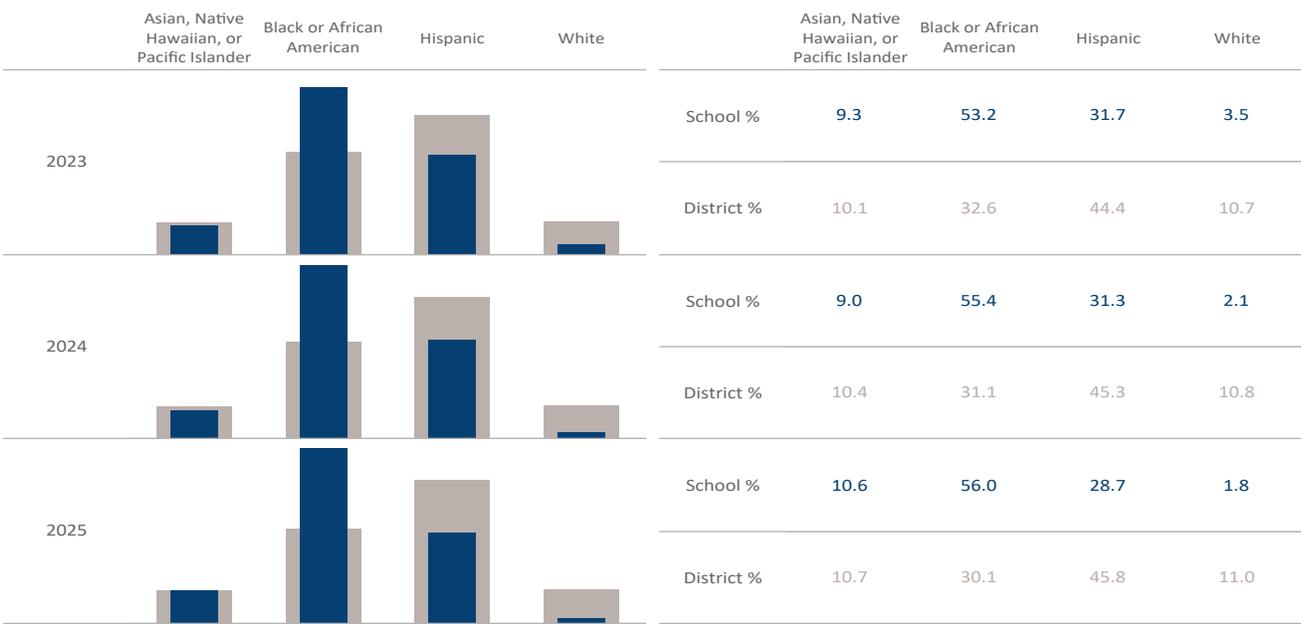
Icahn Charter School 5

Bronx CSD 11

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY

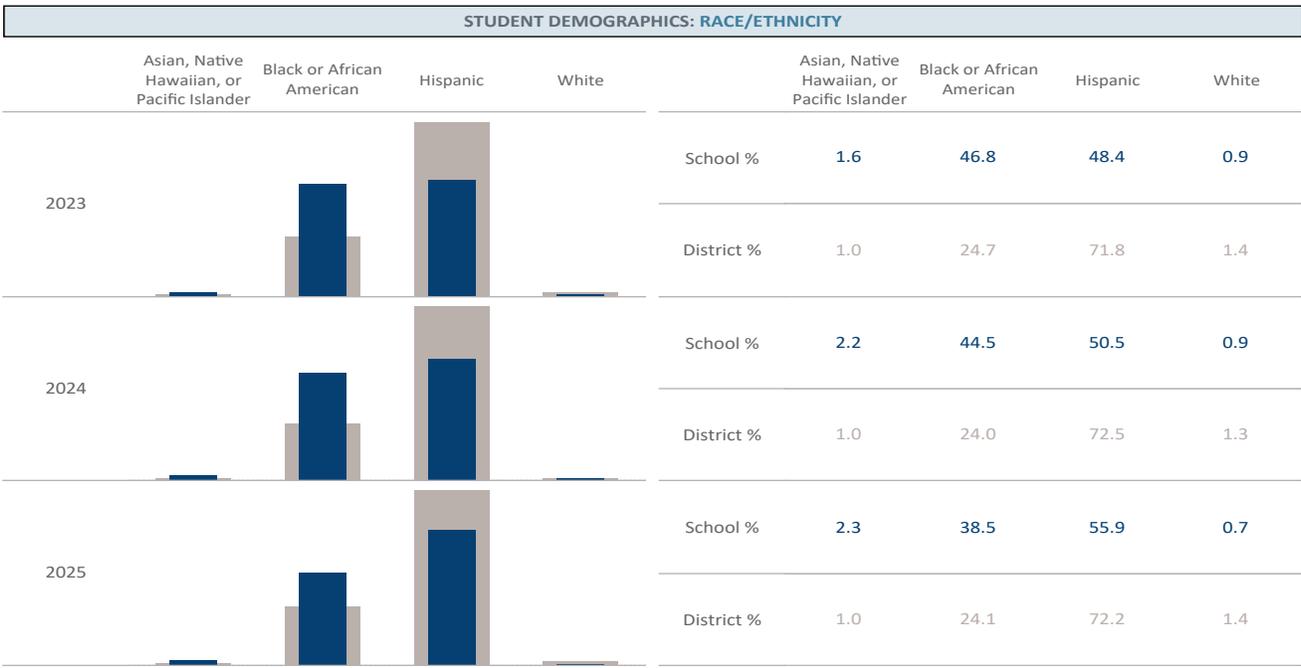
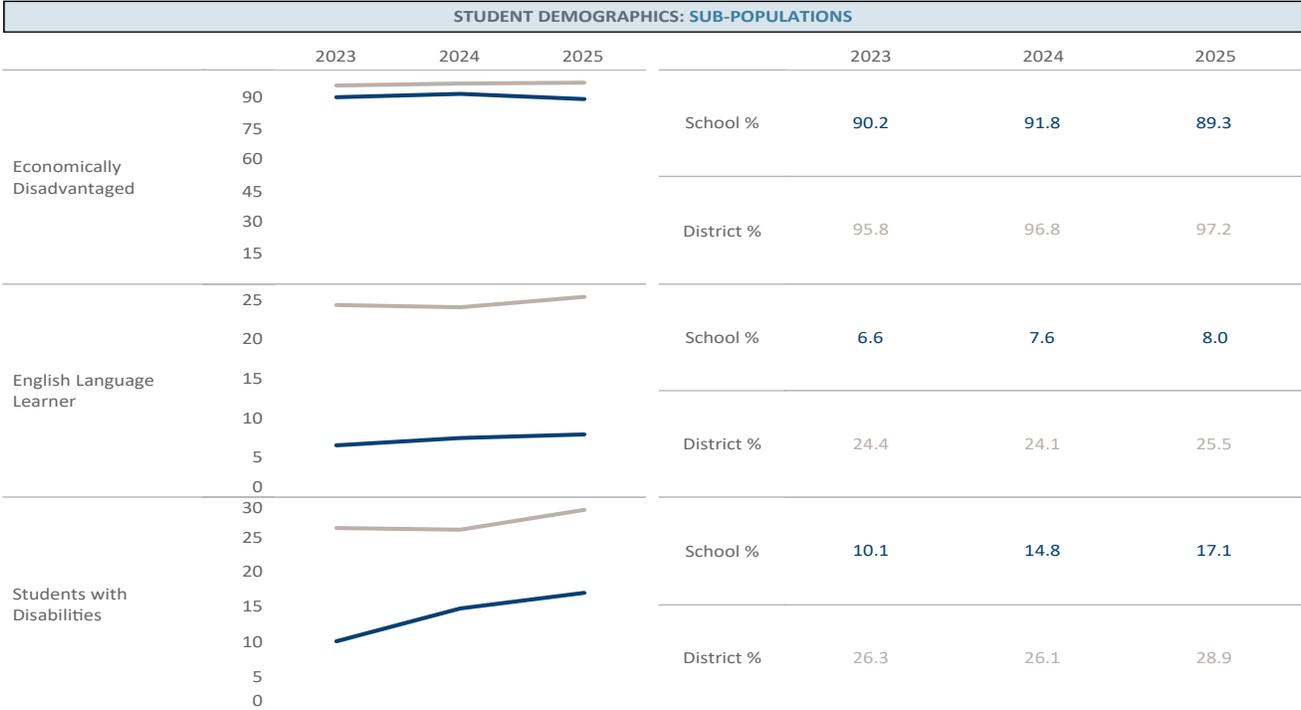


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Icahn Charter School 6

Bronx CSD 9

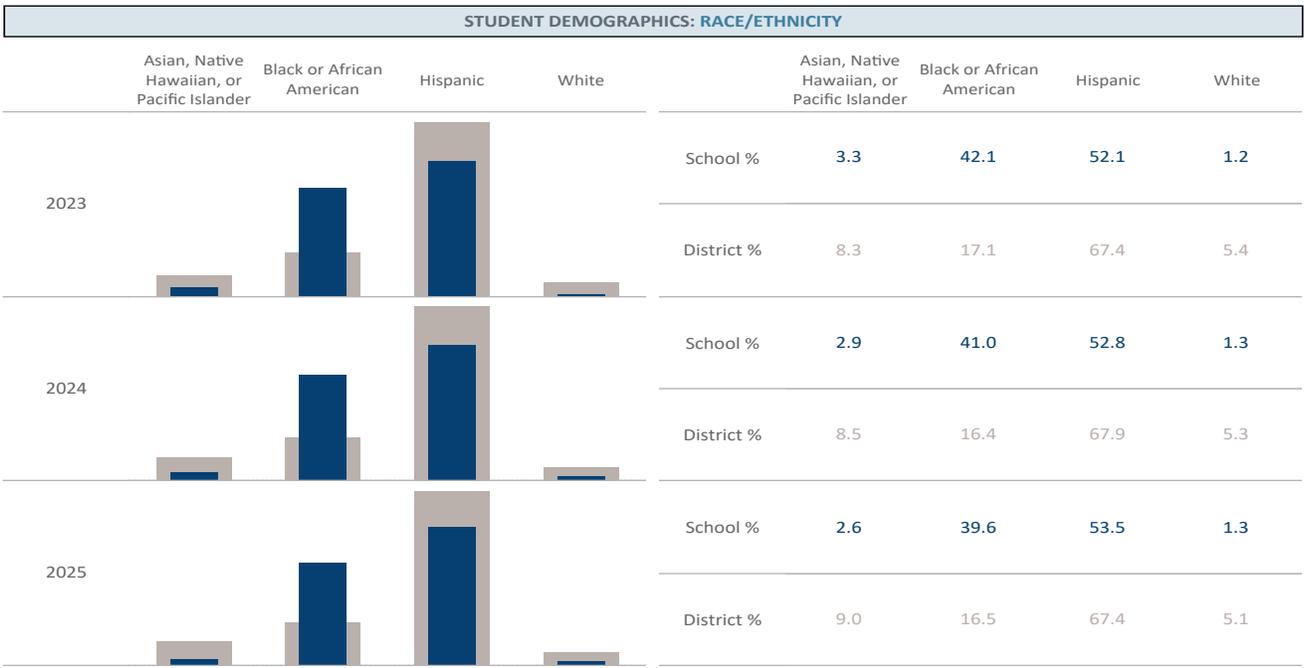


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Icahn Charter School 7

Bronx CSD 8



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

FISCAL BENCHMARK SUMMARY



DO THE EDUCATION CORPORATIONS OPERATE PURSUANT TO A FISCAL PLAN IN WHICH THEY CREATE REALISTIC BUDGETS THAT THEY MONITOR AND ADJUST WHEN APPROPRIATE?

The education corporations operate pursuant to a long-range financial plan in which the education corporations create realistic budgets that they monitor and adjust when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporations have clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporations frequently compare the long-range fiscal plan for each charter to actual progress and adjust to meet changing conditions.	+
The education corporations routinely analyze budget variances for each charter; the education corporations' boards address material variances and make necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	-

DO THE EDUCATION CORPORATIONS MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporations maintain appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporations have a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporations' audit reports, which cover fiscal operations for each charter, were free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporations review and update their Financial Policies and Procedures Manuals ("FPPM"), which cover each charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	AUGUST 2025

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

DO THE EDUCATION CORPORATIONS COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporations comply with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	N/A
Grant expenditure reports.	N/A

DO THE EDUCATION CORPORATIONS MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporations maintain adequate financial resources for each charter to ensure stable operations. Critical financial needs of each charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporations maintain sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporations maintain adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporations prepare and monitor cash flow projections for each charter.	+
If the education corporations include philanthropy in their budget for each charter, they monitor progress toward development goals on a periodic basis.	N/A



If necessary, the education corporations pursue district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.

N/A

The education corporations accumulate unrestricted net assets that are equal to or exceed two percent of each charter’s operating budget for the upcoming year.

+

The education corporations are in compliance with all loan covenants related to each charter.

+



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