

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of Icahn Charter School 6 (84XTBD) with Existing Schools P.S./M.S. 4 Crotona Park West (09X004) and Leadership Institute (09X276) in Building X004 Beginning in 2012-2013

I. Summary of Proposal

On December 1, 2011, the New York City Department of Education (“DOE”) issued a proposal to co-locate a new public charter school, Icahn Charter School 6 (84XTBD, “Icahn 6”), in building X004 (“X004”) located at 1701 Fulton Avenue, Bronx, NY 10457, in Community School District 9 (“District 9”) beginning in 2012-2013. Icahn 6 would be co-located in building X004 with an existing district K-8 school, P.S./M.S. 4 Crotona Park West (09X004, “P.S./M.S. 4”), and an existing high school, Leadership Institute (09X276, “Leadership Institute”). A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias. P.S./M.S. 4 is currently split-sited in buildings X004, the main building, and X171, an annex building which is located adjacent to X004 at 1717 Fulton Avenue, Bronx, NY 10457. Currently, P.S./M.S. 4’s early childhood grades (kindergarten, first grade, and second grade) are served in building X171. If this co-location proposal is approved, P.S./M.S. 4 will retain all its current space in building X171, and Icahn 6 will only utilize space in the X004 building. Building X171 also provides space to a community-based organization (“CBO”), La Peninsula, which offers a pre-school Head Start program. This proposal will not impact the space in X171 occupied by La Peninsula.

This amended Educational Impact Statement (“EIS”) corrects an error in the original proposal which indicated that Icahn 6 was authorized by the New York State Department of Education (“NYSED”). As reflected throughout this amended EIS, Icahn 6’s charter to serve students was authorized by the State University of New York (“SUNY”).

P.S./M.S. 4 serves students in kindergarten through eighth grades. Students are admitted into the elementary grades of P.S./M.S. 4 in accordance with the DOE’s zoned admissions policies.¹ The middle school grades give priority to continuing fifth grade students. Leadership Institute serves students in grades nine through twelve. Leadership Institute admits students through the Citywide High School Admissions Process, described in more detail in Section III.A. of this proposal.

Icahn 6 is a new public charter school that is authorized to serve students in kindergarten through fifth grades at scale. Icahn 6’s charter was authorized by SUNY in September 2011. Under this charter, Icahn 6 is approved to serve kindergarten through fifth grades. However, this proposal deals only with kindergarten through fourth grades of Icahn 6.² If this proposal is approved, Icahn 6 will begin serving a total of 96-123 kindergarten, first, and second grade students in 2012-2013 in building X004. In the 2013-2014 school year, Icahn 6 will expand to serve third grade and will serve a total of approximately 128-164 students. In the 2014-2015 school year, Icahn 6 will expand to serve fourth grade and serve a total of approximately

¹ A student’s zoned school is determined by his or her home address.

² The DOE will work with Icahn 6 in the coming years to determine whether its fifth grade can be sited in DOE space, and if so, where. Icahn 6 has expressed interest in revising its charter to become a K-8 school. If its revised charter is approved, the DOE would work with Icahn 6 to potentially site its fifth grade in a location which could also serve the school’s sixth, seventh, and eighth grades.

160-205 students in its third and final year of expansion.³ At that point and beyond, Icahn 6 will serve approximately 160-205 students in kindergarten through fourth grades at this location. In its first year, Icahn 6 will enroll kindergarten, first, and second grade students through a lottery, giving preference to students who reside in District 9; students who are not admitted will be placed on a waitlist through the same lottery process. In the event that a vacancy occurs during the school year, children will be admitted in the order in which they were placed on the waitlist. Beginning in the school's second year of operation, Icahn 6 will only have a lottery for kindergarten admission. Additional information about Icahn 6's lottery and preferences is contained in Section III.A.

Building X004 has the capacity to serve 949 students and X171 has the capacity to serve 213 students. In 2010-2011, buildings X004 and X171 collectively only served 684 students, yielding a utilization rate across the two buildings of just 59%. Currently, X004 and X171 serve approximately 632 students in P.S./M.S. 4 and Leadership Institute, yielding a utilization rate of 54%. Once Icahn 6 has completed its expansion, there will be a total of 700-870 students served collectively by P.S./M.S. 4, Leadership Institute, and Icahn 6, yielding a total utilization rate of 60%-75% in buildings X004 and X171.

Background on the DOE's Decision-Making Process

Icahn Charter Schools ("Icahn"), the Charter Management Organization ("CMO") that will operate Icahn 6, currently manages a total of five charter schools located in the Bronx. Icahn Charter School 1 and Icahn Charter School 2 are both authorized to serve kindergarten through eighth grades. Icahn Charter Schools 3 and 4 are authorized to serve kindergarten through sixth grades, and Icahn Charter School 5 is authorized to serve kindergarten through fourth grade, though Icahn has expressed interest in revising these three schools' charters to serve kindergarten through eighth grades. Currently, only Icahn 1 has reached full-scale and Icahn schools 2-5 are in the process of phasing in. Three of the existing Icahn schools were eligible for Progress Reports in 2010-2011. Icahn 1 and 2 received As on the overall Progress Report grade and Icahn 3 received a D on the overall Progress Report grade. Icahn 4 and Icahn 5 are in the process of phasing in and are not yet eligible to receive Progress Reports.

The DOE believes in Icahn's record of success and supports the placement of an Icahn charter school in District 9 in order to continue providing excellent educational opportunities for students and families.

II. Proposed or Potential Use of Building

X004 has the capacity to serve 949 students and X171 has the capacity to serve 213 students.⁴ X004 and X171 currently serve approximately 632 students in both buildings, yielding an average utilization rate of 54%.^{5,6} (The concepts of "capacity" and "utilization rate" are described below). In 2010-2011, buildings X004 and X171 served 684 students in P.S./M.S. 4, yielding a utilization rate of just 59%.^{7,8} In building

³ All projections referenced for the 2012-2013 school year and beyond reflect the charter school's authorized enrollment pursuant to its Charter application.

⁴ 2010-2011 Enrollment, Capacity, Utilization, Report (the "Blue Book")

⁵ October 31, 2011 Unaudited Register.

⁶ The utilization rate reported from the 2011-2013 school year and beyond may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁷ 2010-2011 Audited Register.

⁸ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly

X171, 13 full-size rooms and 2 half-size rooms are allocated to P.S./M.S. 4. Under this proposal, Icahn 6 will phase into X004 and will not utilize any space in X171.

Over a period of four years, the proposed grade spans for the three schools are as follows:

Grades Spans					
DBN	School Name	2011-12	2012-13	2013-14	2014-15
09X004	P.S./M.S. 004 Crotona Park West	K-8	K-8	K-8	K-8
09X276	Leadership Institute	9-12	9-12	9-12	9-12
84XTBD	Icahn Charter School 6	N/A	K-2	K-3	K-4

The table below demonstrates the projected enrollments and utilization rates for all school organizations in buildings X004 and X171 during the course of Icahn 6’s phase-in:

School Name	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment ⁹	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
P.S./M.S. 4 Crotona Park West	395	330 - 420	325 - 415	315 - 405
Leadership Institute ¹⁰	237	230 - 265	220 - 255	225 - 260
Icahn Charter School 6	N/A	96 - 123	128 - 164	160 - 205
Total Building Enrollment	632	656 - 808	673 - 834	700 - 870
Utilization¹¹	54%	56% - 70%	58% - 72%	60% - 75%

If this proposal is approved, when it completes its expansion Icahn 6 will serve 160-205 kindergarten through fourth grade students.

attending the school, and do not include Long-Term Absenses (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

⁹ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

¹⁰ Projection for eleventh grade assumes 45% attrition from tenth grade, and projection for twelfth grade assumes 6% attrition from eleventh grade; these are the historical average attrition rates for Leadership Institute for the most recent three years.

¹¹ Utilization rates reflect the combined building capacities of buildings X004 (seat capacity of 949) and X171 (seat capacity of 213), or 1,162 seats of capacity.

In the 2014-2015 school year, there will be approximately 700-870 students served in X004 and X171, yielding a building utilization rate of 60%-75%. Therefore, the two buildings together have adequate capacity to accommodate P.S./M.S. 4, Leadership Institute, and Icahn 6 during its expansion and beyond.

As noted above, P.S./M.S. 4 currently utilizes space in building X171 to serve its early childhood grades. Neither Icahn 6 nor Leadership Institute will be allocated any space in building X171, and it is expected that P.S./M.S. 4 will continue to serve kindergarten through second grades in building X171. If this proposal is approved, P.S./M.S. 4 will be allocated less space in the X004 building, as described in further detail in the Building Utilization Plan (“BUP”) annexed to this Educational Impact Statement (“EIS”). As a result, the school may decide to serve additional grade levels in building X171. Nevertheless, as the above figures demonstrate, there will be sufficient space allocated to P.S./M.S. 4 in both buildings for P.S./M.S. 4 to serve all its students.

There will also be sufficient space in building X004 for Leadership Institute and Icahn 6 to serve all of their students.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

III. Impact of the Proposal on Affected Students, Schools, and Community

A. Students

Icahn 6 is a new public charter school that will open in September 2012. If this proposal is approved, Icahn 6 will serve approximately 160-205 kindergarten through fourth grade elementary school students in District 9.

Impact on Students Currently Attending Schools in the X004 and X171 Buildings

The proposed co-location of Icahn 6 is not expected to impact the admissions processes, academic and extracurricular offerings, or partnerships at P.S./M.S. 4 or Leadership Institute.

P.S./M.S. 4 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained classes (“SC”), and Special Education Teacher Support Services (“SETSS”). Students with disabilities are admitted to schools in the same manner as general education students. Upon admission, the school works with parents to develop an Individualized Education Program (“IEP”) that reflects the resources that the school can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. Students with IEPs will continue to receive mandated services in accordance with their IEPs. In accordance with DOE policy, English Language Learners (“ELL”) students are admitted to P.S./M.S. 4 in the same manner as their non-ELL peers. ELL students at P.S./M.S. 4 will continue to receive mandated services. P.S./M.S. 4 currently offers English as a Second Language (“ESL”) classes in all grades. Under this proposal, P.S./M.S. 4 will continue to offer these programs.

Leadership Institute serves general education students and students requiring special education services. As described above, students with disabilities are admitted to high schools in the same manner as general education students. Leadership Institute will work with parents to develop an individualized program that is appropriate for special education students. Leadership Institute will continue to meet the needs of its current and future students with disabilities in accordance with their IEPs. ELL students are admitted to Leadership Institute in the same manner as their non-ELL peers. ELL students at Leadership Institute will continue to receive mandated services in accordance with DOE policy. Leadership Institute currently offers ESL classes in all grades. Under this proposal, Leadership Institute will continue to offer these programs.

The DOE does not anticipate that this proposal will impact the partnerships of the other schools in the two buildings. Similarly, all school organizations in the building will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

P.S./M.S. 4 currently offers the following special programs and extracurriculars:¹²

- Broadway Junior Program Writing Matters
- Teachers and Writers Collaborative Program
- After-School Enrichment
- Science Enrichment
- Extended Day Reading Program
- Extended Day Math Program
- High School Prep Program
- Clubs
- Saturday Family Center Recreation
- Athletics: Basketball Team; Instructional Swimming

P.S./M.S. 4 currently partners with the PHIPPS Corporation 21st Century Grant.¹³

¹² Compiled from P.S./M.S. 4’s Web site and school-reported data.

<http://schools.nyc.gov/SchoolPortals/09/X004/AboutUs/Overview/Extracurricular+Activities.htm>

¹³ School-reported data.

Leadership Institute offers the following special programs and extracurriculars:¹⁴

- Community Action Projects
- High School to College Preparation
- Leadership/Advisory
- Writer's Workshop Lab
- Youth Leadership
- Saturday School
- Club Activities
- Credit Recovery Program
- ESL Support Tutoring
- Regents Prep Program
- Soccer Club
- Public School Athletic League (PSAL):¹⁵ Basketball, Baseball, Volleyball, and Soccer

Leadership Institute currently partners with the following organizations:¹⁶

- Northwest Bronx Community and Clergy Coalition: Sistas and Brothas United
- Fordham University
- New Visions for Public Schools

La Peninsula, a CBO, currently operates a Head Start Program in the X171 annex. This proposal is not expected to impact La Peninsula's operation or allocation of space in X171.

Impact for Future Elementary, Middle and High School Students in District 9

If the proposal to co-locate Icahn 6 in building X004 is approved, students will have the opportunity to enter the charter application lottery to enroll in kindergarten, first, and second grades at Icahn 6 for September 2012. Icahn 6's lottery preferences, in order, are as follows:

- Returning students (not applicable in 2012-2013)
- Siblings of currently attending students (not applicable in 2012-2013)
- Students residing in District 9
- Students residing outside of District 9

In 2013-2014 and all later years, Icahn 6 will only accept applications via the kindergarten lottery. However, the school may admit students in other grades from the school's waitlist if seats become available.

¹⁴ Compiled from the 2010-2011 High School Directory and school-reported data.

<http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=4779>

¹⁵ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

¹⁶ Compiled from the 2010-11 High School Directory and school-reported data.

<http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=4779>

P.S./M.S. 4 is a zoned K-8 school in District 9. Currently, elementary school students residing in District 9 can attend their zoned elementary school and apply to Citywide or district-wide Gifted and Talented programs through the Gifted and Talented application process.¹⁷ They may also apply to charter schools in District 9 and throughout the Bronx through the charter lottery application process.

Under this proposal, elementary school students in District 9 will retain all of the above options. P.S./M.S. 4 will continue to serve elementary school students residing in its zone, families seeking to enroll their children into P.S./M.S. 4 for kindergarten can visit the following Web site to learn more about eligibility and the DOE's sibling priority policy: <http://schools.nyc.gov/ChoicesEnrollment/Elementary>.

P.S./M.S. 4 is zoned in its middle school grades, but the school offers priority to continuing fifth graders.

In the future, if there is an increase in student enrollment resulting from either zoned demand greater than current projections for P.S./M.S. 4 or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Icahn 6 to an alternate location geographically proximate to buildings X004 and X171. The Chancellor shall certify in writing that in his judgment, the need of the school system requires the re-acquisition of the charter school space for district use. The DOE notes that there are three new apartment buildings newly constructed with addresses inside the P.S./M.S. 4 zone. Though several of these apartments have already been leased, as of October 31, 2011, no students residing at these addresses have enrolled at P.S./M.S. 4.¹⁸ As stated above, the DOE would reevaluate this co-location should this enrollment trend change.

All remaining available seats at P.S./M.S. 4 are filled through the DOE's over-the-counter ("OTC") process.

Over-the-counter placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁹ or
- Students who did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods

¹⁷ Because there are no district-wide Gifted and Talented programs currently located in District 9, District 9 students have equal priority into some district-wide programs in other districts. These include: Districts 4, 5, 6 and 8 for the kindergarten students and Districts 5, 6 and 8 for first grade students.

¹⁸ Based on the October 31, 2011 Unaudited Register.

¹⁹ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

are unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an OTC placement are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

In addition, screened and audition middle schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Leadership Institute offers a limited unscreened program through the Citywide High School Admissions Process. Limited unscreened schools admit students through random selection, but give priority to students who demonstrate interest in the school by attending a school information session or open house event or visiting the school’s exhibit at any one of the High School Fairs.²⁰ In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high schools in order of preference. Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round 1: All eighth grade and interested first-time ninth grade students participate in this round. All students will receive match results at the end of February. Additionally, students who took the Specialized High Schools Admissions Test and/or auditioned for Fiorello H. LaGuardia High School of Music & Art and Performing Arts (LaGuardia) will be notified about test and/or audition results at the end of February.

Round 2: All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning this year, any student who received a match in Round 1 may reapply to available programs in Round 2. The available programs for Round 2 include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April.

As mentioned above, students with IEPs will participate in the high school admissions process in the same manner as their general education peers. The high school to which a student is matched will develop a program to meet the student’s needs. This process would apply to students with IEPs transitioning to high school in the same manner as it applies to all other students. The DOE will support high schools by reviewing students’ IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. ELL students are admitted to high schools in the same manner as their non-ELL peers.

For more information about the High School Admissions Process, please visit the DOE Web site at <http://schools.nyc.gov/ChoicesEnrollment/High>.

In addition to the High School Admissions Process, some students receive placement into Leadership Institute through the OTC process, as described previously in this EIS.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

²⁰ Students must sign in at these event to receive priority to the school’s program(s).

Screened programs (those that have academic criteria), which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered to OTC students through referral.²¹ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

B. Schools

Buildings X004 and X171 have adequate capacity to accommodate P.S./M.S. 4, Leadership Institute, and Icahn 6 at the proposed grade span of kindergarten through fourth grades. Collectively, the three schools are projected to enroll an estimated 700-870 students in 2014-2015. At that point, Icahn 6 will be at full-scale. The combined projected utilization for X004 and X171 will be approximately 60%-75%. This means that the building has adequate capacity to accommodate the three schools that will be located in X004 and X171.

The estimated enrollment for all three organizations over a four-year period are shown in the tables below.

Icahn 6’s estimated enrollment over a period of four years:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2011-12 (unaudited)	N/A	N/A	N/A	N/A	N/A	N/A
2012-13 (proj.)	32-41	32-41	32-41	N/A	N/A	96-123
2013-14 (proj.)	32-41	32-41	32-41	32-41	N/A	128-164
2014-15 (proj.)	32-41	32-41	32-41	32-41	32-41	160-205

P.S./M.S. 4’s estimated enrollment, over a period of 4 years:

	Grade K	Grade 1	Grade 2 ²²	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	37	44	54	39	40	42	44	39	56	395
2012-13 (proj.)	30 - 40	30 - 40	40 - 50	50 - 60	35 - 45	35 - 45	35 - 45	40 - 50	35 - 45	330 - 420

²¹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over-age and under-credited”).

²² P.S./M.S. 4’s kindergarten, first, and second grades have historically been served in building X171 and are assumed to continue to be served in building X171 under this proposal.

2013-14 (proj.)	30 - 40	30 - 40	30 - 40	40 - 50	50 - 60	35 - 45	35 - 45	35 - 45	40 - 50	325 - 415
2014-15 (proj.)	30 - 40	30 - 40	30 - 40	30 - 40	40 - 50	50 - 60	35 - 45	35 - 45	35 - 45	315 - 405

Leadership Institute’s estimated enrollment, over a period of four years:

	Total Enrollment
2011-12 (unaudited)	237
2012-13 (proj.)	230 - 265
2013-14 (proj.)	220 - 255
2014-15 (proj.)	225 - 260

If this proposal is approved, there will be sufficient space to accommodate P.S./M.S. 4, Leadership Institute, and Icahn 6, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Icahn 6 gradually phases in. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each Self Contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For sixth through twelfth grades, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

C. Community

The proposed co-location of Icahn 6 will provide District 9 with an additional elementary school option.

The opening of Icahn 6 may have a mild impact on enrollment on District 9 elementary and K-8 schools by enrolling students who might otherwise have attended one of those schools. At present, there is no way to reliably predict which District 9 schools would be impacted, or by how many seats.

Icahn currently manages a total of five charter schools located in the Bronx, which are intended to serve grades kindergarten through eight at scale. Of the Icahn schools that received Progress Report grades in 2010-2011, two of the schools, Icahn 1 and Icahn 2, received As and the third school to receive a Progress Report Grade, Icahn 3, received a D. Icahn Charter Schools 4 and 5 have not yet received Progress Report grades.

Though Icahn 3 received a D on the Progress sub-section, the school also received a B in both the Student Performance and School Environment sub-sections. Additionally, in the 2010-2011 school year, Icahn 3 students performed extremely well on State tests. Icahn 3 ranked in the 57th percentile and the 74th percentile amongst elementary schools Citywide in terms of the number of students scoring Level 3 or 4 on State English Language Arts (“ELA”) and Mathematics tests, respectively.

Despite the low progress report score received by Icahn 3, the DOE believes in the Icahn management organization’s record of success and supports the permanent placement of a new Icahn charter school in District 9 in order to continue providing excellent educational opportunities for students and families.

It is worth noting that while Icahn 1, Icahn 2, and Icahn 3 all opened in District 9, Icahn 2 moved out of the district after the 2009-2010 school year, and Icahn 3 will move out of the district after the 2011-2012 school year. As a result, the siting of a new Icahn school would allow the CMO to continue to serve a meaningful number of District 9 students.

The X004 and X171 buildings are currently under-utilized. This means that the space in these buildings is not being used as efficiently as possible and could be used to create new educational opportunities for District 9 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of Icahn 6 is intended to meet those goals by providing an additional elementary school choice option for students in District 9.

In 2010-2011, X004 and X171 had a combined utilization rate of 59%. When Icahn 6 achieves full-scale in building X004, the DOE projects the two buildings will have up to a 75% combined utilization rate. This means that by 2014-2015, buildings X004 and X171 would serve more students, and the space would be more efficiently utilized than was the case during the 2010-2011 school year.

If approved, Icahn 6 will join six existing charter schools currently serving elementary and middle school grades in District 9:

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ²³	Admissions Method
84X165	GRAND CONCOURSE CHARTER SCHOOL	K-5	K-5	377	Lottery
84X419	BRONX ACADEMY OF PROMISE	K-5	K-8	342	Lottery
84X422 ²⁴	ICAHN CHARTER SCHOOL 3	K-5	K-8	213	Lottery
84X705	FAMILY LIFE ACADEMY CHARTER SCHOOL	K-8	K-8	428	Lottery

²³ Based on the Charter Office Head Count from October 1, 2011

²⁴ As noted earlier, it is anticipated that Icahn Charter School 3 will move out of District 9 after the 2011-2012 school year. In this case, Icahn 6 will be one of six, rather than one of seven, charter schools serving elementary and middle school grades in District 9.

84X706	HARRIET TUBMAN CHARTER SCHOOL	K-8	K-8	577	Lottery
84X717	ICAHN CHARTER SCHOOL	1-8	K-8	330	Lottery

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE’s website here: http://schools.nyc.gov/NR/ronlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

There is currently one charter school in District 9 that serves students in the high school grades, as indicated in the chart below:

Middle and High School Level					
84X703	BRONX PREPARATORY CHARTER SCHOOL	5-12	5-12	646	Lottery

Detailed information about charter schools will also be published annually and would be available in print or on the DOE Web site here: http://schools.nyc.gov/NR/ronlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X004 or X171. This proposal is not expected to impact the functional site accessibility of the X171 annex.

IV. Enrollment, Admissions, and School Performance Information

P.S./M.S. 4

Admissions Data

Current Admissions	Grades K-8: Zoned K-8; Priority to continuing 5 th graders
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Enrollment Data

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	37	44	54	39	40	42	44	39	56	395
2012-13 (proj.)	30 - 40	30 - 40	40 - 50	50 - 60	35 - 45	35 - 45	35 - 45	40 - 50	35 - 45	330 - 420
2013-14 (proj.)	30 - 40	30 - 40	30 - 40	40 - 50	50 - 60	35 - 45	35 - 45	35 - 45	40 - 50	325 - 415
2014-15 (proj.)	30 - 40	30 - 40	30 - 40	30 - 40	40 - 50	50 - 60	35 - 45	35 - 45	35 - 45	315 - 405

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁵	15%
Percentage of Students with Individualized Education Programs ²⁶	22%
Percentage of English Language Learner Students ²⁷	10%
Percentage of Students Eligible for Free or Reduced Lunch ²⁸	97%

²⁵ Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register

²⁶ Students with Individualized Education Programs as percentage of total students from the 2011 unaudited register

²⁷ English Language Learner students as percentage of total students from the 2011 unaudited register

²⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data²⁹

P.S./M.S. 004 Crotona Park West	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Quality Review Score			P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	57%	24%	22%
Math % Proficient (Levels 3 and 4)	84%	41%	44%
Other Key Performance Indicators			
Attendance Rate	91.2%	91.9%	91.4%
2010-2011 State Accountability Status	Restructuring (advanced) Focused		

²⁹ Source: Progress Report <http://schools.nyc.gov/SchoolPortals/09/X004/AboutUs/Statistics/default.htm>

Leadership Institute

Admissions Data

Current Admissions	High School: Citywide High School Admissions Process; Limited Unscreened
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Enrollment Data

	Total Enrollment
2011-12 (unaudited)	237
2012-13 (proj.)	230 - 265
2013-14 (proj.)	220 - 255
2014-15 (proj.)	225 - 260

Demographic Data

Percentage of Students Receiving ICT or SC Services ³⁰	15%
Percentage of Students with Individualized Education Programs ³¹	18%
Percentage of English Language Learner Students ³²	18%
Percentage of Students Eligible for Free or Reduced Lunch ³³	95%

³⁰ Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register

³¹ Students with Individualized Education Programs as percentage of total students from the 2011 unaudited register

³² English Language Learner students as percentage of total students from the 2011 unaudited register

³³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data³⁴

X276 Leadership Institute	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	D	C
Quality Review Score	UPF	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	51%	46%	51%
4 Year Graduation Rate	57%	56%	58%
6 Year Graduation Rate	-	-	69%
% Graduating with a Regents Diploma	33%	50%	47%
Attendance Rate	75%	82%	79%
2010-2011 State Accountability Status			
In Good Standing			

³⁴ Source: Progress Report <http://schools.nyc.gov/SchoolPortals/09/X276/AboutUs/Statistics/default.htm>

Icahn 6

Admissions Data

Projected Admissions	Charter Lottery; preference to students who reside in District 9
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Enrollment Data

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2011-12 (unaudited)	N/A	N/A	N/A	N/A	N/A	N/A
2012-13 (proj.)	32-41	32-41	32-41	N/A	N/A	96-123
2013-14 (proj.)	32-41	32-41	32-41	32-41	N/A	128-164
2014-15 (proj.)	32-41	32-41	32-41	32-41	32-41	160-205

Demographic Data

Icahn 6 has no current enrollment, and therefore there is no demographic data for the school.

School Performance Data

Icahn 6 has no current enrollment, and therefore there is no school performance data for the school.

V. Initial Costs and Savings

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

At present, X004 and X171 are not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs or savings.

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

The proposed co-location of Icahn 6 in X004 and X171 is not expected to change the number of personnel positions assigned to P.S./M.S. 4 or Leadership Institute, nor is it expected to alter the duties of current staff in X171 and X004.

Icahn 6 will hire teachers and other personnel as it phases in to serve students in kindergarten through fourth grades in the X004 building.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S./M.S. 4 or Leadership Institute. The basic operating budget for those schools is determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student.

FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil allocation for elementary schools is \$4,085.30, the base per-pupil allocation for middle schools is \$4,412.45, and the base per-pupil allocation for high schools is \$4,207.47. In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools receive an additional \$1,633.71 per pupil for each English Language Learner they enrolled and middle schools and high schools both received \$2,043.69 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who require special education services or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, P.S./M.S. 4, and Leadership Institute may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S./M.S. 4 and Leadership Institute are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, this is only part of the funding schools receive to support those students. Schools are budgeted to

meet the needs of their special education students as defined by their IEPs. P.S./M.S. 4, and Leadership Institute will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

The General Education Charter School per-pupil rate is determined by the New York State Education Department (NYSED), and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures (AOE) by Total Allowable Pupil Units (TAPU). Special Education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

C. Administration

No change in school supervisory or administrator positions at P.S./M.S. 4 or Leadership Institute is expected as a result of this proposal.

Icahn 6 may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

D. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.
There will be no change to existing transportation practices at P.S./M.S. 004 or Leadership Institute.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy as Icahn 6 phases in.

VII. Building Information

Building		X004	X171 ³⁵
Type of Building		K-8	Annex
Year Built		1897	1997
Overall BCAS rating		2.43	1.98
2010-2011 Target Building Utilization		57%	73%
2010-2011 Target Building Capacity		949	213
FY 2011 Maintenance Costs	Labor	\$39,536	\$9,547
	Materials	\$20,929	\$2,526
	Maintenance and repair contracts	\$17,318	\$11,956
	Service contracts	\$590	\$7,527
	Custodial operations costs—Materials	\$7,413	\$2,448
	Custodial operations costs—Custodial Allocation	\$308,375	\$88,621
FY 2011 Energy Costs	Electric	\$114,239	\$97,522
	Gas	\$59,448	\$35,942
	Oil	\$6,992	\$0
Projects completed during the current or prior school year		CIP - Exterior Masonry	CIP - Retaining Wall
Projects proposed in the capital plan		IP surveillance camera installation	No projects identified
Accessibility of the building		Building is not functionally programmatically accessible	Fully Programmatically accessible
Building attributes		Art rooms, Auditorium, Cafeteria, Computer room (Cr's), Gymnasium, Library, Multi-purpose room & Nurse's office & science lab	Cafeteria, Library & Nurse's office

³⁵ X171 custodial operations are merged with X004