

# REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Opening of New Design Middle School (05M514) and Co-location with Existing Schools I.S. 195 (05M195), KIPP Infinity Charter School (84M336), and Newly Sited KIPP High School Grades in Building M195

## I. Summary of Proposal

In an Educational Impact Statement (“EIS”) posted on February January 31, 2011, and amended on March 16, 2011, the New York City Department of Education (“DOE”) proposed opening a new District middle school, the New Design Middle School (05M514, “New School”) serving grades six through eight in Building M195, located at 625 West 133<sup>rd</sup> Street, New York, NY 10027 in Community School District 5. This new middle school would be co-located in M195 with an existing District choice middle school, I.S.195 Roberto Clemente (05M195, “I.S. 195”) and the elementary and middle school grades of KIPP Infinity Charter School (84M336, “KIPP Infinity K-8”), an existing public charter school currently serving Kindergarten and grades five through eight. In addition, in a separate EIS also posted on January 31, 2011 and revised on March 16, 2011, the DOE proposed the temporary co-location of KIPP High School grades in M195 for the 2011-2012 and 2012-2013 school years.<sup>1</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. The proposals were both approved by the Panel for Educational Policy (“PEP”) on March 23, 2011.

The DOE is now revising this proposal. This revised EIS changes the projected enrollment for I.S. 195 to conform to budget register projections for 2011-2012. It therefore also changes the total number of students projected to be served by all schools and the projected building utilization rate. It also includes information about programs and partnerships at I.S. 195 and KIPP Infinity K-8 and includes more detailed information about New School.

The DOE has also published a revised Building Utilization Plan (“BUP”), which is annexed to this revised EIS. The revised BUP makes the following changes:

- the number of students that I.S. 195 is projected to serve in the coming years has been revised to reflect budget register projections for 2011-2012.<sup>2</sup> The number of sections I.S. 195 will program to serve these students has also been revised, resulting in revisions to I.S. 195’s baseline allocation of space in future years;
- the allocation of space between all school organizations has been changed to reflect I.S. 195’s increased baseline allocation;
- a dance studio that occupies one full-size classroom and is considered a shared space for the building has been listed as a shared space and has been removed from the total number of rooms available to be allocated to the individual schools;

<sup>1</sup> The term “KIPP High School” refers to high school students enrolled in one of four KIPP-operated charter schools. The four KIPP charter schools are KIPP Infinity (84M336, “KIPP Infinity”); KIPP S.T.A.R. (84M726, “KIPP S.T.A.R.”); KIPP A.M.P. (84K357, “KIPP A.M.P.”); and KIPP Academy (84X704, “KIPP Academy”). KIPP High School is currently located in Building X790. For more detail, please see the revised EIS describing the proposed re-siting of KIPP High School to M195, available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/June2011Proposals>

<sup>2</sup> Budget register projections are the official enrollment projections for the following academic year, and provide the basis for the financial budget of each school based on the number of students in total, and the number of students requiring Individualized Education Plans (“IEPs”) and English Language Learner (“ELL”) services. These projections were finalized recently.

- a computer lab currently used by I.S. 195 has been added to the total number of rooms available to be allocated to the individual schools;
- the timing of construction to divide one double-sized classroom into two full-size classrooms has been moved up to 2011-2012 instead of 2012-2013; and
- the proposed shared space schedule on pages 15-18 has been adjusted and the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal.

In a separate EIS published on December 18, 2010, the DOE proposed to gradually phase out and eventually close I.S. 195 because of its low performance and inability to turn around quickly to better support student needs.<sup>3</sup> That proposal was approved by the Panel for Educational Policy on February 1, 2011. This new middle school is proposed to replace I.S. 195 and provide a high quality option to middle school students in District 5.

I.S. 195 admits students in sixth grade through the District 5 Middle School Choice application process, and is a district choice middle school. The school currently enrolls 398 students.<sup>4</sup> Because the proposal to phase-out I.S. 195 was approved, I.S. 195 will no longer admit sixth-grade students after the conclusion of the 2010-2011 school year. One grade would then be phased out per year. During the 2011-2012 school year, I.S. 195 will serve students in grades seven and eight. In 2012-2013, I.S. 195 will serve students in eighth grade only. The school will close after June 2013.<sup>5</sup>

New School will open in September 2011 with sixth grade, and add one grade per year until it serves sixth through eighth grades. New School will offer up to four sections per grade of General Education/CTT classes, SC classes, and a special education program to serve students who are cognitively impaired. Admission to New School will be through the District 5 middle school choice process. New School will be a Limited Unscreened school, meaning students who express interest by attending an information session at the school or speaking to school representatives at a middle school fair will receive admission preference. Total enrollment at the new school will be approximately 300-375 students at full scale.

KIPP Infinity K-8 is an existing public charter school that gives preference to District 5 residents and serves 398 students in kindergarten and grades five through eight in M195.<sup>6</sup> KIPP Infinity also serves 111 high school students currently sited in a different location, but whom the DOE separately proposed to temporarily house in M195 for two years.<sup>7</sup> For more details, please see the revised EIS describing the proposed re-siting of KIPP High School to M195. KIPP Infinity is in the process of a grade expansion and will serve Kindergarten through twelfth grade at full scale, with Kindergarten through eighth grade in M195. When at full-scale, KIPP Infinity would serve approximately 760-780 students in M195.

In 2010-2011, KIPP Infinity K-8 and I.S. 195 enrolled a total of 796 students in M195,<sup>8</sup> yielding a target capacity of 57%.<sup>9</sup> If this proposal and the proposal to temporarily locate KIPP's high school grades in

---

<sup>3</sup> <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>

<sup>4</sup> 2010 Audited Register

<sup>5</sup> As described in separate EIS to phase out and close I.S. 195, students who do not meet promotional requirements during the phase-out plan will continue to have access to appropriate courses to support their progress toward promotion.

<sup>6</sup> 2010 Audited Register

<sup>7</sup> 2010 Audited Register

<sup>8</sup> 2010-2011 Audited Register.

<sup>9</sup> The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for

M195 were both approved, in 2011-2012 projected enrollment of the schools in M195 would be approximately 1,355-1,425 students, and M195 would have a projected building utilization rate of 98-103% of target capacity.<sup>10</sup> In 2012-2013, there would be 1,600-1,695 students enrolled in M195, for a building utilization rate of 115-122% of target capacity.<sup>11</sup> Beginning in 2013-2014, after KIPP High School leaves the M195 building, total enrollment of the remaining schools would be 965-1,065 students. At that point, building utilization would be between 70-77% of target capacity, and the building would have room to serve additional students.<sup>12</sup>

### *Background on the DOE's Decision-Making Process*

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the Educational Impact Statement posted on December 18, 2010, the DOE has concluded that phasing out I.S. 195 is appropriate due to the school's history of poor performance.<sup>13</sup>

In determining the most optimal way to distribute space to high quality schools, the DOE is proposing to open New School in the M195 building to create a school the DOE believes would be a high-quality middle school to serve the families of District 5.

Not including I.S. 195 and other District 5 schools that have been approved for phase-out or eventual closure, there are currently 12 total schools located in District 5 serving middle school grades, and one District 3 middle school for which District 5 students are eligible for admission. Of those, 12 received a Progress Report grade in 2009-2010. Four of these schools received a B on the Progress Report and eight received either a C or a D.

In addition to the District schools, there are eight public charter schools serving middle school grades in District 5, six of which received a Progress Report grade in 2009-2010 that included middle school grades; all six of these schools received either an A or a B.

The DOE proposes opening New School in District 5 in order to provide an additional high quality educational opportunity for middle school students and families. New School will offer high school and college mentoring, a comprehensive Reading and Writing approach, integrated design projects from 6th to 8th grade (in 2011, sixth graders will redesign the school courtyard), math, science, & social studies in the real world, and after school programs including sports and clubs that will be developed after the school opens based on student interest and available resources. New School will offer Integrated Co-Teaching (ICT), Special Education Teacher Support Services (SETTS) and a Special Class (SC). It will also offer a Transitional Bilingual Education (TBE) program in Spanish and ESL. New School partners with Community of Unity, New Design High School, Casita Maria, The Urban Design Lab, and the Cloud Institute.

## **II. Proposed or Potential Use of Building**

The building in which I.S. 195 is located, M195, has the capacity to serve 1,386 students. Last year, the

---

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.

<sup>10</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>11</sup> Enrollment numbers are subject to change pending finalized projections for the school years following 2011-2012.

<sup>12</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>13</sup> <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>

building only served 1,038 students, a building utilization rate of just 75% of target capacity.<sup>14</sup> 2010-2011 enrollment is 796 students, yielding a building utilization rate of 57% of target capacity.<sup>15</sup>

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at [http://source.nycsca.org/pdf/capitalplan/2009-10/BB\\_2009\\_2010.pdf](http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.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 UFT 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 2009-2010. As described earlier in this EIS, the DOE’s projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 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 2010-2011 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, this change 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.

During the 2011-2012 school year, I.S. 195 will serve students in grades seven and eight. In 2012-2013, I.S. 195 will serve students in grade eight only. The school will close after June 2013.

KIPP Infinity K-8 will continue its grade expansion, adding one additional elementary grade until it serves Kindergarten through eighth grade in M195 in 2014-2015.

New School would open in 2011 with sixth grade. New School would serve 300-375 sixth through eighth grade students when it completes its phase-in and achieves full scale in 2013-2014.

KIPP High School would serve grades nine through eleven in 2011-2012, and nine through twelve in 2012-2013. KIPP High School would be re-sited out of M195 into its permanent location in 2013-2014.

Over the next three years, the proposed enrollment and grade spans for the schools in the building are as follows:

Year	2010-2011 <sup>16</sup>	2011-2012	2012-2013	2013-2014	2014-2015
<b>I.S. 195</b>					
Grades	6, 7, 8	7, 8	8	N/A	N/A

<sup>14</sup> 2009 Audited Register

<sup>15</sup> 2010 Audited Register

<sup>16</sup> 2010 Audited Register

Projected Enrollment	398	250 <sup>17</sup>	100 <sup>18</sup>	0	0
<b>KIPP Infinity K-8 (84M336)</b>					
Grades	K, 5-8	K-1, 5-8	K-2, 5-8	K-3, 5-8	K-8
Projected Enrollment	398	480-500	575-595	665-690	760-780
<b>New School</b>					
Grades	N/A	6	6, 7	6, 7, 8	6, 7, 8
Projected Enrollment	N/A	100-125 <sup>19</sup>	200-250 <sup>20</sup>	300-375	300-375
<b>KIPP High School</b>					
Grades	N/A	9, 10, 11	9, 10, 11, 12	N/A	N/A
Projected Enrollment	N/A	525-550	725-750	N/A	N/A
Total Enrollment	796	1,355-1,425	1,600-1,695	965-1,065	1,060-1,155

In 2012-2013, the year with the highest projected total enrollment of all schools in M195, building utilization would be 115-122% of target capacity. As can be seen above, enrollment would decline significantly after 2012-2013.<sup>21</sup>

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school. That will be the case in M195 in 2012-2013: KIPP High School, but not the other schools in the building, will expand its class size to fit into the space. The other schools in the building will not experience an increase in class size as a result of the proposed co-locations, although they will share common spaces with the increased number of KIPP High School students in that year. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in the building to provide a more complete picture of the availability of space in M195.

After KIPP High School moves to a permanent location, New School completes its expansion and I.S. 195 completes its phase-out, there would be approximately 1,060-1,155 students served in the schools in M195, and the building would have a building utilization rate of 76-83%. There would continue to be space in M195 for additional students after KIPP High School moves out of the building in 2013-2014. The DOE would evaluate the needs of the community prior to proposing any additional use for the building.

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

<sup>17</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>18</sup> Enrollment numbers are subject to change pending finalized projections for the school years following 2011-2012.

<sup>19</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>20</sup> Enrollment numbers are subject to change pending finalized projections for the school years following 2011-2012.

<sup>21</sup> Enrollment numbers are subject to change pending finalized projections for the school years following 2011-2012.

## A. Students

### *Impact on Students Currently Attending Schools in the M195 Building*

The proposal to phase out and close I.S. 195 and its impact on current I.S. 195 students was outlined in a separate EIS, which was posted on December 18, 2010 and approved on February 1, 2011. Please visit the DOE's website to view that Educational Impact Statement:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>

I.S. 195 currently serves 398 students in grades 6-8.<sup>22</sup> Current sixth, seventh and eighth grade students would complete middle school at I.S. 195. In 2011-2012, I.S. 195 will serve students in grades seven and eight. In 2012-2013, I.S. 195 will only serve students in grade eight. I.S. 195 will close at the end of June 2013. Students who do not meet promotional requirements during the phase-out of I.S. 195 will continue to have access to appropriate courses to support their progress toward promotion, and may continue with their enrollment at I.S. 195. For example, if a current sixth grader does not meet promotional standards to enter seventh grade in 2011-12, he or she may continue his or her enrollment as a sixth grader at I.S. 195 even though the school would not admit any new incoming sixth-grade students. Students who do not meet promotional requirements will be accommodated in existing classes, bridge classes (classes enrolling students in more than one grade level) or pull-out classes (in which students are grouped by ability and may be pulled out to a separate room for individual subjects), and will be provided with the appropriate support and instruction to meet promotional requirements. Specific instructional decisions are made by school administration and instructional staff. In June 2013 (the final year of phase-out), any eighth grade students who do not meet graduation requirements would be served by another District 5 middle school, or a middle school in the district in which the student resides.

The proposed opening and co-location of New School is not expected to have any impact on the admissions or academic or extra-curricular programs offered at any of the schools currently co-located in M195.

I.S. 195 is a choice middle school that admits students through the District 5 Middle School Choice process. It is a screened school. Specific academic, instructional, extracurricular and partnership programs at I.S. 195 include:

- STEM (Science, Technology, Engineering and Math) theme. 1:1 laptop school.
- I.S. 195 partners with the American Museum of Natural History, Alvin Ailey American Dance Theater, Teachers College, The City College of NY, Center for Environmental Research and Conservation, the Beacon Program, Latham & Watkins, JA, McKinsey & Company, Per Scholas, Graham Windham
- Extracurricular activities at I.S. 195 include Early College Awareness, Specialized High School Tutorial, Tech-Know, crochet, origami, math and science Regents prep, girls' dance, violin, baseball, basketball, Wii, track, rugby, flag football, chess, and steppers,

With respect to student athletics and other extracurricular programs at I.S. 195, the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. It is again difficult to predict precisely how those changes might be implemented, as decisions will rest with school administrators and will be made based on student interests and available resources. This is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

KIPP Infinity K-8 is a public charter school that admits students through a lottery, with preference to district 5 residents. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE website here:

<http://schools.nyc.gov/community/planning/charters/For+Parents>.

---

<sup>22</sup> 2010 Audited Register

Specific academic, instructional, and extracurricular programs at KIPP Infinity K-8 include:

- Extended day and extender year program.
- Students in K-4 learn through exploration and group projects, and visit zoos, museums, grocery stores, and the Harlem community
- Extracurricular activities in grades 5-8 include band, chorus, dance, journalism, fitness, basketball, football, cross country, and volleyball

The DOE does not anticipate that this proposal would impact the programs or partnerships of KIPP Infinity K-8 or I.S. 195. Similarly, all school organizations in the building would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities, but those programs may be configured differently as a result of this proposal. For example, some activities may need to share classroom space, or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students would 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.

There would be no impact from this proposal on the ability of KIPP Infinity K-8 to continue serving its current students or on its ability to continue its previously approved grade expansion.

I.S. 195 currently offers Integrated Co-Teaching (ICT), Special Class (SC) and Special Education Teacher Support Services (“SETSS”). These existing ICTT, SC and SETSS classes and services would continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). Similarly, current and future students with IEPs will continue to receive mandated services at I.S. 195 and KIPP Infinity K-8.

In accordance with DOE policy, ELL students are admitted to schools in the same manner as their peers who are not ELLs. Current and future ELL students at KIPP Infinity K-8 and I.S. 195 would continue to receive mandated services. I.S. 195 currently offers a Bilingual Spanish program and ESL classes. Those offerings would not change as a result of this proposal.

#### *Impact for Future Middle School Students in District 5*

New School will add approximately 300-375 high-quality sixth through eighth grade middle school seats in District 5. New School will open to serve sixth grade students in 2011. New School will offer high school and college mentoring, a comprehensive Reading and Writing approach, integrated design projects from 6th to 8th grade (in 2011, sixth graders will redesign the school courtyard), math, science, & social studies in the real world, and after school programs including sports and clubs. New School will offer Integrated Co-Teaching (ICT), Special Education Teacher Support Services, (SETTS) and a Special Class (SC). It will also offer a Transitional Bilingual Education (TBE) program in Spanish and ESL. New School will partner with Community of Unity, New Design High School, Casita Maria, The Urban Design Lab, and the Cloud Institute.

Once New School is fully phased in, it will take up less space in the M195 building than I.S. 195 currently occupies.

I.S. 195 is a middle school that admits students through the District 5 Middle School Choice process, where fifth graders rank their middle school preferences in order on a centralized application and are matched to schools through a computer-based matching process. In a separate EIS posted on December 18, 2010 (<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>), the DOE

has proposed to phase out and eventually close I.S. 195. The projected middle school seats eliminated by I.S. 195's phase-out and eventual closure will be recovered through available capacity at other District 5 middle schools, existing public charter schools located in District 5, and the phase-in of New School.

For 2011-2012, students applied to New School through the New Schools application round. Offers to the school were released on May 20, 2011. New School is a Limited Unscreened school, meaning students who express interest by attending an information session at the school or speaking to school representatives at a middle school fair would receive admission preference. M195 is a barrier-free building, meaning it is fully accessible to students with physical handicaps.

For 2012-2013 and future years, New School will participate in the District 5 middle school choice process.

As mentioned above, there are other schools that are also available to District 5 students and families. Through the District Middle School Choice processes, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or city-wide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>. Please note that this directory is updated yearly.

Excluding I.S. 195 and other District 5 middle schools approved for phase-out or closure, there are currently 12 district middle schools in District 5, plus one District 3 school for which District 5 students are eligible. In addition, there are eight public charter schools located in District 5 serving middle school grades, all of which provide a preference to District 5 residents.

In the District 5 Middle School Choice process, students rank their preferences from among District 5 choice middle schools. These options include:

- Choice middle schools with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools with an unscreened or limited-unscreened application processes (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools in 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. The middle 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 middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the zoned middle school or the choice school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same placement criteria as their English-speaking peers. Current students at I.S. 195 who receive ELL services will continue to receive ELL services as I.S. 195 phases out. Similarly, any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a phase-out decision.

Approximately 46 students were admitted to sixth grade through the Middle School Choice process at I.S. 195 during the 2010-2011 school year, and approximately 23 sixth-grade students were admitted to I.S. 195

through the “over-the-counter” (“OTC”) placement process.<sup>23</sup> Thus, approximately 74 total sixth grade students who may have previously attended I.S. 195 for middle school will instead attend another middle school option.<sup>24</sup>

OTC 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 NYC school at the time school started. These students fall into one of three 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).<sup>25</sup>

When a middle school eligible student arrives for an over-the-counter placement, his or her school assignment is determined by his or her interest, home address, 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.

The number of OTC students enrolled at New School will depend on how many students apply to New School through the District 5 middle school choice process and how many seats remain available for OTCs after that process is complete. If the Division of Portfolio Planning determines that additional OTC seats may be needed district-wide, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option or unscreened..

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

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 5 Middle School Choice process.

Additional information regarding special programs and courses offered by District 5 middle schools are available in the online Middle School Directory (updated yearly):

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>.

In addition, District 5 residents will also continue to be able to apply to the eight public charter schools serving middle school grades located in and giving preference to District 5 residents. Of the seven public charter schools located in District 5 that received 2009-2010 Progress Report grades, two received an “A”, four received a “B”, and one received a “C.” Detailed information about charter schools will also be published annually and would be available in print or on the DOE website here:

<http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>

---

<sup>23</sup> 2010 Audited Register

<sup>24</sup> 2010 Audited Register

<sup>25</sup> 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.

School Name (DBN)	Address	Enrollment <sup>26</sup>	Admissions Criteria	Grades Served <sup>27</sup>
Democracy Prep Charter School (84M350)	2230 5 AVENUE; 207 West 133rd Street	495	Entry at all grades <ul style="list-style-type: none"> <li>• Siblings</li> <li>• D5 Residents</li> </ul>	6, 7 in M197 8-10 on 133 <sup>rd</sup> St.
Democracy Prep Harlem Charter School (84M481)	222 WEST 134 STREET	109	Entry at all grades <ul style="list-style-type: none"> <li>• Siblings</li> <li>• D5 Residents</li> </ul>	6
Harlem Children's Zone/Promise Academy Charter School I (84M284)	175 WEST 134 STREET; 35 EAST 125TH STREET	899	Lottery at K only; entry to other grades from K waitlist <ul style="list-style-type: none"> <li>• Siblings</li> <li>• NCLB qualifiers up to 10%</li> <li>• D5 Residents</li> </ul>	K-3 in M175 4-7, 10, 11 on 125 <sup>th</sup> Street
Harlem Children's Zone/Promise Academy Charter School II (84M341)	2005 MADISON AVENUE	499	Lottery at K only; entry to other grades from K waitlist <ul style="list-style-type: none"> <li>• Siblings</li> <li>• NCLB qualifiers up to 10%</li> <li>• D5 Residents</li> </ul>	K-6
Harlem Village Academy Charter School (84M709)	244 West 144 <sup>th</sup> Street	386	Lottery at 5 <sup>th</sup> grade <ul style="list-style-type: none"> <li>• Siblings</li> <li>• D5 residents who qualify for free/reduced price lunch</li> </ul>	5-12
KIPP Infinity Charter School (84M336)	625 West 133 <sup>rd</sup> Street <sup>28</sup>	398 <sup>29</sup>	Lottery at K, 5-9 <ul style="list-style-type: none"> <li>• Siblings</li> <li>• D5 residents who qualify for free/reduced price lunch</li> </ul>	K, 5-8 in M195 9, 10 in X790
KIPP S.T.A.R. College Prep Charter School(84M726)	425 WEST 123 STREET <sup>30</sup>	283 <sup>31</sup>	Lottery for grades 5-9 <ul style="list-style-type: none"> <li>• Siblings</li> <li>• D5 residents who qualify for free/reduced price lunch</li> </ul>	5-8 in M123 9, 10 in X790
St. HOPE Leadership Academy (84M388)	222 WEST 134 STREET	271	Lottery for grades 5-8 <ul style="list-style-type: none"> <li>• Siblings</li> </ul>	5-8

<sup>26</sup> 2010 Audited Register<sup>27</sup> 2010-2011<sup>28</sup> Grades K, 5-8<sup>29</sup> In M195<sup>30</sup> Grades 5-8<sup>31</sup> Grades 5-8

			<ul style="list-style-type: none"> <li>D5 Residents</li> </ul>	
--	--	--	--	--

**B. Schools**

If this proposal is approved, most seats lost as a result of the phase-out of I.S. 195 will be replaced by New School. As discussed above, total building enrollment would be greatest in 2012-2013 and decline thereafter.

In 2014-2015, when KIPP Infinity K-8 and New School will have completed their phase-ins and achieved “full scale,” KIPP Infinity K-8 is projected to enroll 760-780 students, and New School is projected to enroll 300-375 students, for a combined total enrollment of 1,060-1,155 students. At that point, I.S. 195 would have completed its phase-out, and the projected utilization for M195 will be 76-83%. This means that the building will have adequate capacity to accommodate additional students. The DOE would evaluate the space and need in the community prior to determining the most appropriate use of this space.

If the proposal to co-locate New School in the M195 building were approved, there would be sufficient space to serve I.S. 195, New School, and KIPP Infinity K-8 students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while I.S. 195 phases out and while New School gradually phases in. The additional proposal also to co-locate KIPP High School for two years in M195 will result in utilization above 100% of target capacity, which will require KIPP High School to operate with larger class sizes than the DOE goal. The DOE believes that the increased enrollment attributable to KIPP High School’s larger class sizes could be accommodated in the existing common space in M195. The revised Building Utilization Plan attached to this proposal provides further detail on how space will be allocated in the building. Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools:  
[http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

I.S. 195 has been operating with a substantial number of rooms in excess of its baseline Footprint. With the co-location of New School, the gradual phase-in of KIPP Infinity K-8 elementary grades, and the proposed temporary co-location of KIPP High School, I.S. 195 will experience a substantial reduction in its actual allocation of space, even though it will continue to be allocated more rooms than its baseline Footprint throughout the period of its phase-out.

KIPP Infinity K-8’s space allocation will remain constant next year despite its increased enrollment as a result of its grade expansion. However, its space allocation will then grow in 2012-2013 and beyond.

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 kindergarten through fifth grade (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms 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 grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general

education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. 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.

All schools receive a baseline of the approximate equivalent of 3.5 full size classrooms<sup>32</sup> for student support services, resource rooms and administrative space when serving their entire grade span. Additional space for these functions is allocated based on the grade span and total enrollment served by each school.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council, consisting of principals from all co-located schools, and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the two gymnasiums, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on student enrollment.

In accordance with New York State Charter Schools Act of 1998 (as amended), any expenditure over \$5,000 made by a public charter school to upgrade their facilities must be approved by the Chancellor, and must be matched by the DOE for the benefit of each of the co-located DOE schools in the building. Per the attached BUP, the DOE anticipates it will add a permanent partition to a double-sized classroom in M195 in order to accommodate usage by two class sections. That project will take place prior to the 2011-12 school year.

## Community

I.S. 195 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. 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 opening and co-location of New School is intended to meet those goals by continuing to provide high-quality middle school choice options for all students in District 5.

The DOE proposed to close two other choice middle schools in District 5 in addition to I.S. 195: KAPPA II (05M317) and Academy of Collaborative Education ("ACE", 05M344). Both of these proposals were approved by the PEP on February 1, 2011. Based on the 2010 audited enrollment register, I.S. 195 is currently serving 74 sixth-grade students; KAPPA II and ACE currently enroll a combined 25 sixth grade students. These projected 99 sixth-grade seats in District 5 eliminated by proposed phase-out and/or closure of existing schools would be recovered through the phase-in of New School, which will serve between 100-125 students per grade, and absorption by existing capacity in current middle schools in District 5. As a result, the proposal to phase out I.S. 195 is not expected to yield a net deficit of seats in M195 or in District 5.

---

<sup>32</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of three full size classrooms plus one half-size rooms which could be equal to seven half-size classrooms or two full size classroom and three half-size classrooms, etc.

In 2009-2010, M195 had a utilization rate of 75%.<sup>33</sup> When New School achieves full scale, I.S. 195 completes its phase-out and KIPP Infinity completes its grade expansion, the DOE projects the building will have a 76-83% utilization rate.<sup>34</sup> This means that by 2014-2015, M195 would enroll more students, and the space would be more efficiently utilized than was the case during the 2009-2010 school year. Beginning in 2013-2014, M195 would have the capacity to serve additional students. The DOE would evaluate the needs of the community prior to proposing any additional use for the building.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M195.

The proposal will also not affect the ability of current students to remain at I.S. 195 if they so choose. Current sixth, seventh, and eighth grade students would complete middle school at I.S. 195. Students who do not meet promotional requirements during the phase-out period would continue to have access to appropriate courses to support their progress toward promotion. For example, if a current sixth grader does not meet promotional standards to enter seventh grade in 2011-12, he or she may continue his or her enrollment at I.S. 195. The school may offer bridge classes which combine students from two different grade levels or other supports to students who do not meet promotional requirements. At the end of 2012-2013, there may be students who do not meet the promotional requirements to graduate from eighth grade. The DOE would arrange a new placement for eighth grade students who are not promoted to high school by June 2013.

---

<sup>33</sup> 2009 Audited Register

<sup>34</sup> Enrollment numbers are subject to change pending finalized projections for the school years following 2011-2012.

## IV. Enrollment, Admissions and School Performance Information

### I.S. 195

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> District 5 Middle School Choice
---------------------------	---

#### Enrollment Data

<b>Current Grades Served</b>	6-8
<b>2010-2011 Enrollment<sup>35</sup></b>	398
<b>Grades Served 2011-2012</b>	6,7
<b>2011-2012 Projected Enrollment<sup>36</sup></b>	250
<b>Grades Served 2012-2013</b>	8
<b>2012-2013 Projected Enrollment<sup>37</sup></b>	100
<b>Grades Served 2013-2014</b>	NA
<b>2013-2014 Projected Enrollment</b>	N/A

#### Demographic Data

<b>Percentage of Students Receiving CTT or SC Services<sup>38</sup></b>	22%
<b>Percentage of Students with an Individual Education Plan<sup>39</sup></b>	27%
<b>Percentage of English Language Learner Students<sup>40</sup></b>	31%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>41</sup></b>	89%

<sup>35</sup> 2010 Audited Register

<sup>36</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>37</sup> Enrollment numbers are subject to change pending finalized projections for the school years following 2011-2012.

<sup>38</sup> Students Receiving CTT and SC services as percentage of total students from the 2010 Audited Register.

<sup>39</sup> Students with Individual Education Plan as percentage of total students from the 2010 Audited Register.

<sup>40</sup> English Language Learner students as percentage of total students from the 2010 Audited Register.

<sup>41</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

I.S. 195 Roberto Clemente	2007-2008	2008-2009	2009-2010 <sup>42</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	D
Progress Report Performance Grade	B	A	D
Progress Report Progress Grade	B	B	D
Progress Report Environment Grade	B	C	D
Quality Review Score	WD	P	P
<b>Performance Data<sup>43</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	36%	50%	13%
Math % Proficient (Levels 3 and 4)	52%	61%	17%
<b>Other Key Performance Indicators<sup>44</sup></b>			
Attendance Rate	89.1%	89.1%	88.4%
<b>2010-2011 State Accountability Status</b>			
Restructuring (advanced) - Comprehensive			

<sup>42</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>43</sup> Source: Progress Report

<sup>44</sup> Source: Progress Report

KIPP INFINITY – Elementary and Middle School Grades

Admissions Data

<b>Current Admissions</b>	<b>Grades K, 5-8:</b> Lottery at all grades
---------------------------	---

Enrollment Data

<b>Current Grades Served<sup>45</sup></b>	K, 5-8
<b>Current Enrollment<sup>46</sup></b>	398
<b>2011-2012 Grades</b>	K-1, 5-8
<b>Projected 2011-2012 Enrollment:</b>	480-500
<b>2012-2013 Grades</b>	K-2, 5-8
<b>Projected 2012-2013 Enrollment:</b>	575-595
<b>2013-2014 Grades</b>	K-3, 5-8
<b>Projected 2013-2014 Enrollment:</b>	665-690
<b>2014-2015 Grades</b>	K-8
<b>Projected 2014-2015 Enrollment:</b>	760-780

---

<sup>45</sup> In Building M195

<sup>46</sup> 2010 Audited Register

Demographic Data

Percentage of Students Receiving CTT or SC Services <sup>47</sup>	0%
Percentage of Students with an Individual Education Plan <sup>48</sup>	16%
Percentage English Language Learner Students <sup>49</sup>	10%
Percentage of Students Eligible for Free or Reduced Lunch <sup>50</sup>	92%

School Performance Data

KIPP Infinity Charter School	2007-2008	2008-2009	2009-2010 <sup>51</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	A
Performance Grade	A	A	A
Progress Grade	A	A	A
Environment Grade	A	A	A
Quality Review Score			
<b>Performance Data<sup>52</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	86%	88%	52%
Math % Proficient (Levels 3 and 4)	99%	99%	85%
<b>Other Key Performance Indicators<sup>53</sup></b>			
Attendance Rate	97%	97%	97%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

<sup>47</sup> Students Receiving CTT and SC services as percentage of total students from the 2010 Audited Register

<sup>48</sup> Students with Individual Education Plan as percentage of total students from the 2010 Audited Register

<sup>49</sup> English Language Learner students as percentage of total students from the 2010 Audited Register

<sup>50</sup> Charter Schools are not included in the School Allocation Memorandum put forth by the DOE. This percentage representing students qualifying for Free or Reduced Price Lunch according to the 2010 Audited Register. Please also note that depending on the fidelity with which records were kept by the school on October 31, 2010, the school itself may report a different, more current number.

<sup>51</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>52</sup> Source: Progress Report

<sup>53</sup> Source: Progress Report

**New School**

**Admissions Data**

<b>Current Admissions</b>	<b>N/A</b>
<b>Proposed Admissions</b>	<b>Grade 6-8:</b> District 5 Middle School Choice; Limited Unscreened

**Enrollment Data**

<b>Grades Served 2011-2012</b>	6
<b>2011-2012 Projected Enrollment<sup>54</sup></b>	100-125
<b>Grades Served 2012-2013</b>	6,7
<b>2012-2013 Projected Enrollment<sup>55</sup></b>	200-250
<b>Grades Served 2013-2014</b>	6,7,8
<b>2013-2014 Projected Enrollment</b>	300-375
<b>Projected Enrollment at Scale</b>	300-375

**Demographic Data**

New School does not yet have enrollment. Therefore there is no demographic data for the school.

<sup>54</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>55</sup> Enrollment numbers are subject to change pending finalized projections for the school years following 2011-2012.

**School Performance Data**

New School does not yet have enrollment. Therefore there is no performance data for the school.

**KIPP High School<sup>56</sup>**

**Admissions Data**

<b>Current Admissions</b>	<b>Grades 9-12:</b> Preference to continuing students from KIPP network schools; then by lottery
---------------------------	--

**Enrollment Data**

<b>Current Grades Served</b>	9-10
<b>Current Enrollment<sup>57</sup></b>	325
<b>2011-2012 Grades</b>	9-11
<b>Projected 2011-2012 Enrollment:</b>	525-550
<b>2012-2013 Grades</b>	9-12
<b>Projected 2012-2013 Enrollment:</b>	725-750
<b>2013-2014 Grades</b>	NA in M195
<b>Projected 2013-2014 Enrollment:</b>	NA in M195

---

<sup>56</sup> This chart includes enrollment for all KIPP High School students that will be temporarily co-locating in M195. For more detail on KIPP High School’s enrollment structure, please see the EIS describing the proposal to re-site KIPP High School in M195, available here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Mar232011Proposals>

<sup>57</sup> 2010 Audited Register

**Demographic Data**

Percentage of Students Receiving CTT or SC Services <sup>58</sup>	0%
Percentage of Students with an Individual Education Plan <sup>59</sup>	12%
Percentage English Language Learner Students <sup>60</sup>	2%
Percentage of Students Eligible for Free or Reduced Lunch <sup>61</sup>	79%

**School Performance Data**

<b>Kipp Infinity High School</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	-	-	-
Quality Review Score	-	-	-
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	-	-	-
Four-Year Regents Diploma Rate	-	-	-
Six-Year Graduation Rate	-	-	-
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credit	-	-	94%
Attendance Rate	-	-	98%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

[1] Source: Progress Report Data

<sup>58</sup> Students Receiving CTT and SC services as percentage of total students from the 2010 Audited Register.

<sup>59</sup> Students with Individual Education Plan as percentage of total students from the 2010 Audited Register.

<sup>60</sup> English Language Learner students as percentage of total students from the 2010 Audited Register.

<sup>61</sup> Charter Schools are not included in the School Allocation Memorandum put forth by the DOE. This percentage representing students qualifying for Free or Reduced Price Lunch according to the 2010 Audited Register. Please also note that depending on the fidelity with which records were kept by the school on October 31, 2010, the school itself may report a different, more current number.

<b>KIPP S.T.A.R. College Preparatory</b>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	-	-	-
Performance Grade	-	-	-
Progress Grade	-	-	-
Environment Grade	-	-	-
Quality Review Score	-	-	-
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	-	-	-
Four-Year Regents Diploma Rate	-	-	-
Six-Year Graduation Rate	-	-	-
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credit	-	-	82%
Attendance Rate	-	-	97%
<b>2010-2011 State Accountability Status</b>	In Good Standing		

[1] Source: Progress Report Data

<b>Kipp Academy Charter School</b>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	-	-	-
Performance Grade	-	-	-
Progress Grade	-	-	-
Environment Grade	-	-	-
Quality Review Score	-	-	-
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	-	-	-
Four-Year Regents Diploma Rate	-	-	-
Six-Year Graduation Rate	-	-	-
<b>Other Key Indicators [1]</b>			

Percent of First-Year Students Earning 10+ Credit	-	-	97%
Attendance Rate	-	-	98%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

[1] Source: Progress Report Data

<b>Kipp A.M.P. (Always Mentally Prepared) Charter School</b>	<b>2007- 2008</b>	<b>2008- 2009</b>	<b>2009- 2010</b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	-	-	-
Performance Grade	-	-	-
Progress Grade	-	-	-
Environment Grade	-	-	-
Quality Review Score	-	-	-
<b>Graduation Data [1]</b>			
Four-Year Graduation Rate	-	-	-
Four-Year Regents Diploma Rate	-	-	-
Six-Year Graduation Rate	-	-	-
<b>Other Key Indicators [1]</b>			
Percent of First-Year Students Earning 10+ Credit	-	-	86%
Attendance Rate	-	-	97%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

[1] Source: Progress Report Data

## V. Initial Costs and Savings

Once the phase-out is fully implemented, The DOE will cease to allocate or repurpose all funds currently allocated to I.S. 195.

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, New School will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$495,483.53 in per-pupil allocations. Beginning in its second year of operation, New School will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY10 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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.

The DOE anticipates adding a permanent wall to split one double-sized classroom in 2011-2012. The estimated cost for this work is \$75,000-\$100,000.

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

### A. Personnel Needs

A more detailed description of the potential impact that the phase-out of I.S. 195's middle school grades would have on I.S. 195 pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS posted on December 20, 2010. Please visit the DOE's website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

All administrative staff, teachers, and non-pedagogical positions at I.S. 195 would be excessed over the course of the phase-out. This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

New School shall follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New School shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

The proposed co-location is not expected to change the number of personnel positions at KIPP Infinity K-8, nor is it expected to significantly alter the duties of current staff at KIPP Infinity K-8, although regardless of the proposed co-location, KIPP Infinity K-8 may hire additional personnel to support its ongoing grade expansion.

### B. Cost of Instruction

A more detailed description of the potential impact that the phase-out of I.S. 195 would have on cost of instruction at I.S. 195 is outlined in a separate EIS that was also posted on December 20, 2010. Please visit the DOE's website to access that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb32011Proposals>.

The basic operating budget for New School 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 allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for middle schools was \$4,384.81. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$2,031.00 per pupil for each English Language Learner they enrolled. 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, New School 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. I.S. 195 is currently eligible for Title I funding; it is likely New School will also be 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, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individualized Education Plans (IEPs). New School and I.S. 195 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 FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal also should not impact the budget or operating costs for KIPP Infinity. 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**

All school supervisor and/or administrator positions assigned to I.S. 195 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves an increasingly smaller student population. Again, all excessing will take place in accordance with applicable law and labor contracts.

No change in school supervisory or administrator positions at KIPP Infinity K-8 is expected as a result of this proposal.

New School 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 I.S. 195 throughout its phase-out.

**E. Other Support Services**

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

**F. Building Information**

<b>Type of Building</b>	I.S.
<b>Year Built</b>	1975
<b>Overall BCAS rating</b>	2.84 out of 5
<b>Target Utilization</b>	75%
<b>Target Capacity</b>	1,386
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$36,423.17 <b>Materials:</b> \$30,720.50 <b>Maintenance and repair contracts:</b> \$81,029.34 <b>Custodial operations costs—Materials:</b> \$11,127.45 <b>Custodial operations costs—Custodial Allocation:</b> \$330,898.16
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$229,984.00 <b>Gas:</b> \$1,525.00 <b>Oil:</b> \$93,468.00
<b>Projects completed during the current or prior school year</b>	PLANYC Boiler conversion/Climate control, CTF room conversion, Science demo room upgrade, Paved areas blacktop
<b>Projects proposed in the capital plan</b>	Educational Enhancements-science lab upgrades, building upgrade- boiler conversion, climate control and system replacements- paved area-blacktop, site: drainage system for asphalt
<b>Accessibility of the building</b>	Fully Programmatic Accessible
<b>Building attributes</b>	Auditorium, Cafeteria, Computer room, Gymnasium, Library, & Science Lab (CR's)