

EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of a New Pre-Kindergarten Program Operated by DREAM Charter School (84M382) with Existing Schools P.S. 50 Vito Marcantonio (04M050) and New York Center for Autism Charter School (84M337) in Building M050 Beginning in 2015-2016

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to site a new, full-day pre-kindergarten program operated by DREAM Charter School (84M382, “DREAM”), in Building M050 (“M050”), located at 433 East 100th Street, New York, NY 10029, in Community School District 4 (“District 4”) beginning in the 2015-2016 school year. DREAM’s pre-kindergarten program (“DREAM’s Pre-K”) would be co-located in M050 with P.S. 50 Vito Marcantonio (“P.S. 50”), an existing district school that serves students in kindergarten through eighth grades, and New York Center for Autism Charter School (84M337, “NYCACs”), an existing charter school that serves students with disabilities aged five to nineteen.¹ M050 also contains a community-based organization (“CBO”), Children’s Aid Society (“CAS”).

DREAM currently serves students in kindergarten through seventh grade across two sites.² DREAM’s kindergarten through second grade students are currently served in M050,³ while DREAM’s third through seventh grade students are served in building M121 (“M121”), located at 232 East 103rd Street, New York, NY 10029 also in District 4. DREAM’s third through seventh grades are co-located with P.S. 38 Roberto Clemente (04M038) in M121. Construction is underway on a new, non-DOE-operated facility for DREAM that is slated for student occupancy by August 2015. As set forth in previously posted proposals, beginning with the 2015-2016 school year, DREAM will begin serving its kindergarten through eighth grade in its new private space, and will vacate the space it currently occupies in buildings M121 and M050.⁴

This proposal stems from the City of New York’s initiative to expand the Universal Pre-Kindergarten (“Pre-K”) program to ensure that every four-year-old has access to high-quality, full-day Pre-K. DREAM Charter School became eligible to offer the Pre-K for All program to four-year-olds as part of the 2014 Education Law §3602-ee(3)(a), which provides that, “The universal full-day pre-kindergarten program shall make awards to (i) consolidated applications submitted by school districts which include pre-kindergarten programs offered by schools, non-profit organizations, community-based organizations, charter schools, libraries and/or museums, which shall demonstrate geographic diversity within the area to be served as well as diversity of providers...” The DOE released a Request for Proposals (“RFP”) for

¹ 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.

² DREAM is phasing in to serve students in kindergarten through eighth grade at scale. DREAM was reauthorized by the New York City Department of Education in June 2013 to serve students in kindergarten through eighth grade.

³ DREAM was initially co-located in M050 beginning in the 2013-2014 school year pursuant to an emergency declaration dated June 27, 2013. In the fall of 2013, the DOE issued a proposal extending this co-location for the duration of the 2013-2014 school year, which was approved by the Panel for Educational Policy (“PEP”). The proposal is available at: <http://schools.nyc.gov/NR/rdonlyres/7AC20E2C-5933-4F54-806B-DA19BE3A9C55/149328/M050DREAMv15FINAL.pdf>. On February 28, 2014, the DOE issued a proposal to extend DREAM’s co-location in M050 for one year due to a delay in the construction of DREAM’s private space. On May 29, 2014, the PEP approved a one-year extension of DREAM’s co-location in M050. The proposal is available at: <http://schools.nyc.gov/NR/rdonlyres/1DD21B74-8CFD-415B-8200-7F9F3B324068/159928/M050DREAMEIS.pdf>.

⁴ If DREAM is unable to move into its facility prior to the start of the 2015-2016 school year as planned, DREAM will explore options to serve its students in a temporary space.

charter schools interested in partnering with the DOE to offer Pre-K. DREAM submitted a proposal to offer Pre-K through this procurement process; however, the school lacks space to serve Pre-K in its new building. The DOE is now proposing to site DREAM's Pre-K in M050 beginning in the 2015-2016 school year.

DOE will offer several public engagement opportunities regarding this proposal including:

- An optional community meeting prior to the joint public hearing for this proposal, where representatives from the DOE will meet with the school communities to discuss the proposal and take questions, comments, and feedback.
- A presentation at an upcoming District 4 Community Education Council ("CEC 4") meeting at which DOE representatives will discuss the proposal and solicit questions and comments from the public.
- A walkthrough of building M050 with DOE Senior Leadership. On that day, DOE personnel will meet with the principals and School Leadership Team members of P.S. 50 and NYCACS and representatives from CEC 4 to further discuss the proposal, take questions and concerns from the school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the PEP.
- A joint public hearing to be held at building M050. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal until 6:00 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-0370 or emailed in any language to D04Proposals@schools.nyc.gov. All comments received at the above noted hearing or through phone or email lines will be addressed by the DOE in an analysis of public comment, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.
- The PEP meeting at which PEP members will vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.
- Information on the joint public hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/April2015SchoolProposals>.

P.S. 50 has been designated a Community School under the School Renewal Program. This proposal will not impact the school's participation in the School Renewal Program. While the DOE does not expect this proposal to impact any tailored ancillary services, extended instruction time, or other additional resources P.S. 50 may receive as a result of the School Renewal Program and the school's designations as a Community School, the DOE will re-evaluate the space allocations outlined in the accompanying Building Utilization Plan ("BUP") after the school's particular Community School model is developed. If this proposal is approved by the PEP, the DOE will continue to work closely with the P.S. 50 community to ensure all students receive the individualized support they need.

During the current 2014-2015 school year, M050 serves 517 students, yielding a building utilization rate of 81%.⁵ If this proposal is approved and pending budget negotiations⁶, when DREAM's kindergarten through

⁵ Enrollment figures are from the 2014-2015 Audited Register as of October 31, 2014 or the charter headcount as of November 6, 2014.

second grade students have moved out of M050 and when DREAM’s Pre-K opens in the building in 2015-2016, DREAM will serve approximately 36 students in a full-day Pre-K program. At that time, the building will serve approximately 326-426 students enrolled in P.S. 50, NYCACS and DREAM’s Pre-K, resulting in a projected utilization rate of 51%-66%. Thus, the DOE believes that there is sufficient space to accommodate P.S. 50, NYCACS and DREAM’s Pre-K in building M050, if this proposal is approved and pending budget negotiations.

II. Proposed or Potential Use of Building

According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”), M050 has a target capacity to serve 642 students. (The concept of “target capacity” and the related concept of “utilization rate” are explained in section III.B. below.) During the current 2014-2015 school year, the M050 building serves 517 students, yielding a building utilization rate of 81%. This means that the building is “under-utilized” and has space to accommodate additional students.⁷ If this proposal is approved and pending budget negotiations, when DREAM’s Pre-K opens in 2015-2016 in M050, following the departure of DREAM’s kindergarten through second grade students, the school will serve approximately 36 students in two sections of a full-day, Pre-K program. P.S. 50 will serve 265-355 students and NYCACS will serve 25-35 students. At that time, the building will serve approximately 326-426 students enrolled in P.S. 50, NYCACS and DREAM’s Pre-K, resulting in a projected utilization rate of 51%-66%.

If the opening and co-location of DREAM’s Pre-K in M050 is approved, the grade spans or programs served by each of the current and proposed school organizations in M050 will be as follows:

| | | Grade Spans or Programs | |
|------------|--------------------|--------------------------------|------------------|
| DBN | School Name | 2014-2015 | 2015-2016 |
| 04M050 | P.S. 50 | K-8 | K-8 |
| 84M337 | NYCACS | Ungraded | Ungraded |
| 84M382 | DREAM | K-2 | PK |

⁶ DREAM proposed a cost per child that is above the range established by the Division of Early Childhood Education (“DECE”). DECE will negotiate a feasible rate with DREAM before a contract is signed.

⁷ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on January 30, 2015. The memo can be accessed at http://schools.nyc.gov/NR/rdonlyres/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum_1302015.pdf.

The table below demonstrates the current audited register enrollment along with projected enrollment for each school in M050 and the building's target utilization rates.

| DBN | School/Program Name | 2014-2015 Audited Register | 2015-2016 Projected Enrollment |
|----------------------------------|---------------------|----------------------------|--------------------------------|
| 04M050 | P.S. 50 | 337 | 265-355 |
| 84M337 | NYCACS | 32 | 25-35 |
| 84M382 | DREAM | 148 | 36 |
| Total Building Enrollment | | 517 | 326 - 426 |
| Utilization⁸ | | 81% | 51% - 66% |

As described in more detail in the Blue Book, a building's target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated "target capacities" of those organizations.⁹ 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' ("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 2013-2014. As described earlier in this EIS, the DOE's utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, utilization rates for 2014-2015 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 high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity will 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 will decrease.

⁸ All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book, the 2014-2015 Audited Register (as of October 31, 2014) and the charter headcount as of November 6, 2014. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

⁹ The Blue Book can be accessed at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf.

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

A. Students

The proposed co-location of DREAM's Pre-K in M050 is not expected to impact instructional programming at P.S. 50 or NYCACS. If this proposal is approved and pending budget negotiations, DREAM's Pre-K will be co-located in M050 and the program will admit children based on the admission criteria described below beginning in 2015-2016.

Impact on Current P.S. 50 Students

The proposed opening and co-location of DREAM's PRE-K is not expected to impact current student enrollment, admissions or instructional programming at P.S. 50.

P.S. 50 serves students in kindergarten through eighth grade. As described in more detail below, P.S. 50 admits students in kindergarten through fifth grade through a zoned admissions method and students in sixth through eighth grade through a screened admissions method. P.S. 50 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special education classes, as well as students receiving Special Education Teacher Support Services ("SETSS").

P.S. 50 will continue to provide ICT, SC, and SETSS classes as necessary and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the individual needs of the students with disabilities attending P.S. 50 and, as such, may vary from year to year.

Additionally, P.S. 50 serves students classified as English Language Learners ("ELLs"). ELL students at P.S. 50 receive English as a Second Language ("ESL") classes. All current and future ELL students attending P.S. 50 will receive ESL services in accordance with DOE policy.

According to its school website, P.S. 50 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships in the M050 building during the school day:

Special programs and initiatives:¹⁰

- Honors Art
- Dance
- Printmaking
- Photography
- NYCACS Peer Mentoring Program
- CAS After School Program
- STAR Lab
- Reading Recovery
- Bright Star
- Extended Day - Project Read
- SES-Success Prep

¹⁰ For more information, visit <http://schools.nyc.gov/SchoolPortals/04/M050/AboutUs/Overview/default.htm> and P.S. 50's page in the District 4 Middle School Directory at <http://schools.nyc.gov/NR/rdonlyres/9DF2FCDD-D02D-4861-BEE5-BF5143A84CE2/0/201213D4MSD.pdf>.

Extra-curricular activities:

- Basketball
- Swimming
- CAS
- Tribeca Film Festival

Partnerships:

- New York University (NYU)
- CAS
- Studio in a School
- NYCACS
- Learning Leaders
- Urban Advantage
- 92nd Street Y
- Rosie Broadway's Kids
- CHAMPS
- Casita Maria Art Program
- Cook shops
- Cook shops for families
- Wellness in Schools
- Solar One
- Asphalt Green
- Ballet Tech

The DOE does not anticipate that this proposal will impact the existing partnerships of P.S. 50. All school organizations in the building could continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the proposal may change the way those programs are configured. 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 extra-curricular 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 extra-curricular offerings annually based on student demand and available resources.

Impact on Current NYCACS Students

NYCACS is an ungraded charter school designed to serve students with disabilities aged five through nineteen. NYCACS serves students with Autism and Pervasive Development Disorder – Not Otherwise Specified (“PDD-NOS”). NYCACS serves students in SC special education classes, with most classes conducted with a 1:1 teacher-to-student ratio.

The existing ICT, SC, and parent/guardian visit/observation opportunities at NYCACS will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities attending NYCACS and, as such, may vary from year to year.

Currently, NYCACS has partnerships with the following organizations:

For student work readiness training:

- P.S. 50
- CAS
- Harlem RBI
- White Castle
- Fairway

For student inclusion in less restrictive settings:

- DREAM

For leisure activities:

- Harlem RBI
- The Baseball Center
- Good Dog Foundation
- Rosie's Theater Kids
- Carter Burden Gallery

The DOE does not anticipate that this proposal will impact the existing partnerships of NYCACS. All school organizations in the building could continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the proposal may change the way those programs are configured. 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 extra-curricular 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 extra-curricular offerings annually based on student demand and available resources.

Impact on Future Elementary School Students in District 4

This proposal is not expected to impact the elementary school admissions process at P.S. 50. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 50's elementary school grades. P.S. 50 will continue to give priority to students who live in its zone, as it has in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,¹¹ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 50.

NYCACS admits students via a charter lottery. Applications are available on NYCACS's Web site.¹² According to the school's Web site, the lottery provides preference to students with a primary educational classification of Autism and/or a medical diagnosis of Autism Spectrum Disorder (ASD), students who are the sibling by birth, adoption, or parental marriage of a student currently enrolled at NYCACS and who share a residence with that student, and students who reside in District 4.

DREAM admits students via a charter lottery every year for every grade. The lottery provides preference to students who reside in District 4. Special enrollment preference will be given to incoming kindergarteners who live in New York City Housing Authority ("NYCHA") housing in District 4. DREAM also admits students from a waitlist throughout the year. This proposal is not anticipated to impact DREAM's admissions. DREAM's Pre-k will use the same admissions process to enroll pre-kindergarteners.

Impact on Future Middle School Students in District 4

This proposal is not expected to impact the middle school admissions process at P.S. 50. In addition, the DOE does not anticipate that this proposal will impact enrollment in P.S. 50's middle school grades. P.S. 50 gives priority to continuing fifth graders, students who reside in the M050 elementary school zone, and

¹¹ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

¹² NYCACS's Web site can be found here: <http://www.nycacharterschool.org/>.

students who reside in District 4. Students may also apply to a range of programs provided on the application, described in more detail below.

Additionally, P.S. 50 offers the Vito Marcantonio program, a screened program with a focus on the arts, through the middle school application process, which is described below. The school's screened program has the following criteria:

- Review of attendance and punctuality
- Review of test scores
- Demonstrated interest in the arts

Through the middle school application process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide 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 Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (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);
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with a screened, unscreened, or limited unscreened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with a screened, unscreened, or limited unscreened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2015-2016 school year was in December 2014. New middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider. Pending PEP approval to open new schools, eligible students will have the opportunity to submit a "new schools" application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Enrollment Impact for Over-the-Counter (“OTC”) Students

P.S. 50 has historically admitted students through the OTC process. This proposal is not expected to impact the placement of OTC students at P.S. 50.

OTC placement 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 beginning of the school year. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;¹³
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for 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. However, in many districts, students may simply report to their zoned middle school.

Impact for Future NYCACS Students

This proposal is not expected to impact the admissions process at NYCACS. NYCACS will continue to admit students using a charter lottery. In addition, the DOE does not anticipate that this proposal will significantly impact future enrollment at NYCACS.

Impact on Community-based Organizations

M050 houses CAS, a CBO that provides regular school day and after-school instruction for pre-school children ages 9 months to 4 years. The regular day programs run from 8:00 a.m. to 3:45 p.m. and the after-school services run from 3:45 p.m. to 5:30 p.m. This proposal is not anticipated to impact CAS’s services or continued siting in M050.

B. Schools

If this proposal is approved and pending budget negotiations, DREAM’s Pre-K will be co-located with P.S. 50 and NYCACS in M050 beginning in the 2015-2016 school year. Collectively, the three schools are projected to enroll 326–426 students in 2015–2016 at M050, which has a target capacity of 642 students. At that point, the projected building utilization rate for M050 would be approximately 51%–66%.

As described in more detail in the attached BUP, there will be sufficient space to accommodate P.S. 50, NYCACS, and DREAM pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools:

<http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798->

¹³ 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.

[8BA2C0A761FF/0/DOEFootprint_91114newlogo.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 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 ICT 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 kindergarten through fifth grade 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.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. 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.

C. Community

Through their RFP application to offer Pre-K, DREAM has indicated that there is a demand in their community for their Pre-K program.

This proposal is not anticipated to have an impact on the broad range of options available to elementary, middle, or high school students in District 4.

Detailed information about charter schools is also published annually and is available in print or on the DOE's website here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M050. In addition, this proposal is not expected to impact the functional site accessibility of the M050 building.

IV. Enrollment, Admissions and School Performance Information

P.S. 50

Admissions Data

| | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Current and Future Admissions | Grades K-5: Zoned Grades 6-8: Middle School Admissions Process Admissions Method: Screened |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

Enrollment Data

| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------------|
| 2014-2015 (Audited Register) | 36 | 42 | 37 | 28 | 34 | 36 | 32 | 36 | 56 | 337 |
| 2015-2016 (projections) | 30-40 | 30-40 | 35-45 | 30-40 | 25-35 | 30-40 | 30-40 | 25-35 | 30-40 | 265-355 |

Demographic Data¹⁴

| | |
|-----------------------------------------------------------|-----|
| Percentage of Students Receiving ICT or SC Services | 18% |
| Percentage of Students with IEPs | 30% |
| Percentage of ELL Students | 9% |
| Percentage of Students Eligible for Free or Reduced Lunch | 82% |

School Performance Data

| P.S. 50 Vito Marcantonio | 2011-2012 | 2012-2013 | 2013-2014 |
|-----------------------------------------------------|-------------|-------------------|-----------|
| School Quality | | | |
| Quality Review Score | D | N/A ¹⁵ | D |
| Performance Data | | | |
| English Language Arts % Proficient (Levels 3 and 4) | 21% | 4% | 6% |
| Math % Proficient (Levels 3 and 4) | 30% | 8% | 9% |
| Other Key Performance Indicators | | | |
| Attendance Rate | 90% | 88% | 87% |
| State Accountability Status¹⁶ | 14-15 Focus | | |

¹⁴ All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

¹⁵ Not all schools receive a Quality Review every year.

¹⁶ <http://www.p12.nysed.gov/irs/accountability/>.

NYCACS (84M337)

Admissions Data

| | |
|--------------------------------------|-----------------------------------------------------|
| Current and Future Admissions | Ungraded, Admissions Method: Charter Lottery |
|--------------------------------------|-----------------------------------------------------|

Enrollment Data

| | Total Enrollment |
|-------------------------|-------------------------|
| 2014-2015 (audited) | 32 |
| 2015-2016 (projections) | 25-35 |

Demographic Data¹⁷

| | |
|-----------------------------------------------------------|------|
| Percentage of Students Receiving ICT or SC Services | 100% |
| Percentage of Students with IEPs | 100% |
| Percentage of ELL Students | 3% |
| Percentage of Students Eligible for Free or Reduced Lunch | 78% |

School Performance Data

NYCACS students are not typically eligible for participation in most New York State testing. All NYCACS students are assessed for mastery of objectives outlined in their IEPs and other internal school measures. Some also participate in a New York State Alternate Assessment program. The school reports on its academic progress against its charter goals to the New York State Education Department in its Annual Report. NYCACS does not receive a DOE School Quality Report.

DREAM's Pre-K

Admissions Data

| | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Admissions Beginning for the 2015-16 School Year | PK: Charter Lottery; preference to students who reside in District 4, with special preference given to students who reside in New York City Housing Authority housing in District 4 |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

¹⁷ All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

Enrollment Data

| | PK | Grade K | Grade 1 | Grade 2 | Total Enrollment |
|-----------------------|----|---------|---------|---------|------------------|
| 2014-15 (audited) | - | 50 | 48 | 50 | 148 |
| 2015-16 (projections) | 36 | - | - | - | 36 |

Demographic Data

There is no demographic data available for the program because DREAM's Pre-K has not yet opened.

School Performance Data

There is no performance data available for the program because DREAM's Pre-K has not yet opened.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at P.S. 50 or NYCACS in M050.

Most funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels, which are subject to annual variation. 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. 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, as well as other factors such as whether the student is an ELL or has a disability.

Please refer to the FSF Guide¹⁸ and FY15School Allocation Memorandum¹⁹ for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 50. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

Charter schools' funding for Pre-K is allocated on a per-pupil basis. Price is a factor in determination of awards, and the price per child must be fair and reasonable. Although charter applicants are strongly encouraged to provide a budget that supports the best and final rate at which it will be able to provide service, the DOE reserves the right to negotiate final rates. The negotiated rate remains static for the length of the contract. The contracted rate covers basic instructional expenses, and the school's expenditures must be reasonably aligned with program priorities and goals. The school's cost allocation methodology must fairly and reasonably apportion costs among funding streams, and the school must maintain all relevant records and information used to develop the cost allocation methodology, and maintain records to support all claims against the program. The school must ensure that it allocates funding in order to sufficiently meet all of the program requirements as described in these program expectations.

In accordance with the 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

¹⁸ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/FSF_Guide.pdf

¹⁹ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam106.pdf

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 Office of Space Planning will facilitate any matching funds triggered by facilities upgrades to M050.

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

A. Personnel Needs

The proposed co-location of DREAM's Pre-K in M050 is not expected to change the number of personnel positions assigned to P.S. 50 or NYCACS, nor is it expected to significantly alter the duties of current P.S. 50 or NYCACS staff.

New administrative staff and non-pedagogical positions will be created at DREAM's Pre-K when it opens.

B. Administration

No change in school supervisory or administrator positions at P.S. 50 or NYCACS is expected as a result of this proposal.

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

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at P.S. 50 or NYCACS.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as DREAM's Pre-K phases in.

VII. Building Information

| | | |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------|
| Building | M050 | |
| Type of Building | PS | |
| Year Built | 1975 | |
| Overall BCAS rating | 2.62 | |
| 2013-2014 Blue Book Target Building Utilization | 68% | |
| 2013-2014 Blue Book Target Building Capacity | 642 | |
| FY 2014 Maintenance Costs | Labor | \$29,430 |
| | Materials | \$11,329 |
| | Maintenance, repair, and service contracts | \$28,474 |
| | Custodial operations costs— Materials | \$8,471 |
| | Custodial operations costs— Custodial Allocation | \$266,964 |
| FY 2014 Energy Costs | Electric | \$232,139 |
| | Gas | \$31,912 |
| | Steam | N/A |
| | Oil | N/A |
| Projects completed during the current or prior school year | FY 09 Reso A Roofs, Electrical Lighting Fixtures | |
| Projects proposed in the capital plan | Boiler Conversion, Climate Control, Paved Area Blacktop, IP Surveillance Camera Installation | |
| Accessibility of the building | No Accessibility | |
| Building attributes | Art Room, Cafeteria, Computer Room, Gymnasium, Library, Multi-purpose Room, Nurse's Office, Science Lab | |