

# REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of Grades K-3 of KIPP S.T.A.R. Elementary Charter School (84M726) with Existing School P.S. 115 Alexander Humboldt (06M115) in Building M115

## I. Summary of Proposal

On March 3, 2011, the New York City Department of Education (“DOE”) proposed to open and site Kindergarten through third grades of KIPP S.T.A.R. Charter School (84M726, “KIPP S.T.A.R. Elementary”) in Building M115 (“M115”), located at 586 West 177<sup>th</sup> Street in Manhattan, in Community School District 6. KIPP S.T.A.R. Elementary would be co-located in M115 with an existing DOE zoned elementary school, P.S. 115 Alexander Humboldt (06M115, “P.S. 115”), serving grades Kindergarten through five. 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 DOE has now published a revised Building Utilization Plan (“BUP”), which is annexed to this revised EIS.

The revised BUP makes the following changes:

- The proposed schedule for shared use of the library, indoor play area, and outdoor playground have been altered so that each school’s use of those spaces is more closely aligned with its proportion of the total enrollment in the building;
- 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; and
- The formatting of the room allocation charts has been altered to make them easier to understand.

KIPP S.T.A.R. is managed by KIPP NYC, and is authorized by SUNY. KIPP S.T.A.R. is an existing public charter school chartered to serve students in Kindergarten through twelfth grade. KIPP S.T.A.R. is currently serving students in grades five through ten, and is adding one high school grade each year as current students articulate. KIPP S.T.A.R.’s grades five through eight are currently located at 425 West 123<sup>rd</sup> Street in Community School District 5 and its high school grades are currently located in District 7, although in a separate Educational Impact Statement (“EIS”), the DOE proposed to temporarily relocate those high school grades within the geographical confines of District 5 while KIPP NYC completes the construction of a new facility to house all its high school students. That proposal was approved by the PEP on March 23, 2011. KIPP S.T.A.R. is now proposing to begin the process of serving the full range of grades authorized by its charter by siting grades K-3 in M115.

As noted above, although this proposal would site grades K-3 of KIPP S.T.A.R. in District 6, grades five through twelve of the school are currently or are expected to be sited in District 5. KIPP S.T.A.R. will apply to SUNY for approval of the District 6 location of the proposed site for elementary grades and thereby provide a preference for District 6 residents who apply to enroll at KIPP S.T.A.R. Elementary.

In addition, KIPP NYC is applying for a new charter which would permit the establishment of a KIPP school serving grades Kindergarten through eight in District 6. The DOE supports this application; however, this proposal to site grades K-3 of KIPP S.T.A.R. in M115 is not contingent on approval of the application for a new charter by the State Education Department (“SED”).

If the new charter application is approved by SED, the DOE will propose in a separate EIS to site grades four through eight of this new school in building M090 located at 21 Jumel Place in Manhattan, in Community School District 6, beginning with fifth grade in 2012-2013. This would enable students who enroll in KIPP S.T.A.R. Elementary in District 6 to continue in a KIPP school in District 6 through eighth grade. Even if this proposal were not approved, there would be several years for the DOE to plan where the students enrolling in KIPP S.T.A.R. Elementary would articulate for fourth grade.

KIPP NYC currently manages four schools operating in New York City: KIPP Academy Charter School (84X704), KIPP Star College Prep Charter School (84M726), KIPP Infinity Charter School (84M336), and KIPP AMP Charter School (84K357).

If this proposal were approved, KIPP S.T.A.R. Elementary would open in M115 with Kindergarten classes in 2011-2012, and add one grade each year until it serves approximately 400 students in Kindergarten through third grade at full scale.

P.S. 115 is a zoned district elementary school that serves 652 students in Kindergarten through fifth grade and also serves 28 students in 2 sections of full-day pre-Kindergarten.<sup>1</sup>

M115 has the capacity to serve 900 students. In 2010, the building only served 680 students,<sup>2</sup> yielding a utilization rate of just 76%.<sup>3</sup> If this proposal to site KIPP S.T.A.R. Elementary in M115 were approved, KIPP S.T.A.R. Elementary would be co-located with P.S. 115. In 2011-2012, KIPP S.T.A.R. Elementary would enroll approximately 100 students in Kindergarten. In 2014-2015, when KIPP S.T.A.R. Elementary serves Kindergarten through third grade, M115 would serve approximately 1,040-1,070<sup>4</sup> students, yielding a building utilization rate of 116-119%, assuming no change in enrollment at M115. This utilization figure is driven by larger class sizes in KIPP S.T.A.R. Elementary as compared to the DOE target class size for Kindergarten through third grades. However, some students zoned for P.S. 115 could choose to apply to the admissions lottery for KIPP S.T.A.R. Elementary, which has an admissions preference for students residing in District 6 who are eligible for free or reduced-price lunch. Currently, more than 99% of P.S. 115's students would qualify for this admissions preference.<sup>5</sup> If students zoned for P.S. 115 instead enrolled in KIPP S.T.A.R. Elementary, it would reduce enrollment at M115 and result in a lower overall utilization rate at M115.<sup>6</sup>

## II. Proposed or Potential Use of Building

The building in which KIPP S.T.A.R. Elementary is proposed to be co-located, M115, has the capacity to serve 900 students. In 2010-2011, the building served only 680 students,<sup>7</sup> yielding a utilization rate of just 76%.

KIPP S.T.A.R. Elementary would be co-located with P.S. 115. P.S. 115 is a zoned district elementary school that serves 652 students in Kindergarten through fifth grade and also serves 28 students in 2 sections of full-day pre-Kindergarten.<sup>8</sup>

---

<sup>1</sup> 2010-2011 Audited Register Data.

<sup>2</sup> Current enrollment figure from the 2010-2011 Audited Register Data includes pre-Kindergarten enrollment.

<sup>3</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 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>4</sup> Estimate based on projected enrollment at P.S. 115 and KIPP S.T.A.R. Elementary.

<sup>5</sup> School Allocation Memorandum No. 9, FY11, June 30, 2010.

<sup>6</sup> The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

<sup>7</sup> Current enrollment figure from the 2010-2011 Audited Register Data includes pre-kindergarten enrollment.

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

Over the next five years, the proposed grade spans and projected enrollment for KIPP S.T.A.R. Elementary and P.S. 115 are as follows:

School Year	2010-11 <sup>9</sup>	2011-12	2012-13	2013-2014	2014-2015
<b>KIPP S.T.A.R. Elementary</b>					
Grades	N/A	K	K,1	K-2	K-3
Projected Enrollment	N/A	100	200	300	400
<b>P.S. 115</b>					
Grades	K-5	K-5	K-5	K-5	K-5
Projected Enrollment <sup>10</sup>	680	675-705	660-690	660-690	640-670
Total	680	775-805	860-890	960-990	1040-1070

Enrollment declines at P.S. 115 shown above reflect the articulation of three larger-than-usual existing classes and are not related to the proposed co-location of KIPP S.T.A.R. Elementary. Additional detail is provided in Section II. B.

In addition to the schools, two Community Based Organizations (“CBOs”) have been allocated space in M115: Children’s Arts and Science Workshops, Inc. and Columbia Presbyterian Mental Health Clinic. Their programs and space allocation would not be affected by this proposal.

Once KIPP S.T.A.R. Elementary has completed its expansion and achieved full scale, there would be approximately 1,040-1,070 students served in M115, yielding a building utilization rate of 116-119%. As described in more detail in the Enrollment, Capacity, Utilization Report (aka, “The Blue Book”), 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.

<sup>9</sup> 2010-2011 Audited Register.

<sup>10</sup> Includes students projected to enroll in the pre-Kindergarten program at P.S. 115. Assumes no change in enrollment at P.S. 115.

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 M115. KIPP S.T.A.R. Elementary plans to have elementary class sizes of 25 students, compared with DOE standard target class size of 20 students in Kindergarten through third grade. Target class sizes for each grade are listed in the Blue Book. Thus, KIPP S.T.A.R. Elementary is expected to operate at 125% utilization of its space. P.S. 115 will not experience an increase in class size as a result of the proposed co-location, although they will share common spaces with the increased number of KIPP students. In addition, KIPP S.T.A.R. Elementary will operate below Footprint for administrative space and cluster rooms when at full-scale.

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

#### A. Students

KIPP S.T.A.R. Elementary would admit students through the charter school lottery application process. Currently, the existing grades of KIPP S.T.A.R. offer a preference to District 5 residents. Under the current enrollment preferences, 29% of students enrolled in the existing grades of KIPP S.T.A.R. are District 6 residents.<sup>11</sup> However, as noted above, KIPP NYC is applying to its authorizer for approval of this proposed location in District 6, which would provide automatic preference for District 6 students instead of District 5 for entry at the grades located in District 6. Incoming Kindergarten students in District 6 would be eligible to participate in the lottery regardless of whether the preference is approved.

KIPP S.T.A.R. will apply to SUNY for approval of the District 6 location of the proposed site for elementary grades and thereby provide a preference for District 6 residents who apply to enroll at KIPP S.T.A.R. Elementary.

KIPP S.T.A.R. Elementary's lottery preferences would be as follows:

- Returning students (not applicable for Kindergarten or for 2011-2012);
- Siblings of currently attending students (not applicable for 2011-2012);
- Students who reside in District 6 (i.e., the District where the school is located) and are eligible for free and reduced price lunch;
- Students who reside outside of District 6 and are eligible for free and reduced price lunch;
- Other students who reside in District 6;
- Other students who reside outside of District 6.

If this proposal were approved, KIPP S.T.A.R. Elementary would add approximately 400 high-quality Kindergarten through third grade elementary school seats in District 6. Of the four schools currently managed by KIPP NYC, two received an "A" on their most recent progress report, one received a "B", and one received a "C". In 2009-2010, KIPP Infinity and KIPP S.T.A.R. had a higher percentile rank in English/Language Arts and mathematics than most District 6 elementary and middle schools. KIPP Infinity and KIPP S.T.A.R.'s performance in mathematics exceeded all District 6 elementary and middle schools except for one, The Mott Hall School. Likewise, The Mott Hall School was the only District 6 school to outperform KIPP Infinity in English/Language Arts. KIPP S.T.A.R.'s performance in English/Language

---

<sup>11</sup> 2010-2011 Audited Register Data.

Arts exceeded all but 7 of the 38 District 6 elementary and middle schools.<sup>12</sup> KIPP S.T.A.R. Elementary students in all grades will follow a rigorous academic and character development program, and all students will participate in an extended school day, week and year.

#### *Impact on Students Currently Attending P.S. 115*

P.S. 115 is a zoned district elementary school.

- Special programs at P.S. 115 include the Children’s Arts and Science Workshops, the Northern Manhattan Improvement Corporation’s family literacy program and ESL/GED program, and the Morgan Stanley/Children’ Hospital of New York-School Based Mental Health Program.
- Extracurricular activities at P.S. 115 include student council, basketball, cheerleading, gymnastics, drama, chorus, band, and digital photography.

The DOE does not anticipate that this proposal would impact the partnerships and programs of P.S. 115. P.S. 115 would also 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. 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.

P.S. 115 currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained classes (“SC”), and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC, and SETSS classes 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 P.S. 115.

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to schools in the same manner as their peers who are not ELLs. Current and future ELL students at P.S. 115 would continue to receive mandated services. In addition, P.S. 115 offers Transitional Bilingual, Dual Language and English as a Second Language (ESL) class sections, which would not be impacted by this proposal.

#### *Impact for Future Elementary School Students in District 6*

KIPP S.T.A.R. Elementary would provide an additional elementary school option for students residing in District 6.

There are currently 24 District elementary schools and 3 public charters that serve elementary grades in District 6. Current enrollment per elementary grade in District 6 District schools is approximately 2,200 students per grade.<sup>13</sup> The addition of 100 seats per grade at KIPP S.T.A.R. Elementary represents approximately a 5% increase in elementary seats per grade. Thus, the siting of KIPP S.T.A.R. Elementary may have a mild impact on the enrollment at District 6 schools if students choose to attend KIPP S.T.A.R. Elementary instead of these schools. By 2014-2015, KIPP S.T.A.R. Elementary would serve 400 students in Kindergarten through fourth grade. If SED approves the location in District 6, and thus the change to KIPP S.T.A.R.’s lottery preferences, and all 400 students come from District 6, there could be a slight decrease in enrollment at other District 6 elementary schools. However, at present there is no way to reliably predict which District 6 elementary schools would be impacted, or by how many seats.

All students residing in the P.S. 115 zone will continue to be able to enroll at P.S. 115. An unexpected increase in demand by zoned students for seats at P.S. 115 would cause the DOE to consider reducing KIPP

<sup>12</sup> 2009-2010 Progress Report.

<sup>13</sup> 2010-2011 Audited Register Data.

S.T.A.R. Elementary’s grade range in M115, altering P.S. 115’s zone, or taking other actions in order to allow all zoned students continued access to P.S. 115.

*Impact on Future Pre-Kindergarten Students*

P.S. 115 currently offers two sections of full-day pre-Kindergarten that serve 28 students.<sup>14</sup> Barring any changes in available funding or student enrollment, the pre-Kindergarten program at P.S. 115 would continue to exist and should not be adversely affected by this proposal.<sup>15</sup> The enrollment policy for pre-Kindergarten admissions would also remain the same. Younger siblings of zoned students already enrolled in P.S. 115 would get first preference into pre-Kindergarten admissions. Siblings from outside the zone would receive second preference.

**B. Schools**

The proposed siting of KIPP S.T.A.R. Elementary in District 6 would create an additional high-quality school option in the district. Once KIPP S.T.A.R. Elementary completes its expansion and serves grades Kindergarten through three in 2014-2015, there would be approximately 1,040-1,070 students served in M115, yielding a building utilization rate of 116-119%. As noted above, KIPP S.T.A.R. Elementary would operate at above target capacity for its space based on larger class sizes.

The estimated enrollments for both schools in M115 over a four year period are shown in the tables below.

P.S. 115’s estimated enrollment, over a period of 4 years<sup>16</sup>:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated Enrollment
2010-2011 <sup>17</sup>	103	109	122	101	117	100	652
2011-2012	100-105	100-105	105-110	120-125	100-105	115-120	640-670
2012-2013	100-105	100-105	100-105	105-110	120-125	100-105	625-655
2013-2014	100-105	100-105	100-105	100-105	105-110	120-125	625-655
2014-2015	100-105	100-105	100-105	100-105	100-105	105-110	605-635

Enrollment declines shown above reflect the articulation of three larger-than-usual existing classes, and are not related to the proposed co-location of KIPP S.T.A.R. Elementary.

KIPP S.T.A.R. Elementary’s Enrollment, over a period of 4 years:

	Grade K	Grade 1	Grade 2	Grade 3	Total Estimated Enrollment
2010-2011	N/A	N/A	N/A	N/A	N/A
2011-2012	100	N/A	N/A	N/A	100
2012-2013	100	100	N/A	N/A	200
2013-2014	100	100	100	N/A	300
2014-2015	100	100	100	100	400

<sup>14</sup> 2010-2011 Audited Register Data.

<sup>15</sup> The DOE’s pre-Kindergarten programs are maintained based on available funding and student enrollment.

<sup>16</sup> Excludes pre-Kindergarten.

<sup>17</sup> 2010-2011 Audited Register Data.

P.S. 115 would continue to receive at least its full baseline allocation of rooms in M115 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/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).

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size 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 2 full-size classrooms<sup>18</sup> for administrative services, student support services and resource rooms. Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. 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.

As described in more detail in the attached revised Building Utilization Plan (“BUP”) that accompanies this revised EIS, KIPP S.T.A.R. Elementary would operate below Footprint for administrative and cluster space when at full-scale. P.S. 115 would continue to receive its baseline allocation for classrooms, resource rooms, cluster rooms, and administrative space. 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 the implementation of the BUP. Any unallocated space would be equitably distributed among the schools based on a number of factors, including student enrollment.

### **C. 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 siting of KIPP S.T.A.R. Elementary in M115 is intended to meet this goal by adding 400 new high-quality Kindergarten through third grade seats in District 6.

---

<sup>18</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services resource rooms, which could be equal to 1 full size classroom and 2 half size classrooms or 0 full size classrooms and 4 half size classrooms, etc.

District 6 families have demonstrated their interest in attending KIPP schools by applying to KIPP schools located in other districts. Currently 29% of students enrolled in KIPP Infinity and the existing grades of KIPP S.T.A.R – both located in District 5 and providing preference to students residing in that district – are District 6 residents.<sup>19</sup>

M115 has the capacity to serve 900 students. In 2010, the building only served 680 students, yielding a utilization rate of just 76%.<sup>20</sup> If this proposal to site KIPP S.T.A.R. Elementary in M115 were approved, in 2014-2015, when KIPP S.T.A.R. Elementary completed its expansion and achieved full scale, the school would serve approximately 400 students in Kindergarten through fifth grade. During that year, M115 would serve approximately 1,040-1,070 students, yielding a building utilization rate of 116-119%.

However, some students zoned for P.S. 115 could choose to apply to the admissions lottery for KIPP S.T.A.R. Elementary, which has an admissions preference for students residing in District 6 who are eligible for free or reduced-price lunch. Currently, more than 99% of P.S. 115's students would qualify for this admissions preference.<sup>21</sup> If students zoned for P.S. 115 instead enrolled in KIPP S.T.A.R. Elementary, it would reduce enrollment at M115 and result in a lower overall utilization rate at M115.<sup>22</sup>

All students residing in the P.S. 115 zone will continue to be able to enroll at P.S. 115. An unexpected increase in demand by zoned students for seats at P.S. 115 would cause the DOE to consider reducing KIPP S.T.A.R. Elementary's grade range in M115, altering P.S. 115's zone, or taking other actions in order to allow all zoned students continued access to P.S. 115.

As discussed above, the siting of KIPP S.T.A.R. Elementary may have a mild impact on the enrollment at other District 6 schools if all 400 students served at KIPP S.T.A.R. Elementary come from District 6. However, at present there is no way to reliably predict which District 6 elementary schools would be impacted, or by how many seats.

There are no other district or charter schools phasing in elementary school grades in District 6.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M115. This proposal is not expected to impact the partial site accessibility of the M115 building.

---

<sup>19</sup> 2010-2011 Audited Register Data.

<sup>20</sup> 2010-2011 Audited Register Data.

<sup>21</sup> School Allocation Memorandum No. 9, FY11, June 30, 2010

<sup>22</sup> The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

## IV. Enrollment, Admissions and School Performance Information

### P.S. 115

#### Admissions Data

<b>Current Admissions</b>	<p><b>Pre-kindergarten:</b> Standard Universal Pre-K Admissions Process</p> <p><b>Grades K-5:</b> Zoned.</p>
---------------------------	--

#### Enrollment Data<sup>23</sup>

<b>Current Grades Served</b>	K-5
<b>2010-2011 Enrollment<sup>24</sup></b>	652
<b>Grades Served 2011-2012</b>	K-5
<b>2011-2012 Projected Enrollment</b>	640-670
<b>Grades Served 2012-2013</b>	K-5
<b>2012-2013 Projected Enrollment</b>	625-655
<b>Grades Served 2013-2014</b>	K-5
<b>2013-2014 Projected Enrollment</b>	625-655
<b>Grades Served 2014-2015</b>	K-5
<b>2014-2015 Projected Enrollment</b>	605-635

#### Demographic Data

<b>Percentage of Students Receiving CTT or SC Services<sup>25</sup></b>	6%
<b>Percentage of Students with an Individual Education Plan<sup>26</sup></b>	12%
<b>Percentage of English Language Learner Students<sup>27</sup></b>	40%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>28</sup></b>	99.7%

<sup>23</sup> Excludes pre-Kindergarten.

<sup>24</sup> 2010-2011 Audited Register Data.

<sup>25</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>26</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>27</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>28</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**School Performance Data**

<b>P.S. 115 Alexander Humboldt</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010<sup>29</sup></b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	A	C
Quality Review Score	WD		P
<b>Performance Data<sup>30</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	39%	56%	19%
Math % Proficient (Levels 3 and 4)	70%	74%	32%
<b>Other Key Performance Indicators<sup>31</sup></b>			
Attendance Rate	92%	92%	93%
<b>2010-2011 State Accountability Status</b>		Restructuring (advanced) - Comprehensive	

**KIPP S.T.A.R. Elementary**

**Admissions Data**

<b>Projected Admissions<sup>32</sup></b>	<b>Grades K-3: Lottery</b>
--	----------------------------

**Enrollment Data**

<b>Current Grades Served</b>	N/A
<b>2010-2011 Enrollment</b>	N/A
<b>Proposed Grades Served 2011-2012</b>	K
<b>2011-2012 Projected Enrollment</b>	100

<sup>29</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’ raw scores on the tests remained largely unchanged relative to the prior year.

<sup>30</sup> Source: Progress Report Data

<sup>31</sup> Source: Progress Report Data

<sup>32</sup> Projected admissions for KIPP S.T.A.R. Elementary includes grades K-3 in building M115.

Proposed Grades Served 2012-2013	K-1
2012-2013 Projected Enrollment	200
Proposed Grades Served 2013-2014	K-2
2013-2104 Projected Enrollment	300
Proposed Grades Served 2014-2015	K-3
2014-2015 Projected Enrollment	400

**Demographic Data**

KIPP S.T.A.R. Elementary does not yet enroll students. Therefore, there is no demographic data for the school.

**School Performance Data**

KIPP S.T.A.R. Elementary does not yet enroll students. Therefore, there is no school performance data for the school.

**KIPP S.T.A.R.**

**Admissions Data**

Projected Admissions	Grades 5-12: Lottery
----------------------	----------------------

**Enrollment Data**

Current Grades Served	5-10
2010-2011 Enrollment <sup>33</sup>	357
Proposed Grades Served 2011-2012	5-11
2011-2012 Projected Enrollment	440-460
Proposed Grades Served 2012-2013	5-12
2012-2013 Projected Enrollment	500-520
Proposed Grades Served 2013-2014	5-12
2013-2104 Projected Enrollment	540-560
Proposed Grades Served 2014-2015	5-12
2014-2015 Projected Enrollment	550-570

<sup>33</sup> 2010-2011 Audited Register Data.

Demographic Data

Percentage of Students Receiving CTT or SC Services <sup>34</sup>	0%
Percentage of Students with an Individual Education Plan <sup>35</sup>	18%
Percentage of English Language Learner Students <sup>36</sup>	4%
Percentage of Students Eligible for Free or Reduced Lunch <sup>37</sup>	70%

School Performance Data

KIPP S.T.A.R. College Preparatory <sup>38</sup>	2007-2008	2008-2009	2009-2010 <sup>39</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	B
Quality Review Score			
<b>Performance Data<sup>40</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	67%	81%	35%
Math % Proficient (Levels 3 and 4)	88%	96%	72%
<b>Other Key Performance Indicators<sup>41</sup></b>			
Attendance Rate	96%	96%	97%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

V. Initial Costs and Savings

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

<sup>34</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.  
<sup>35</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.  
<sup>36</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.  
<sup>37</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010  
<sup>38</sup> Progress Report chart includes data for Grades 5 – 8.  
<sup>39</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’ raw scores on the tests remained largely unchanged relative to the prior year.  
<sup>40</sup> Source: Progress Report Data  
<sup>41</sup> Source: Progress Report Data

We anticipate KIPP S.T.A.R. Elementary will propose repainting, wiring for internet access and networking, and window air conditioning units for its space in M115.

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

### **A. Personnel Needs**

The proposed siting and co-location of KIPP S.T.A.R. Elementary is not expected to change the number of personnel positions assigned to P.S. 115, nor is it expected to significantly alter the duties of current staff at P.S. 115.

New administrative staff and non-pedagogical positions will be created at KIPP S.T.A.R. Elementary over the course of the school's phase-in. KIPP S.T.A.R. Elementary is expected to hire additional teachers as each new grade is added.

### **B. Cost of Instruction**

This proposal should not impact the operating budget or costs of instruction at P.S. 115. The basic operating budget for P.S. 115 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 elementary schools was \$4,059.71. 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 \$1,623.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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

As with all other schools Citywide, P.S. 115 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 115 is currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of its Title I funding award 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"). P.S. 115 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.

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

**C. Administration**

No change in school supervisory or administrator positions at P.S. 115 is expected as a result of this proposal. KIPP S.T.A.R. Elementary may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of its phase-in.

**D. 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. 115 during the course of the co-location.

**E. Other Support Services**

The provision of certain support services is described above.

**VII. Building Information**

**M115**

<b>Type of Building</b>	P.S.
<b>Year Built</b>	1914
<b>Overall BCAS rating</b>	2.8 out of 5
<b>Target Utilization</b>	73%
<b>Target Capacity</b>	900
<b>FY 2009 Maintenance Costs</b>	Labor: \$17,636.89 Materials: \$4,986.72 Maintenance and repair contracts: \$10,724.43 Custodial operations costs—Materials: \$7,272.72 Custodial operations costs—Custodial Allocation: \$257,359.75
<b>FY 2009 Energy Costs</b>	Electric: \$96,280 Gas: \$129,391 Oil: \$4,076
<b>Projects completed during the current or prior school year</b>	CIP - Exterior Masonry
<b>Projects proposed in the capital plan</b>	No projects identified
<b>Accessibility of the building</b>	Building is not functionally programmatic accessible
<b>Building attributes</b>	Auditorium, Cafeteria, Computer room, Indoor play area, Library & Multi-purpose room.