

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of The Bronx Charter School for Better Learning II (84XTBD) with J.H.S. 144 Michelangelo (11X144) and Pelham Gardens Middle School (11X566) in Building X144, Beginning in the 2015-2016 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate the Bronx Charter School for Better Learning II (84XTBD, “BBL II”) in building X144 (“X144”), located at 2545 Gunther Avenue, Bronx, NY 10469 in Community School District 11 (“District 11”), beginning in the 2015-2016 school year. If this proposal is approved, BBL II will be co-located in building X144 with J.H.S. 144 Michelangelo (11X144, “J.H.S. 144”) and Pelham Gardens Middle School (11X566, “Pelham Gardens”), which are both existing zoned district middle schools that serve students in sixth through eighth grades. BBL II is a new public charter school that will serve students in kindergarten through fifth grade. 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.

Pursuant to recent amendments to the Education Law, which provide certain new and expanding charter schools with access to facilities, BBL II requested co-located space within a DOE facility. BBL II is a replication of the Bronx Charter School for Better Learning (84X718, “BBL”), an existing public charter school located in District 11 in the X111 building, located at 3740 Baychester Avenue, Bronx, NY 10466. BBL serves students in kindergarten through fifth grades, and the majority of these students reside in District 11. BBL performs well in comparison to schools within the Bronx and across New York City. In the 2013-2014 school year, BBL ranked in the 81st percentile for Citywide and 96th percentile for District-wide English Language Arts (“ELA”) proficiency scores. In the 2013-2014 school year, BBL ranked in the 87th percentile for Citywide and 91st percentile for District-wide math proficiency scores. Given BBL’s record of success and the need for additional elementary school seats in the Bronx resulting from kindergarten and elementary school enrollment growth, the DOE supports the placement of BBL II in District 11.

- Extensive public engagement was conducted in the course of creating this proposal, which included:
 - A walkthrough of building X144 with a Deputy Chancellor and representatives from the Office of District Planning and the Office of Space Planning on November 17, 2014 and a meeting before the walkthrough with the principals and School Leadership Team members of J.H.S. 144 and Pelham Gardens to discuss the proposal further, take questions and concerns from both school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the Panel for Educational Policy (“PEP”). In addition to the attendees listed, representatives from Community Education Council (“CEC”) 11 and the PEP were invited to attend the walkthrough.
 - A Community Needs Assessment Forum on November 17, 2014, in which elected officials, representatives from Bronx CECs, including CEC 11, and representatives from Bronx District Presidents Councils participated, at which this proposal was discussed along with other potential District Planning needs and priorities in the Bronx.

- DOE will offer other public engagement opportunities following this posting including:
 - A CEC 11 meeting on January 20, 2015 at which the DOE will be discussing the proposal further and taking the community’s questions and concerns.
 - A joint public hearing to be held at building X144. 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 before 6 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-5159 or emailed in any language to D11Proposals@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 p.m. on the day before the PEP meeting.
 - A 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/February2015SchoolProposals>.

BBL II has been authorized by the State University of New York Trustees (“SUNY”) to serve students in kindergarten through fourth grade with the plan to grow through fifth grade following its first charter renewal.¹ If this proposal is approved, beginning in the 2015-2016 school year, BBL II will serve approximately 70-80 kindergarten students, and it will add one grade each school year thereafter until it reaches its full grade span of kindergarten through fifth grades in 2020-2021. At that time, BBL II will serve 420-480 students in kindergarten through fifth grades.²

According to the 2013-2014 Enrollment, Capacity, Utilization, Report (the “Blue Book”), building X144 has a target capacity of 1,534 students.³ During the 2014-2015 school year, the building serves a total of approximately 1,025 students,⁴ yielding a building utilization rate of approximately 67%. According to the Under-utilized Space Memorandum, building X144 is “under-utilized” and has space to accommodate additional students.⁵ If this proposal is approved, BBL II, J.H.S 144, and Pelham Gardens will collectively serve between 1,380 and 1,500 students in the X144 building in 2020-2021, which yields a projected utilization rate of approximately 90% - 98%. As discussed in Section II.B and in the attached Building

¹ BBL II plans to apply to expand its grade levels to serve fifth grade prior to the expiration of its charter in 2020. The siting of fifth grade of BBL II is contingent upon SUNY’s approval of BBL II’s renewal and expansion application.

² All projections referenced for BBL II for the 2015-2016 school year and beyond conform to the charter school’s authorized enrollment pursuant to its charter application.

³ All references to utilization rates for building X144 in this document are based on target capacity from the 2013-2014 Blue Book and the 2014-2015 Unaudited Register as of October 31, 2014 or enrollment data from the charter projections as of March 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 space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>.

⁴ Based on 2014-2015 Unaudited Register as of October 31, 2014.

⁵ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on December 27, 2013. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/156511/UnderutilizedSpaceMemorandum201314_12272013_FINAL.pdf.

Utilization Plan (“BUP”), all three schools will receive their baseline space allocations pursuant to the Citywide Instructional Footprint (“the Footprint”) over the course of the proposal’s implementation.

II. Proposed or Potential Use of Building

Building X144 has a target capacity of 1,534 students (the concept of “target capacity” is explained below).⁶ In 2014-2015, J.H.S. 144 and Pelham Gardens serve a combined total of approximately 1,025 students, yielding a building utilization rate of approximately 67%, which means that the building is “under-utilized” and has space to accommodate additional students.

If this proposal is approved, BBL II will open in the 2015-2016 school year, serving approximately 70-80 students in kindergarten. In the 2016-2017 school year, the school will serve approximately 140-160 students in grades kindergarten and one. In the 2017-2018 school year, BBL II will serve approximately 210-240 students in grades kindergarten through two. In the 2018-2019 school year, BBL II will serve approximately 280-320 students in grades kindergarten through three. In the 2019-2020 school year, BBL II will serve approximately 350-400 students in grades kindergarten through four. BBL II will reach stable enrollment in 2020-2021 when the school serves approximately 420- 480 students in grades kindergarten through five.

If this proposal is approved, the grade spans for J.H.S. 144, Pelham Gardens, and BBL II over a seven-year period are displayed in the table below:

Grade Spans								
DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
84XTBD	BBL II	-	K	K-1	K-2	K-3	K-4	K-5
11X144	J.H.S. 144	6-8	6-8	6-8	6-8	6-8	6-8	6-8
11X566	Pelham Gardens	6-8	6-8	6-8	6-8	6-8	6-8	6-8

If this proposal is approved, the following table demonstrates the projected enrollment of each school and the building’s projected utilization rates over a seven-year period.

⁶ According to the 2013-2014 the Blue Book, which is available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf.

DBN	School Name	2014-2015 Unaudited Register	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment
84XTBD	BBL II	-	70 - 80	140 - 160	210 - 240	280 - 320	350 - 400	420 - 480
11X144	J.H.S. 144	559	510 - 540	510 - 540	510 - 540	510 - 540	510 - 540	510 - 540
11X566	Pelham Gardens	466	450 - 480	450 - 480	450 - 480	450 - 480	450 - 480	450 - 480
Total Building Enrollment		1,025	1,030 - 1,100	1,100 - 1,180	1,170 - 1,260	1,240 - 1,340	1,310 - 1,420	1,380 - 1,500
Utilization		67%	67% - 72%	72% - 77%	76% - 82%	81% - 87%	85% - 93%	90% - 98%

In 2020-2021, once BBL II has reached full scale, there will be approximately 1,380-1,500 students served in the X144 building. The projected utilization for building X144 at that point is approximately 90% - 98%. The X144 building has sufficient capacity to accommodate J.H.S. 144, Pelham Gardens, and BBL II at full scale.

As described in more detail in the Blue Book, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the United Federation of Teachers ["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. The DOE's projected 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, projected utilization rates for 2014-2015 and subsequent years 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 a 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 goal 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.

As mentioned above, the X144 building has the capacity to accommodate all of the existing and proposed schools during and after BBL II's phase-in period pursuant to the Footprint. Any further significant changes to school utilization will be proposed in a separate Educational Impact Statement ("EIS") and Building Utilization Plan ("BUP") if applicable in accordance with Chancellor's Regulation A-190 and will be subject to approval by the PEP.

For more detail on the Footprint and room allocations, see Section III. B and the attached BUP. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

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

A. Students

Impact on Students Currently Attending Schools in X144

The proposed co-location of BBL II is not expected to impact the admissions, enrollment, or educational options of students currently attending J.H.S. 144 and Pelham Gardens. J.H.S. 144 is an existing zoned middle school that offers a zoned program and three unscreened programs. The zoned program is open to students who are zoned to X144. The school's unscreened programs give priority to students zoned to X144 and are open to all District 11 students, who are randomly selected for admissions through the middle school admissions process, as discussed in greater detail in the next section. Pelham Gardens is an existing zoned middle school that currently enrolls middle school students using an unscreened admissions method and giving priority to students residing in the X144 zone.

The proposed co-location is not expected to impact the educational programming available to students currently attending schools in X144. J.H.S. 144 and Pelham Gardens serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained special education ("SC") classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). Students with disabilities will continue to receive services in accordance with their Individualized Education Programs ("IEPs") at J.H.S. 144 and Pelham Gardens. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. These services will not be impacted as a result of this proposal. In addition, students classified as English Language Learners ("ELLs") who are enrolled at J.H.S. 144 and Pelham Gardens receive English as a Second Language ("ESL") services. All current and future students enrolled at J.H.S. 144 and Pelham Gardens will continue to receive all mandated special education and/or ELL services if this proposal is approved.

Impact on Extra-curricular Programming and Partnerships at Existing Schools in X144

J.H.S. 144 and Pelham Gardens will continue to offer extra-curricular programming based on student interests, available resources, and staff support for those programs. The proposed co-location is not expected to impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, but the proposed co-location 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 will 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.

J.H.S. 144 offers the following special programs and initiatives, and extra-curricular activities:⁷

- **Regents Classes:** Earth Science, Integrated Algebra, Living Environment, U.S. History & Government
- **Enrichment Classes:** Instrumental Music, Band, Computer Technology, Woodshop, Drama, Art
- **Language Classes:** Italian, Spanish
- **Program Partners:** Fordham University, Lehman College, the Jericho School District, Principal for a Day Program, Educational Alliance, Sports & Arts Foundation
- **Extra-curricular Activities:** Future City, Computer Club, Junior Varsity/ Varsity Sports, Chess Club, Art Club
- **Special Programs:** Dance, Theater, Future City, Glee Club, Band, Chorus, Special High School Preparation, Weather Reporting
- **Boys' Sports:** Basketball, Flag Football
- **Girls' Sports:** Basketball
- **Co-ed Sports:** Lacrosse

Pelham Gardens currently offers the following special programs and initiatives, and extra-curricular activities:⁸

- **Enrichment Classes:** Music, Art, and Computers
- **Language Classes:** Spanish
- **Program Partners:** Brooklyn District Attorney, Jackie Robinson Physical Culture, BAM, Lincoln Center, NYC Police Department, New York Cares, New Ballet School (Feld), Attendance Improvement Dropout Prevention Program, NYC School Volunteers
- **Extra-curricular Activities:** Step Team, Dance Team, Chess, Music, Student Council, Intramural Sports
- **Special Programs:** Advisory Program, Pencil Partnership, CBS
- **Boys' Sports:** Basketball
- **Girls' Sports:** Basketball
- **Co-ed Sports:** Gymnastics

Impact on Future Middle School Students in District 11

This proposal is not expected to impact the admissions process at J.H.S. 144 or Pelham Gardens. In addition, the DOE does not anticipate that this proposal will impact enrollment at J.H.S. 144 or Pelham

⁷ Information obtained from the District 11 Middle School Directory, available on the DOE Web site at: http://schools.nyc.gov/NR/rdonlyres/59CB1486-AD15-4784-90AD-7073E0946284/0/D11_1029.pdf, and the school's websites: <http://schools.nyc.gov/SchoolPortals/11/X144/default.htm> and <http://afterschool-jhs144.weebly.com>.

⁸ Information obtained from the District 11 Middle School Directory, available on the DOE Web site at: http://schools.nyc.gov/NR/rdonlyres/59CB1486-AD15-4784-90AD-7073E0946284/0/D11_1029.pdf, and the school's website: <http://schools.nyc.gov/SchoolPortals/11/X566/default.htm>.

Gardens. J.H.S. 144 and Pelham Gardens currently admit students through the middle school admissions process, in which fifth graders rank in order their middle school preferences.

Students zoned to the X144 campus may apply to J.H.S. 144, Pelham Gardens, and other middle schools through the middle school admissions process. J.H.S. 144 offers four admissions programs: a zoned program open only to zoned students, and three unscreened programs that offer priority to students residing in the X144 zone and then to other District 11 students. Pelham Gardens offers one unscreened program for admissions, which gives priority to students residing in the X144 zone and then to other District 11 students.

Any remaining seats at these schools are filled through the middle school admissions process and over-the-counter (“OTC”) placement process, described in detail below.

If this proposal is approved, students will continue to have access to a broad range of middle school options, including J.H.S. 144 and Pelham Gardens, through the middle school admissions process, as described further below and outlined in the tables at the end of this section.

Through the middle school admissions process, students will be 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 admissions process can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions 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);
- Zoned middle schools
- 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;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2015-2016 school year was in December. Additionally, new middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider. After the PEP votes on the proposals 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/Calendar>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school,⁹ 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 on Future Over-the-Counter (“OTC”) Students

J.H.S. 144 and Pelham Gardens also admit students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students in building X144.

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 NYC school at the time school started. 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;¹⁰
- 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 OTC 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 on Future Elementary School Students in District 11

If this proposal is approved, families in District 11 will have an additional elementary school option. Elementary age students in District 11 will have the opportunity to enter the charter application lottery process, starting in the Spring 2015, to enroll in BBL II for the following 2015-2016 school year. BBL II will provide a lottery preference to returning students, siblings of students attending BBL II,¹¹ and students residing in District 11.

⁹ 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>.

¹⁰ 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.

¹¹ The charter lottery preferences to returning students and siblings of students attending BBL II referenced in this document are applicable in BBL II’s second and subsequent years of operation.

Detailed information about charter schools is available here:

<http://schools.nyc.gov/community/planning/charters/Directory.htm>.

B. Schools

If this co-location proposal is approved, building X144 has the capacity to accommodate J.H.S. 144, Pelham Gardens, and BBL II as it phases-in. In 2020-2021, once BBL II is completely phased in, there will be approximately 1,380-1,500 total students served in the building. The projected utilization rate for building X144 at that point is approximately 90% - 98%.

The estimated enrollments for J.H.S. 144, Pelham Gardens, and BBL II are shown in Section IV below.

As described in more detail in the attached BUP that accompanies this EIS, if this proposal is approved, there will be sufficient space to accommodate all schools in the X144 building pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the course of the proposal. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City Schools:

http://schools.nyc.gov/NR/ronlyres/961D691C-641D-4918-9798-8BA2C0A761FF/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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

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

For grades six through twelve, 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 room for each general education or ICT section and a full-size or half-size room 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.

The Footprint allocates the number of baseline full-size equivalent (“FSE”) classrooms for student support services, resources 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.

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient space in building X144 for the co-location of BBL II such that all schools will receive their baseline allocation of space under the Footprint. As in other situations where schools are co-located, the schools will continue to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will continue to be made by the Building Council, consisting of principals from all co-located schools, in conjunction with

the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. Any unallocated space will continue to be equitably distributed among the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

There are no other proposed uses or plans for building X144 at this time.

C. Community

The DOE strives to ensure that families have access to high-quality schools that meet the needs of all children. The proposed co-location of BBL II will provide access to additional elementary seats in District 11, where elementary enrollment has been increasing, and will create the opportunity for students to attend a replication of BBL, a school for which there is significant demand.

Specifically, BBL has maintained a waiting list of students over the past several years, and in the 2014-2015 school year, BBL received over 2,300 student applications for approximately 54 seats.¹² BBL has proven to be a high-performing option within District 11 and across New York City. BBL ranked in the 81st percentile for Citywide and 96th percentile for District-wide ELA proficiency scores in the 2013-2014 school year. BBL ranked in the 87th percentile for Citywide and 91st percentile for District-wide Math proficiency scores in the 2013-2014 school year. The DOE anticipates that the proposed opening and co-location of BBL II will create additional high-quality elementary seats for students in the community.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X144. This proposal will not affect the accessibility of X144, which is currently partially accessible.

IV. Enrollment, Admissions and School Performance Information

Bronx Charter School for Better Learning II

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Co-location of BBL II	Grades K-5: Charter lottery application; preference to returning students, siblings of students attending BBL II, and District 11 students.

¹² Based on school-reported data from August 2014.

Enrollment Data¹³

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Unaudited Register)	-	-	-	-	-	-	-
2015-2016 (projections)	70-80	-	-	-	-	-	70-80
2016-2017 (projections)	70-80	70-80	-	-	-	-	140-160
2017-2018 (projections)	70-80	70-80	70-80	-	-	-	210-240
2018-2019 (projections)	70-80	70-80	70-80	70-80	-	-	280-320
2019-2020 (projections)	70-80	70-80	70-80	70-80	70-80	-	350-400
2020-2021 (projections)	70-80	70-80	70-80	70-80	70-80	70-80	420-480

Demographic Data

There is no demographic data available for BBL II because the school does not yet serve students.

School Performance Data

There is no performance data available for BBL II because the school does not yet serve students.

J.H.S. 144

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Zoned, Unscreened with zoned priority
Admissions During and After Proposed Co-location of BBL II	Grades 6-8: Middle School Admissions Process Admissions Method: Zoned, Unscreened with zoned priority

¹³ Projections are based on enrollment in the charter application.

Enrollment Data¹⁴

	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Unaudited Register)	174	175	210	559
2015-2016 (projections)	170-180	170-180	170-180	510-540
2016-2017 (projections)	170-180	170-180	170-180	510-540
2017-2018 (projections)	170-180	170-180	170-180	510-540
2018-2019 (projections)	170-180	170-180	170-180	510-540
2019-2020 (projections)	170-180	170-180	170-180	510-540
2020-2021 (projections)	170-180	170-180	170-180	510-540

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	23%
Percentage of ELL Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	59%

Performance Data

J.H.S. 144 Michelangelo	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score	Proficient	Proficient	N/A ¹⁶
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	24%	11%	10%
Math % Proficient (Levels 3 and 4)	28%	9%	8%
Other Key Performance Indicators			
Attendance Rate	89%	90%	90%
State Accountability Status	14-15 Focus School ¹⁷		

¹⁴ Figures based on 2014-2015 Unaudited Register as of October 31, 2014.

¹⁵ All figures are as a percentage of total students from the 2014-2015 Unaudited Register as of October 31, 2014.

¹⁶ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year.

¹⁷ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Pelham Gardens

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened with zoned priority
Admissions During and After Proposed Co-location of BBL II	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened with zoned priority

Enrollment Data¹⁸

	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Unaudited Register)	153	155	158	466
2015-2016 (projections)	150-160	150-160	150-160	450-480
2016-2017 (projections)	150-160	150-160	150-160	450-480
2017-2018 (projections)	150-160	150-160	150-160	450-480
2018-2019 (projections)	150-160	150-160	150-160	450-480
2019-2020 (projections)	150-160	150-160	150-160	450-480
2020-2021 (projections)	150-160	150-160	150-160	450-480

Demographic Data¹⁹

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with IEPs	23%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	67%

¹⁸ Figures based on 2014-2015 Unaudited Register as of October 31, 2014.

¹⁹ All figures are as a percentage of total students from the 2014-2015 Unaudited Register as of October 31, 2014.

School Performance Data

Pelham Gardens Middle School ²⁰	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score	-	N/A ²¹	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	-	11%	10%
Math % Proficient (Levels 3 and 4)	-	11%	10%
Other Key Performance Indicators			
Attendance Rate	-	93%	92%
State Accountability Status	14-15 Good Standing		

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at J.H.S 144 or Pelham Gardens.

Please refer to the Fair Student Funding (“FSF”) Guide²² and FY15 School Allocation Memorandum²³ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by the SED and is based on a formula used for all traditional public school districts. The formula divides the district’s Approved Operating Expenditures by Total Allowable Pupil Units. 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.

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 \$5,000, 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.

²⁰ Pelham Gardens is a new school that finished phasing in during the 2014-2015 school year, so performance data is not available prior to the 2012-2013 school year.

²¹ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year.

²² The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf.

²³ The FY14 School Allocation Memorandum is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam33.pdf.

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

A. Personnel Needs

The proposed co-location of BBL II in building X144 is not expected to change the number of personnel positions assigned to J.H.S 144 or Pelham Gardens nor is it expected to significantly alter the duties of J.H.S. 144's and Pelham Gardens' current staff.

New administrative staff and non-pedagogical positions may be created at BBL II over the course of the school's phase-in. BBL II is expected to hire additional teachers as each new grade is added and as the total number of students increases. The precise number of positions needed for the 2015-2016 school year and subsequent school years will be determined by the charter school. Those decisions will be made at the school level, based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrator positions at J.H.S 144 or Pelham Gardens is expected as a result of this proposal.

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

C. Transportation

There will be no change to existing transportation practices for the schools in X144 as a result of this proposal. 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>.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy.

VII. Building Information

Building		X144
Type of Building		MIDDLE
Year Built		1968
Overall BCAS rating		2.72
2013-2014 Blue Book Target Building Utilization		66%
2013-2014 Blue Book Target Building Capacity		1,534
FY 2014 Maintenance Costs	Labor	\$122,551
	Materials	-
	Maintenance, repair, and service contracts	\$35,990
	Custodial operations costs— Materials	\$10,553
	Custodial operations costs— Custodial Allocation	\$331,476
FY 2014 Energy Costs	Electric	\$156,846
	Gas	\$401
	Steam	-
	Oil	\$175,504
Projects completed during the current or prior school year		Lighting Replacement
Projects proposed in the capital plan		Flood Elimination, Exterior Masonry, Parapets, Roofs
Accessibility of the building		Partially Accessible ²⁴
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

²⁴ Building is 1st floor only functionally programmatically accessible.