

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Opening of a New Middle School (05M514) and Co-location with Existing Schools I.S. 195 (05M195) and KIPP Infinity Charter School (84M336) in Building M195**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to open a new District middle school I.S. TBD (05M514, “New School”) serving grades six through eight in Building M195, located at 625 West 133<sup>rd</sup> Street, New York, NY 10027 in Community School District 5. This new middle school would be co-located in M195 with an existing District choice middle school, I.S.195 Roberto Clemente (05M195, “I.S. 195”) and KIPP Infinity Charter School (84M336, “KIPP Infinity”), an existing public charter school currently serving Kindergarten and grades five through eight. In addition, in a separate Educational Impact Statement (“EIS”) also posted on January 21, 2011, the DOE will propose the temporary co-location of KIPP High School grades in M195 for the 2011-2012 and 2012-2013 school years.<sup>1</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In a separate EIS published on December 18, 2010, the DOE proposed to gradually phase out and eventually close I.S. 195 because of its low performance and inability to turn around quickly to better support student needs.<sup>2</sup> This new middle school is proposed to replace I.S. 195 and provide a high quality option to middle school students in District 5.

I.S. 195 admits students in sixth grade through the District 5 Middle School Choice application process, and is a district choice middle school. The school currently enrolls 398 students.<sup>3</sup> If the proposal to phase-out I.S. 195 were approved, I.S. 195 would no longer admit sixth-grade students after the conclusion of the 2010-2011 school year. One grade would then be phased out per year. During the 2011-2012 school year, I.S. 195 would serve students in grades seven and eight. In 2012-2013, I.S. 195 would serve students in eighth grade only. The school would close after June 2013.<sup>4</sup>

The New School would open in September 2011 with sixth grade, and add one grade per year until it serves sixth through eighth grades. New School would offer up to three sections per grade of General Education/Collaborative Team Teaching (“CTT”) classes, Special Classes (also called self-contained special education classes, “SC”), and a special education program to serve students who are cognitively impaired. Admission to New School would be through the District 5 Middle School Choice process. New School would be a Limited Unscreened school, meaning students who express interest by attending an information session at the school or speaking to school representatives at a middle school fair would receive admission preference. Total enrollment at the new school would be approximately 300-375 students at full scale.

KIPP Infinity is an existing public charter school that gives preference to District 5 residents and serves 398

<sup>1</sup> The term “KIPP High School” refers to high school students enrolled in one of four KIPP-operated charter schools. The four KIPP charter schools are KIPP Infinity (84M336, “KIPP Infinity”); KIPP S.T.A.R. (84M726, “KIPP S.T.A.R.”); KIPP A.M.P. (84K357, “KIPP A.M.P.”); and KIPP Academy (84X704, “KIPP Academy”). KIPP High School is currently located in Building X790. For more detail, please see the EIS describing the proposed re-siting of KIPP High School to M195, available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Mar232011Proposals>

<sup>2</sup> <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>

<sup>3</sup> 2010 Audited Register

<sup>4</sup> As described in separate EIS to phase out and close I.S. 195, students who do not meet promotional requirements during the phase-out plan will continue to have access to appropriate courses to support their progress toward promotion.

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

Currently, the schools in M195 enroll a total of 796 students. According to the Enrollment Capacity Utilization Report (the “Blue Book”), the building had a target capacity of 1,386 students and a target utilization rate of 57%.<sup>6</sup> Target utilization rates are explained in Section II of this document.

If the proposals affecting M195 are each approved, in 2011-12 New School would be co-located with KIPP Infinity, I.S. 195 as that school phases out, and KIPP High School. The schools in M195 would then enroll a total of approximately 1,305-1,375<sup>7</sup> students and have a target building utilization rate of 94-99%.<sup>8</sup> In 2012-2013, there would be 1,575-1,670 students enrolled in M195, for a building utilization rate of 114-120% of target capacity. Beginning in 2013-2014, after KIPP High School leaves the M195 building, total enrollment of the remaining schools would be 965-1,065 students. At that point, building utilization would be between 70-76% of target capacity, and the building would have room to serve additional students.

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

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the Educational Impact Statement posted on December 18, 2010, the DOE has concluded that phasing out I.S. 195 is appropriate due to the school’s history of poor performance.<sup>9</sup>

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

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

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<sup>5</sup> 2010 Audited Register

<sup>6</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 projected number of students who are actually projected to attend the school and do 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>7</sup> Estimate based on projected enrollment at New School, projected Kindergarten through eighth grade enrollment at KIPP Infinity, and KIPP High School.

<sup>8</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. However, utilization rates for the 2010-2011 school year and beyond only include the projected number of students who may actually attend the school, and do 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.

<sup>9</sup> <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>

received either a C or a D.

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

The DOE proposes opening New School in District 5 in order to provide an additional high quality educational opportunity for middle school students and families.

## II. Proposed or Potential Use of Building

The building in which I.S. 195 is located, M195, has the capacity to serve 1,386 students. Last year, the building only served 1,038 students, a building utilization rate of just 75% of target capacity.<sup>10</sup> 2010-2011 enrollment is 796 students, yielding a building utilization rate of 57% of target capacity.<sup>11</sup>

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at [http://source.nycsca.org/pdf/capitalplan/2009-10/BB\\_2009\\_2010.pdf](http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf), a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example as well, assuming enrollment is constant, the utilization rate would decrease.

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

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

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

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<sup>10</sup> 2009 Audited Register

<sup>11</sup> 2010 Audited Register

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

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

| Year   | 2010-2011 | 2011-2012   | 2012-2013     | 2013-2014 | 2014-2015   |
|--|-----------|-------------|---------------|-----------|-------------|
| <b>I.S. 195</b>                              |           |             |               |           |             |
| Grades                                       | 6, 7, 8   | 7, 8        | 8             | N/A       | N/A         |
| Projected Enrollment                         | 398       | 200         | 75            | 0         | 0           |
| <b>KIPP Infinity Charter School (84M336)</b> |           |             |               |           |             |
| Grades                                       | K, 5-8    | K-1, 5-8    | K-2, 5-8      | K-3, 5-8  | K-8         |
| Projected Enrollment                         | 398       | 480-500     | 575-595       | 665-690   | 760-780     |
| <b>New School</b>                            |           |             |               |           |             |
| Grades                                       | N/A       | 6           | 6, 7          | 6, 7, 8   | 6, 7, 8     |
| Projected Enrollment                         | N/A       | 100-125     | 200-250       | 300-375   | 300-375     |
| <b>KIPP High School</b>                      |           |             |               |           |             |
| Grades                                       | N/A       | 9, 10, 11   | 9, 10, 11, 12 | N/A       | N/A         |
| Projected Enrollment                         | N/A       | 525-550     | 725-750       | N/A       | N/A         |
| Total Enrollment                             | 796       | 1,305-1,375 | 1,575-1,670   | 965-1,065 | 1,060-1,155 |

In 2012-2013, the year with the highest projected total enrollment of all schools in M195, building utilization would be 114-120% of target capacity. As can be seen above, enrollment would decline significantly after 2012-2013.

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

After KIPP High School moves to a permanent location, New School completes its expansion and I.S. 195 has completed its phase-out, there would be approximately 1,060-1,155 students served in the schools in M195, and the building would have a building utilization rate of 76-83%. Therefore, the building has

adequate capacity to accommodate the full expansion of New School and KIPP Infinity. There would continue to be space in M195 for additional students. The DOE would evaluate the needs of the community prior to proposing any additional use for the building.

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

#### A. Students

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

The proposal to phase out and close I.S. 195 and its impact on current I.S. 195 students is outlined in a separate EIS, which was posted on December 18, 2010. Please visit the DOE's website to view that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>

I.S. 195 currently serves 398 students in grades 6-8.<sup>12</sup> Current sixth, seventh and eighth grade students would complete middle school at I.S. 195. In 2011-2012, I.S. 195 would serve students in grades seven and eight. In 2012-2013, I.S. 195 would only serve students in grade eight. I.S. 195 would close at the end of June 2013. Students who do not meet promotional requirements during the phase-out of I.S. 195 would continue to have access to appropriate courses to support their progress toward promotion, and may continue with their enrollment at I.S. 195. For example, if a current sixth grader does not meet promotional standards to enter seventh grade in 2011-12, he or she may continue their enrollment as a sixth grader at I.S. 195 even though the school would not admit any new incoming sixth-grade students. Students who do not meet promotional requirements will be accommodated in existing classes, bridge classes (classes enrolling students in more than one grade level) or pull-out classes (in which students are grouped by ability and may be pulled out to a separate room for individual subjects), and will be provided with the appropriate support and instruction to meet promotional requirements. Specific instructional decisions are made by school administration and instructional staff. In June 2013 (the final year of phase-out), any eighth grade students who do not meet graduation requirements would be served by another District 5 middle school, or a middle school in the district in which the student resides. There would be no impact from this proposal on the ability of I.S. 195 to continue providing existing academic and extra-curricular programs, or mandated ELL and special education services, to its continuing students throughout the period of its phase-out.

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

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

If this proposal were approved, New School would add approximately 300-375 high-quality sixth through eighth grade middle school seats in District 5. New School will offer General Education/CTT classes, SC classes, and a program for students with cognitive impairments.

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

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<sup>12</sup> 2010 Audited Register

I.S. 195's phase-out and eventual closure will be recovered through available capacity at other District 5 middle schools, existing public charter schools located in District 5, and the phase-in of the proposed New School.

For 2011-2012, students would apply to New School through the New Schools application round, which would take place after approval of this proposal. New School would be a Limited Unscreened school, meaning students who express interest by attending an information session at the school or speaking to school representatives at a middle school fair would receive admission preference. M195 is a barrier-free building, meaning it is fully accessible to students with physical handicaps.

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

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

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

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

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

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the zoned middle school or the choice school to which they are matched.

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

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

Approximately 46 students were admitted to sixth grade through the Middle School Choice process at I.S.

195 during the 2010-2011 school year, and approximately 23 sixth-grade students were admitted to I.S. 195 through the “over-the-counter” placement process.<sup>13</sup> Thus, approximately 74 total sixth grade students who may have previously attended I.S. 195 for middle school would instead attend another middle school option.<sup>14</sup>

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101).<sup>15</sup>

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

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

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

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

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

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

In addition, District 5 residents will also continue to be able to apply to the eight public charter schools serving middle school grades located in and giving preference to District 5 residents. Detailed information about charter schools will also be published annually and would be available in print or on the DOE website here: <http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>

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<sup>13</sup> 2010 Audited Register

<sup>14</sup> 2010 Audited Register

<sup>15</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

| School Name (DBN)   | Address   | Enrollment <sup>16</sup> | Admissions Criteria  | Grades Served <sup>17</sup>                            |
|---|---|--------------------------|--|--|
| Democracy Prep Charter School (84M350)                            | 2230 5 AVENUE;<br>207 West 133rd Street         | 495                      | Entry at all grades<br>• Siblings<br>• D5 Residents  | 6, 7 in M197<br>8-10 on 133 <sup>rd</sup> St.          |
| Democracy Prep Harlem Charter School (84M481)                     | 222 WEST 134 STREET                             | 109                      | Entry at all grades<br>• Siblings<br>• D5 Residents  | 6  |
| Harlem Children's Zone/Promise Academy Charter School (84M284)    | 175 WEST 134 STREET;<br>35 EAST 125TH STREET    | 899                      | Lottery at K only;<br>entry to other grades from K waitlist<br>• Siblings<br>• NCLB qualifiers up to 10%<br>• D5 Residents | K-3 in M175<br>4-7, 10, 11 on 125 <sup>th</sup> Street |
| Harlem Children's Zone/Promise Academy Charter School II (84M341) | 2005 MADISON AVENUE                             | 499                      | Lottery at K only;<br>entry to other grades from K waitlist<br>• Siblings<br>• NCLB qualifiers up to 10%<br>D5 Residents   | K-6  |
| Harlem Village Academy Charter School (84M709)                    | 244 West 144 <sup>th</sup> Street               | 386                      | Lottery at 5 <sup>th</sup> grade<br>• Siblings<br>• D5 residents who qualify for free/reduced price lunch                  | 5-12   |
| KIPP Infinity (84M336)  | 625 West 133 <sup>rd</sup> Street <sup>18</sup> | 398 <sup>19</sup>        | Lottery at K, 1,5-9<br>• Siblings<br>• D5 residents who qualify for free/reduced price lunch                               | K, 5-8 in M195<br>9, 10 in X790                        |
| KIPP S.T.A.R (84M726)   | 425 WEST 123 STREET <sup>20</sup>               | 283 <sup>21</sup>        | Lottery for grades 5-10<br>• Siblings<br>• D5 residents who qualify for free/reduced price lunch                           | 5-8 in M123<br>9, 10 in X790                           |
| St. HOPE Leadership Academy (84M388)                              | 222 WEST 134 STREET                             | 271                      | Lottery at 5th grade<br>• Siblings<br>• D5 Residents   | 5-8  |

<sup>16</sup> 2010 Audited Register

<sup>17</sup> 2010-2011

<sup>18</sup> Grades K, 5-8

<sup>19</sup> In M195

<sup>20</sup> Grades 5-8

<sup>21</sup> Grades 5-8

## B. Schools

If this proposal were approved, I.S. 195 would phase out gradually, but seats lost as a result of that phase-out would be replaced by New School. As discussed above, enrollment would be greatest in 2012-2013 and decline thereafter.

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

If the proposal to phase-out I.S. 195 and the proposal to co-locate New School in the M195 building were approved, there would be sufficient space to serve I.S. 195, New School, and KIPP Infinity Charter School students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while I.S. 195 phases out and while New School gradually phases in. The additional proposal also to co-locate KIPP High School for two years in M195 will result in utilization above 100% of target capacity, which will require KIPP High School to operate with larger class sizes than the DOE goal. The DOE believes that the increased enrollment attributable KIPP High School’s larger class sizes could be accommodated in the existing common space in M195. The Building Utilization Plan attached to this proposal provides further detail on how space will be allocated in the building. Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools:

[http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

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

KIPP Infinity will also experience a small reduction in its current space allocation while it simultaneously increases its enrollment as a result of its grade expansion. This reduction in space per student was expected as the school phased-in.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For elementary schools serving kindergarten through fifth grade (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be

programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 3.5 full size classrooms<sup>22</sup> for student support services, resource rooms and administrative space when serving their entire grade span. Additional space for these functions is allocated based on the grade span and total enrollment served by each school.

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

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

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

## Community

I.S. 195 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed opening and co-location of New School is intended to meet those goals by continuing to provide high-quality middle school choice options for all students in District 5.

The DOE is proposing to close two other choice middle schools in District 5 in addition to the proposed phase-out of I.S. 195. Based on the 2010 audited enrollment register, I.S. 195 is currently serving 74 sixth-grade students; the other two schools proposed for closure currently enroll a combined 25 sixth grade students. These projected 99 sixth-grade seats in District 5 eliminated by proposed phase-out and/or closure of existing schools would be recovered through the phase-in of New School, which will serve between 100-125 students per grade, and absorption by existing capacity in current middle schools in District 5.

Moreover, community residents may enroll in a District 5 middle school through the District 5 Middle School Choice Process or apply to public charter schools in District 5 or Citywide. As a result, the proposal

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<sup>22</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of three full size classrooms plus one half-size rooms which could be equal to seven half-size classrooms or two full size classroom and three half-size classrooms, etc.

to phase out I.S. 195 is not expected to yield a net deficit of seats in M195 or in District 5.

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

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

#### IV. Enrollment, Admissions and School Performance Information

##### I.S. 195

##### Admissions Data

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

##### Enrollment Data

|  |     |
|--|-----|
| <b>Current Grades Served</b>             | 6-8 |
| <b>2010-2011 Enrollment<sup>23</sup></b> | 398 |
| <b>Grades Served 2011-2012</b>           | 6,7 |
| <b>2011-2012 Projected Enrollment</b>    | 200 |
| <b>Grades Served 2012-2013</b>           | 8   |
| <b>2012-2013 Projected Enrollment</b>    | 75  |
| <b>Grades Served 2013-2014</b>           | NA  |
| <b>2013-2014 Projected Enrollment</b>    | N/A |

<sup>23</sup> 2010 Audited Register

Demographic Data

|   |     |
|---|-----|
| Percentage of Students Receiving CTT or SC Services <sup>24</sup>       | 22% |
| Percentage of Students with an Individual Education Plan <sup>25</sup>  | 27% |
| Percentage of English Language Learner Students <sup>26</sup>           | 31% |
| Percentage of Students Eligible for Free or Reduced Lunch <sup>27</sup> | 89% |

School Performance Data

| I.S. 195 Roberto Clemente                            | 2007-2008 | 2008-2009 | 2009-2010 <sup>28</sup> |
|--|-----------|-----------|-------------------------|
| <b>School Performance and Progress</b>               |           |           |                         |
| Overall Progress Report Grade                        | B         | B         | D                       |
| Progress Report Performance Grade                    | B         | A         | D                       |
| Progress Report Progress Grade                       | B         | B         | D                       |
| Progress Report Environment Grade                    | B         | C         | D                       |
| Quality Review Score                                 | WD        | P         | P                       |
| <b>Performance Data<sup>29</sup></b>                 |           |           |                         |
| English Language Arts % Proficient (Levels 3 and 4)  | 36%       | 50%       | 13%                     |
| Math % Proficient (Levels 3 and 4)                   | 52%       | 61%       | 17%                     |
| <b>Other Key Performance Indicators<sup>30</sup></b> |           |           |                         |
| Attendance Rate                                      | 89.1%     | 89.1%     | 88.4%                   |
| <b>2010-2011 State Accountability Status</b>         |           |           |                         |
| Restructuring (advanced) - Comprehensive             |           |           |                         |

<sup>24</sup> Students Receiving CTT and SC services as percentage of total students from the 2010 Audited Register.

<sup>25</sup> Students with Individual Education Plan as percentage of total students from the 2010 Audited Register.

<sup>26</sup> English Language Learner students as percentage of total students from the 2010 Audited Register.

<sup>27</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

<sup>28</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>29</sup> Source: Progress Report

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

**KIPP INFINITY – Elementary and Middle School Grades**

**Admissions Data**

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

**Enrollment Data**

|  |          |
|--|----------|
| <b>Current Grades Served<sup>31</sup></b>          | K, 5-8   |
| <b>Current Enrollment (as of November 1, 2010)</b> | 398      |
| <b>2011-2012 Grades</b>                            | K-1, 5-8 |
| <b>Projected 2011-2012 Enrollment:</b>             | 480-500  |
| <b>2012-2013 Grades</b>                            | K-2, 5-8 |
| <b>Projected 2012-2013 Enrollment:</b>             | 575-595  |
| <b>2013-2014 Grades</b>                            | K-3, 5-8 |
| <b>Projected 2013-2014 Enrollment:</b>             | 665-690  |
| <b>2014-2015 Grades</b>                            | K-8      |
| <b>Projected 2014-2015 Enrollment:</b>             | 760-780  |

**Demographic Data**

|   |     |
|---|-----|
| <b>Percentage of Students Receiving CTT or SC Services<sup>32</sup></b>       | 0%  |
| <b>Percentage of Students with an Individual Education Plan<sup>33</sup></b>  | 16% |
| <b>Percentage English Language Learner Students<sup>34</sup></b>              | 10% |
| <b>Percentage of Students Eligible for Free or Reduced Lunch<sup>35</sup></b> | 92% |

<sup>31</sup> In Building M195

<sup>32</sup> Students Receiving CTT and SC services as percentage of total students from the 2010 Audited Register

<sup>33</sup> Students with Individual Education Plan as percentage of total students from the 2010 Audited Register

<sup>34</sup> English Language Learner students as percentage of total students from the 2010 Audited Register

<sup>35</sup> Charter Schools are not included in the School Allocation Memorandum put forth by the DOE. This percentage representing students qualifying for Free or Reduced Price Lunch according to the 2010 Audited Register. Please also note that depending on the fidelity with which records were kept by the school on October 31, 2010, the school itself may report a different, more current number.

School Performance Data

| KIPP Infinity Charter School                         | 2007-2008 | 2008-2009 | 2009-2010 <sup>36</sup> |
|--|-----------|-----------|-------------------------|
| <b>School Performance and Progress</b>               |           |           |                         |
| Overall Progress Report Grade                        | A         | A         | A                       |
| Performance Grade                                    | A         | A         | A                       |
| Progress Grade                                       | A         | A         | A                       |
| Environment Grade                                    | A         | A         | A                       |
| Quality Review Score                                 |           |           |                         |
| <b>Performance Data<sup>37</sup></b>                 |           |           |                         |
| English Language Arts % Proficient (Levels 3 and 4)  | 86%       | 88%       | 52%                     |
| Math % Proficient (Levels 3 and 4)                   | 99%       | 99%       | 85%                     |
| <b>Other Key Performance Indicators<sup>38</sup></b> |           |           |                         |
| Attendance Rate                                      | 97%       | 97%       | 97%                     |
| <b>2010-2011 State Accountability Status</b>         |           |           |                         |
| In Good Standing                                     |           |           |                         |

New School

Admissions Data

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

<sup>36</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>37</sup> Source: Progress Report

<sup>38</sup> Source: Progress Report

**Enrollment Data**

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

**Demographic Data**

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

**School Performance Data**

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

**KIPP High School<sup>39</sup>**

**Admissions Data**

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

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<sup>39</sup> This chart includes enrollment for all KIPP High School students that will be temporarily co-locating in M195. For more detail on KIPP High School’s enrollment structure, please see the EIS describing the proposal to re-site KIPP High School in M195, available here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Mar232011Proposals>

**Enrollment Data**

|  |            |
|--|------------|
| <b>Current Grades Served</b>                       | 9-10       |
| <b>Current Enrollment (as of November 1, 2010)</b> | 325        |
| <b>2011-2012 Grades</b>                            | 9-11       |
| <b>Projected 2011-2012 Enrollment:</b>             | 525-550    |
| <b>2012-2013 Grades</b>                            | 9-12       |
| <b>Projected 2012-2013 Enrollment:</b>             | 725-750    |
| <b>2013-2014 Grades</b>                            | NA in M195 |
| <b>Projected 2013-2014 Enrollment:</b>             | NA in M195 |

**Demographic Data**

|   |     |
|---|-----|
| <b>Percentage of Students Receiving CTT or SC Services<sup>40</sup></b>       | 0%  |
| <b>Percentage of Students with an Individual Education Plan<sup>41</sup></b>  | 12% |
| <b>Percentage English Language Learner Students<sup>42</sup></b>              | 2%  |
| <b>Percentage of Students Eligible for Free or Reduced Lunch<sup>43</sup></b> | 79% |

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<sup>40</sup> Students Receiving CTT and SC services as percentage of total students from the 2010 Audited Register.

<sup>41</sup> Students with Individual Education Plan as percentage of total students from the 2010 Audited Register.

<sup>42</sup> English Language Learner students as percentage of total students from the 2010 Audited Register.

<sup>43</sup> Charter Schools are not included in the School Allocation Memorandum put forth by the DOE. This percentage representing students qualifying for Free or Reduced Price Lunch according to the 2010 Audited Register. Please also note that depending on the fidelity with which records were kept by the school on October 31, 2010, the school itself may report a different, more current number.

School Performance Data

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

[1] Source: Progress Report Data

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

[1] Source: Progress Report Data

| <b>Kipp Academy Charter School</b>                  | <b>2007-2008</b> | <b>2008-2009</b> | <b>2009-2010</b> |
|---|------------------|------------------|------------------|
| <b><i>School Performance and Progress</i></b>       |                  |                  |                  |
| Overall Progress Report Grade                       | -                | -                | -                |
| Performance Grade                                   | -                | -                | -                |
| Progress Grade                                      | -                | -                | -                |
| Environment Grade                                   | -                | -                | -                |
| Quality Review Score                                | -                | -                | -                |
| <b><i>Graduation Data [1]</i></b>                   |                  |                  |                  |
| Four-Year Graduation Rate                           | -                | -                | -                |
| Four-Year Regents Diploma Rate                      | -                | -                | -                |
| Six-Year Graduation Rate                            | -                | -                | -                |
| <b><i>Other Key Indicators [1]</i></b>              |                  |                  |                  |
| Percent of First-Year Students Earning 10+ Credit   | -                | -                | 97%              |
| Attendance Rate                                     | -                | -                | 98%              |
| <b><i>2010-2011 State Accountability Status</i></b> |                  |                  |                  |
| In Good Standing                                    |                  |                  |                  |

[1] Source: Progress Report Data

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

[1] Source: Progress Report Data

## V. Initial Costs and Savings

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

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

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a

charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

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

### A. Personnel Needs

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

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

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

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

### B. Cost of Instruction

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

The basic operating budget for New School schools is determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for middle schools was \$4,384.81. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$2,031.00 per pupil for each English Language Learner they enrolled. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional

needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, New School may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. I.S. 195 is currently eligible for Title I funding; it is likely New School will also be eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individualized Education Plans (IEPs). New School and I.S. 195 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal also should not impact the budget or operating costs for KIPP Infinity. The General Education Charter School per-pupil rate is determined by the New York State Education Department (NYSED), and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures (AOE) by Total Allowable Pupil Units (TAPU). Special Education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

### **C. Administration**

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

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

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

### **D. Transportation**

Transportation will be provided according to Chancellor's Regulation A-801:  
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.  
There will be no change to existing transportation practices at I.S. 195 throughout its phase-out.

**E. Other Support Services**

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

**F. Building Information**

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