

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Reconfiguration of Success Academy Charter School – Harlem 3 (84M385) to Serve Grades 5-8 in Building M101 Beginning in the 2013-2014 School Year

I. Summary of Proposal

On May 11, 2012, the New York City Department of Education (“DOE”) is proposing to reconfigure Success Academy Charter School – Harlem 3’s (84M385, “HSA 3”) grade span in building M101 to serve students in fifth through eighth grades.¹ HSA 3 is an existing public charter school currently serving students in kindergarten through fourth grades in building M101 (“M101”), located at 141 East 111th Street, New York, NY 10029 in Manhattan’s Community School District 4. In a separate educational impact statement (“EIS”) first posted on March 5, 2012, amended on March 7, 2012, and revised on March 16, 2012, the DOE described a proposal to re-site HSA 3’s elementary grades from M101 to building M099 (“M099”) located at 410 East 100th Street, New York, NY 10029 in Manhattan’s Community School District 4. That proposal was approved by the Panel for Educational Policy (“PEP”) on April 26, 2012.² If this proposal is also approved, HSA 3 would serve kindergarten through fourth grade students in M099 and fifth through eighth grade students in M101.

This amended EIS corrects typographical errors and corrects the grade spans of four of the schools listed in the district charter options table in Section III.C., but does not significantly revise the proposal.

HSA 3 is co-located with two other schools in M101: Mosaic Preparatory Academy (04M375, “Mosaic”), a zoned elementary school that serves students in kindergarten through fifth grades and offers a pre-kindergarten program; and P811M@P101M (75M811, “P811M”), one site of a multi-site District 75 school.³ 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.

Success Academy Charter Schools (“Success Academies”) is a charter management organization (“CMO”) that operates nine public charter schools in New York City. The State University of New York (“SUNY”) Charter Schools Institute has authorized HSA 3 to serve students in kindergarten through fifth grades. When the charter is up for renewal in 2013, HSA 3 intends to apply to expand its grade span to kindergarten through eighth grades. SUNY has the authority to approve or deny that request. Should SUNY deny HSA 3’s request to expand, the DOE would consider alternate options for the space in M101 and, if necessary, propose an alternative option in a new or revised EIS. If this proposal is approved, HSA 3 at M101 would serve 638-704 students in first through sixth grades in 2013-2014, 642-710 students in second

¹ On March 28, 2012, the State University of New York Charter Schools Institute approved Success Academies’ request to change the names of 10 of their 11 SUNY authorized schools to begin with “Success Academy Charter School,” then a dash, the name of the neighborhood where the school is located, and then a sequential number, e.g. Harlem Success Academy Charter School 3 becomes Success Academy Charter School – Harlem 3.

² This EIS is available on the DOE’s website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

³ 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>.

through seventh grades in 2014-2015, 647-715 students in third through eighth grades in 2015-2016, 588-650 students in fourth through eighth grades in 2016-2017, and 544-600 students in fifth through eighth grades in 2017-2018 in M101.

Because of insufficient space in M101 to accommodate HSA 3's fifth grade students in the 2012-2013 school year, the DOE identified a separate building in which HSA 3 could serve those students. Success Academy Charter School – Harlem 2 (84M384, "HSA 2"), currently housed in Building M030 ("M030"), located at 144-176 East 128 Street, New York, NY 10035 in Community School District 5, faces similar space constraints in serving its fifth grade students in the 2012-2013 school year. In a separate EIS first posted on February 2, 2012 and amended on February 28, 2012, the DOE described a proposal to co-locate the fifth grades of HSA 2 and HSA 3 in Tandem Buildings M185 and M208 ("M185/208"), located respectively at 20 West 112th Street, New York, NY 10026 and 21 West 111th Street, New York, NY 10026, in Community School District 3, for the 2012-2013 school year only. This proposal was approved by the PEP on March 21, 2012.

If this proposal to reconfigure HSA 3's grade span in M101 is approved, in 2013-2014, the school would enroll fifth grade students continuing from HSA 3 at M101 as well as the sixth grade students from HSA 3 and HSA 2, who will be served in M185/208 as fifth graders in the 2012-2013 school year. In addition, students enrolled at Success Academy Charter School – Harlem 1 (84M351, "HSA 1"), HSA 2, Success Academy Charter School – Harlem 4 (84M386, "HSA 4"), and Success Academy Charter School – Harlem 5 (84M482, "HSA 5") would have the opportunity to enroll in HSA 3 at M101 for middle school. Students are admitted to HSA 3's feeder schools via the charter lottery application process with preference given to residents of the district in which the school is located.⁴

Mosaic is a zoned district school that serves students in kindergarten through fifth grades and offers a pre-kindergarten program. Students are currently admitted to Mosaic's elementary grades and pre-kindergarten program according to Chancellor's Regulation A-101. Admissions methods are detailed in Section III.A. In the 2011-2012 school year, Mosaic served 289 students in kindergarten through fifth grades, and 36 students in two sections of full-day pre-kindergarten.⁵ Projected enrollment for 2012-2013 is 260-320 students in kindergarten through fifth grades and 36 students in two sections of full-day pre-kindergarten.⁶

P811M serves elementary-age students with autism or who are emotionally disturbed. Students are placed in District 75 programs based on their individual needs and recommended special education services. In 2011-2012, P811M served 62 students in kindergarten through eighth grade.⁷

According to the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"), M101 has the capacity to serve 866 students. Currently, the building serves 1,001 students,⁸ yielding a building utilization rate of 116%.⁹ As previously stated, the PEP approved a proposal to re-site the elementary grades of HSA 3 from M101 to M099 beginning in the 2013-2014 school year. If this proposal is approved, the building would serve approximately 906-1,032 students and have a utilization rate of 105%-119% in 2017-2018

⁴ For more information about the charter school lottery application process, please consult the DOE's directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

⁵ Based on the 2011-2012 Audited Register

⁶ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the 2011-2012 Audited Register for the base year.

⁷ 2011-2012 Audited Register and school-reported data

⁸ 2011-2012 Audited Register – This figure represents enrollment at Mosaic, HSA 3, and P811M.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2011. 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.

when HSA 3’s kindergarten through fourth grades are fully re-sited to M099 and its fifth through eighth grades are fully phased in at M101. It is important to note that ongoing and new construction in M101 will generate additional capacity by September 2012, thereby decreasing the projected utilization rates across the span of this proposal. As discussed in Section III.B and in the attached Building Utilization Plan (“BUP”), the building has sufficient space to provide each school located in M101 with at least its baseline room allocation under the Citywide Instructional Footprint (“Footprint”). Therefore, M101 has the capacity to accommodate Mosaic, P811M, and the middle school grades of HSA 3.

As mentioned above, Success Academies currently manages a total of nine public charter schools in Manhattan, Brooklyn, and the Bronx. Success Academies’ elementary schools have a strong track record of academic achievement: each of the four Success Academies elementary schools that received a Progress Report in 2010-2011 earned an overall score of A, and earned A grades in each of the three subsections: Student Performance, Student Progress, and School Environment. Three of these schools currently serve students in kindergarten through fourth grades and one serves students in kindergarten through sixth grades.

In 2010-2011, 71.7% of third grade students at HSA 3 achieved proficiency on the New York State English Language Arts exam and 92.8% achieved proficiency on the mathematics exam. By contrast, the District 4 average third grade English Language Arts proficiency rate in 2010-2011 was 40.9% and the District 4 average third grade math proficiency rate in 2010-2011 was 48.4%.

The DOE believes that HSA 3’s record of success supports the growth of the school. This proposal to expand HSA 3 to serve students in fifth through eighth grades would increase the number of high-quality middle school seats in District 4 and allow the school to continue providing high-quality educational opportunities for District 4 students and families.

II. Proposed or Potential Use of Building

There is sufficient space in building M101 to accommodate HSA 3’s proposed expansion and co-location of students in fifth through eighth grade with Mosaic and P811M. M101 has a target capacity to serve 866 students. The concept of “target capacity” and the related concept of “utilization rate” are explained further in this section.

Target Capacity and Projected Utilization	
Total Target Capacity (2010-11) ¹⁰	866
Current Enrollment (2011-12)	1,001
Utilization % ¹¹	116%

¹⁰ The official target capacity and utilization rates for the 2011-2012 school years and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. As discussed below, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include LTAs.

¹¹ The utilization rate is based on 2011-2012 enrollment projections and excludes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

The current and proposed grade spans for the schools in M101 are as follows:

Grade Spans								
DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
84M385	Success Academy Charter School – Harlem 3	K-4	K-4	1-6	2-7	3-8	4-8	5-8
04M375 ¹²	Mosaic Preparatory Academy	K-5						
75M811	P811M@M101	K-8						

The current and projected enrollments for the schools in M101 are as follows:

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
Success Academy Charter School – Harlem 3	614	539 - 596	638 - 704	642 - 710	647 - 715	588 - 650	544 - 600
Mosaic Preparatory Academy ¹³	325	296 - 356	291 - 351	296 - 356	301 - 361	306 - 366	306 - 366
P811M @ P101M	62	56 - 66	56 - 66	56 - 66	56 - 66	56 - 66	56 - 66
Total Building Enrollment	1,001	891 – 1,018	985 – 1,121	994 – 1,132	1,004 – 1,142	950 – 1,082	906 – 1,032
Utilization	116%	103% - 118%	114% - 129%	115% - 131%	116% - 132%	110% - 125%	105% - 119%

HSA 3 would serve 544 - 600 students in fifth through eighth grades in M101 when it completes its expansion and achieves full scale in 2017-2018. The DOE projects that the enrollment of the other two schools in M101 will remain at or close to their current levels.

¹² Pre-kindergarten is considered a program, not a grade, and therefore it is not included in this chart.

¹³ The enrollment projections for Mosaic include two sections of a pre-kindergarten program totaling 36 students.

Once HSA 3 completes its grade reconfiguration, there will be approximately 906-1,032 students served in the building, yielding a building utilization rate of 105%-119%. As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 United Federation of Teachers 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 2010-2011. The DOE's estimated utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, estimated utilization rates for the 2012-2013 school year 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 administrative rooms in high schools 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 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.

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. Additionally, the completion of ongoing and new construction will result in an increase to M101's capacity in September 2012. Once the additional space is factored into the building's capacity, utilization rates will decrease from September 2012 onward.

If this proposal is approved, though more total students would occupy M101, each school would continue to receive at least its baseline room allocation pursuant to the Footprint after the co-location is implemented. Therefore, the building has adequate capacity to accommodate the proposed grade reconfiguration of HSA 3. 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 other school organizations in the building. The BUP sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in the building to provide a more complete picture of the availability of space.

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

A. Students

Impact on Students Currently Attending Schools in M101

HSA 3's grade expansion would create additional middle school seats in District 4 and would allow current HSA 3 students to continue their education at the school. As described above, HSA 3 would expand by one grade each year, filling the space vacated by each of its elementary grades as they are re-sited to M099.

The proposed grade reconfiguration of HSA 3 in M101 is not expected to impact current or future instructional programming or enrollment at Mosaic or P811M.

Mosaic currently offers Integrative Co-Teaching ("ICT") classes, self-contained special education classes ("SC"), and Special Education Teacher Support Services ("SETSS"). The existing ICT, SC, and SETSS classes would continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, current and future students with IEPs will continue to receive mandated services at Mosaic. Students with IEPs are admitted to elementary schools in the same manner as their non-disabled peers, with the exception of students recommended for a District 75 or non-public school placement. The DOE will support elementary schools by reviewing students' IEPs to address the needs of students with disabilities, through individualized service models that ensure these students have access to the general education environment to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at the elementary school in which they are enrolled.

Current and future ELL students at Mosaic would continue to receive mandated services. In addition, Mosaic offers a Spanish dual language program, which would not be impacted by this proposal. In accordance with DOE policy, ELL students are admitted to schools in the same manner as their non-ELL peers.

P811M serves students classified as emotionally disturbed ("ED") or autistic under an individualized education plan ("IEP") in self-contained ("SC") sections in 12:1:1, 8:1:1, and 6:1:1 classroom settings (ratio of students: teacher: paraprofessional). Students are placed in District 75 programs based on their individual needs and recommended special education services and are referred to District 75 during a period that extends into the summer.

The DOE does not anticipate that this proposal would impact the programs and partnerships of the other schools in the M101 building. Similarly, all school organizations in the building would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed grade reconfiguration of HSA 3 would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Mosaic currently offers the following special programs and partnerships:¹⁴

- Saturday Institute
- Harlem RBI (a community-based organization) provides small group instruction in ELA during after-school hours
- Great Leaps in Reading and Math provides academic extended day ELA intervention services

¹⁴ Compiled from the Comprehensive Education Plan, Mosaic Preparatory Academy, 2011-2012.

- Spanish Dual-Language Program

P811M does not currently offer special programs and partnerships beyond the special education services described in its students' IEPs.

HSA 3 currently does not offer special programs and partnerships outside of the school day. However, the school provides an extended day program.¹⁵

If this proposal is approved, M101 will serve elementary school students and middle school students. Currently, the DOE manages other campuses where elementary schools are co-located with middle schools as well as high schools, including the Julia Richman Educational Complex (the "Richman Campus"), which houses Ella Baker (a K-8 school), four high schools, and part of a District 75 special education program; Building M013, which houses Central Park East I Elementary School, Central Park East High School, a middle school, and another elementary school; the Adlai Stevenson Campus (the "Stevenson Campus") which houses eight high schools, an Alternative Learning Center, and the full-day pre-kindergarten sections of elementary school P.S. 138; and the Brandeis Campus, which serves five high schools and Upper West Success Academy Charter School. The DOE is not aware of any unusual discipline problems caused by the co-location of elementary age students with middle or high school age students. The DOE, in consultation with the Building Council, will, where possible, allocate contiguous and dedicated space to the elementary students to ensure the safety of all students.

Impact on Future Elementary Students in District 4

This proposal is not expected to impact the future student enrollment at Mosaic or P811M. Mosaic is a zoned elementary school and admits students into elementary grades according to Chancellor's Regulation A-101. P811M enrolls students according to the placement recommendations and classifications on their IEPs.

Mosaic will continue to be a zoned school and will continue to admit—in priority order—zoned siblings of current students, zoned students, out-of-zone siblings of current students, out-of-district siblings of current students, students zoned for other District 4 schools, and finally, students residing in other districts, in accordance with Chancellor's Regulation A-101 regarding elementary school admissions.

Future students with IEPs will continue to receive mandated services at Mosaic. Students with IEPs are admitted to elementary schools in the same manner as their non-disabled peers, with the exception of students recommended for a District 75 or non-public school placement. The DOE will support elementary schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure such students have access to the general education environment to the greatest extent possible as appropriate to their individual needs. Any students with IEPs will continue to receive appropriate services at the elementary school in which they are enrolled.

Current and future ELL students at Mosaic will continue to receive mandated services. In accordance with DOE policy, ELL students are admitted to schools in the same manner as their non-ELL peers.

The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment, and the DOE anticipates that pre-kindergarten will continue to be offered at Mosaic in 2013-2014, subject to continuing funding and demand.

All future kindergarten students in Community School District 4 will retain all elementary school options

¹⁵ Directory of New York City Charter Schools, 2012-2013.

currently available to them, including the opportunity to enter the charter application lottery process to enroll in kindergarten through third grade at HSA 3.

On March 28, 2012, the SUNY Charter Schools Institute approved HSA 3's request to change its lottery to provide preferences for: (1) returning students, (2) siblings of current or accepted students, (3) ELL students (prioritizing in-district ELLs before out-of-district ELLs), and (4) applicants who reside in-district. The DOE has been advised that as a result of this change, HSA 3 sets aside a percentage of seats for ELL students that will be relatable to the average ELL percentage at traditional public elementary schools within the City and/or the Community School District in which the school is located. With respect to the remaining seats and the wait list, HSA 3 will provide lottery priority to in-district applicants, with any further remaining seats to go to out-of-district applicants. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE's website here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

Impact on Future Middle School Students in District 4

If this proposal is approved, the number of middle school seats in District 4 will increase. However, as mentioned above, HSA 3 admits students in kindergarten through third grade through the charter application lottery process. As HSA 3 expands to serve students in kindergarten through eighth grades, students who enter the school in kindergarten through third grade would have the option of continuing at the school from kindergarten through eighth grade.

Through the District 4 Middle School Choice Process, all District 4 students, including those students enrolled at HSA 3, are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. 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.

In the District 4 Middle School Choice Process, students rank their preferences from among District 4 choice middle schools. These options include:

- Un-zoned, choice middle schools with a screened application process (admission is based on criteria designated by the school);
- Un-zoned, choice middle schools with an unscreened or limited unscreened application process (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 participate in the middle school admissions process in the same manner as their non-disabled peers, with the exception of students recommended for District 75 or non-public school placements. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure such students have access to the general education environment to the greatest extent possible as appropriate to their individual needs. Any students with IEPs will continue to receive appropriate services at the middle school to which they are matched.

In accordance with DOE policy, ELL students participate in the middle school admissions process in the same manner as their non-ELL peers. ELL students are placed according to the same criteria as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

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

The expansion of HSA 3 would result in an increase of middle school seats in District 4. Thus, this proposal may have a mild impact on the enrollment at other middle schools. However, at present there is no way to reliably predict which middle schools would be impacted, or by how many seats, particularly given that HSA 3 is not yet at full scale and that HSA 3's middle school enrollment may include out-of-district students who attended HSA 1, HSA 2, HSA 4, or HSA 5.

Enrollment Impact for Future Middle School Students – Over-the-Counter

In addition to the Middle School Choice Process, some students will continue to receive placement in a middle school through the over-the-counter (“OTC”) process.

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. Most of these students fall into one of four 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);¹⁶ or
- Students who did not participate in the Middle School Choice Process or High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interests, home address and which schools have available seats, and, where applicable, transfer guidelines. For middle school, 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. For middle school in un-zoned districts and for high school, the student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, middle school students may simply report to their zoned middle school at the start of the year.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

For elementary and middle school, students seeking an OTC placement who are zoned to an elementary or middle school are given priority for a seat at that zoned school. In zoned districts Citywide, 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 by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

¹⁶ As detailed in 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.

P811M could enroll OTC students in accordance with a student's IEP. However, this proposal is not expected to have an impact on OTC enrollment at P811M.

B. Schools

M101 has adequate capacity to accommodate HSA 3's fifth through eighth grades, Mosaic, and P811M. Once HSA 3 has completed its grade reconfiguration in 2017-2018, the schools would collectively enroll an estimated 906-1,032 students. At that point, based on the building's 2010-2011 capacity as described in the Blue Book, the projected utilization for M101 would be approximately 105%-119%. However, as a result of the completion of ongoing construction of an elevator for the building as well as new construction scheduled for summer 2012, M101's capacity will increase by September 2012. As described in the attached BUP, in September 2012, M101 is projected to have two fewer full-size rooms and 11 more half-size rooms. The net result of this construction will be the addition of seven half-size rooms in the building. With the addition of these half-size rooms, M101's capacity will increase and the projected utilization rates across the span of this proposal will decrease.

This proposal would efficiently utilize space in the building. As stated above, the PEP voted to approve the re-siting of HSA 3's kindergarten through fourth grades from M101 to M099 beginning in the 2013-2014 school year. The PEP voted to approve the temporary co-location of the fifth grades of HSA 2 and HSA 3 in M185/208 for the 2012-2013 school year only. As HSA 3 re-sites one elementary grade to M099 each year, it would concurrently expand in M101 to serve students in fifth through eighth grades at scale. In 2013-2014, HSA 3 would add two grades at M101 as HSA 3's fourth grade students enter fifth grade and as the fifth grade cohorts of HSA 2 and HSA 3 in M185/208 enter sixth grade with the option of continuing at HSA 3 at M101 for middle school. In each subsequent year, HSA 3 would add another grade until it reaches full scale serving students in kindergarten through eighth grades. As described earlier in this proposal as well as below, schools may program more efficiently for middle school grades, necessitating less space, meaning that a school can serve more middle school students than elementary students in the same amount of space.

As described in the attached BUP, if this proposal is approved, there will be sufficient space in M101 for HSA 3, Mosaic, and P811M when HSA 3 is at full scale, pursuant to the Footprint. Please visit the DOE's website to access the Footprint: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.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 SC 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 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 rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached BUP, 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 gymnasium, the auditorium, 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's Office of Space Planning. A Shared Space Committee will also meet a minimum of four 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.

C. Community

As described above, the PEP approved the proposal allowing HSA 3 to re-site its kindergarten through fourth grades from M101 to M099. In order to use the space in M101 as efficiently as possible, the DOE is proposing to use the space to support expanded educational opportunities for District 4 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. As stated above, Success Academies plans to seek approval from SUNY to expand HSA 3 to serve students in kindergarten through eighth grades. If this proposal is approved and SUNY approves HSA 3's expansion, HSA 3 will expand to serve students in fifth through eighth grades in M101 as the re-siting of HSA 3's elementary grades in M099 is completed.

As stated above, the expansion of HSA 3 may have a mild impact on the enrollment at other middle schools. However, at present there is no way to reliably predict which middle schools would be impacted, or by how many seats, particularly given that HSA 3 is not yet at full scale.

Detailed information about charter schools will also be published annually and is available in print and on the DOE website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf. Additional District 4 charter middle school options are listed in the table below.

District Charter Options

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ¹⁷	Admissions Method
84M335	HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL	5-11	K-12	395	Lottery
84M337	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL	Ungraded	Ungraded	32	Lottery
84M382	DREAM CHARTER SCHOOL	K-4	K-8	246	Lottery
84M385	SUCCESS ACADEMY CHARTER SCHOOL – HARLEM 3	K-4	K-8	614	Lottery
84M518	EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL	K-1	K-5	107	Lottery
84M704	HARBOR SCIENCE AND ARTS CHARTER SCHOOL	K-8	K-8	236	Lottery
84M705	AMBER CHARTER SCHOOL	K-5	K-5	442	Lottery
84M708	HARLEM PREP CHARTER SCHOOL	K-5	K-8	261	Lottery

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M101.

IV. Enrollment, Admissions and School Performance Information

HSA 3

Admissions Data

Current Admissions	K-5: Charter lottery application (students admitted K-3)
Admissions after Grade Reconfiguration is Complete	K-8: Charter lottery application (students admitted K-3); additional students may be enrolled in fifth grade from HSA 1, HSA 2, HSA 4 and HSA 5

¹⁷ Based on headcount as of October 1, 2011.

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	83	164	154	145	68	-	-	-	-	614
2012-13 (proj.)	53 - 59	86 - 95	138 - 152	138 - 152	124 - 138	-	-	-	-	539 - 596
2013-14 (proj.)	-	54 - 60	82 - 90	131 - 145	131 - 145	122 - 134	118 - 130	-	-	638 - 704
2014-15 (proj.)	-	-	54 - 60	82 - 90	131 - 145	131 - 145	131 - 145	113 - 125	-	642 - 710
2015-16 (proj.)	-	-	-	54 - 60	82 - 90	136 - 150	131 - 145	131 - 145	113 - 125	647 - 715
2016-17 (proj.)	-	-	-	-	54 - 60	136 - 150	136 - 150	131 - 145	131 - 145	588 - 650
2017-18 (proj.)	-	-	-	-	-	136 - 150	136 - 150	136 - 150	136 - 150	544 - 600

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁸	5%
Percentage of Students with Individualized Education Programs ¹⁹	14%
Percentage of English Language Learner Students ²⁰	7%
Percentage of Students Eligible for Free or Reduced Lunch ²¹	80%

¹⁸ Students Receiving ICT and SC services as percentage of total students from school-reported data

¹⁹ Students with Individualized Education Plan as percentage of total students from school-reported data

²⁰ English Language Learner students as percentage of total students from school-reported data

²¹ Percentage of Students Eligible for Free or Reduced Lunch from school-reported data

School Performance Data

HSA 3	2008-2009	2009-2010 ²²	2010-2011
School Performance and Progress²³			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	N/A	N/A	N/A
Performance Data²⁴			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	71.7%
Math % Proficient (Levels 3 and 4)	N/A	N/A	92.8%
Other Key Performance Indicators			
Attendance Rate ²⁵	N/A	N/A	95.9%
2010-2011 State Accountability Status		In Good Standing	

²² 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 percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

²³ Source: Progress Report.

²⁴ Available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

²⁵ Source: Progress Report.

Mosaic

Admissions Data

Current Admissions	K-5: Zoned
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Enrollment Data

04M375	PK ²⁶	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (audited)	36	50	43	44	43	57	52	325
2012-13 (proj.)	36	45 - 55	45 - 55	40 - 50	40 - 50	40 - 50	50 - 60	296 - 356
2013-14 (proj.)	36	45 - 55	45 - 55	45 - 55	40 - 50	40 - 50	40 - 50	291 - 351
2014-15 (proj.)	36	45 - 55	45 - 55	45 - 55	45 - 55	40 - 50	40 - 50	296 - 356
2015-16 (proj.)	36	45 - 55	45 - 55	45 - 55	45 - 55	45 - 55	40 - 50	301 - 361
2016-17 (proj.)	36	45 - 55	45 - 55	45 - 55	45 - 55	45 - 55	45 - 55	306 - 366
2017-18 (proj.)	36	45 - 55	45 - 55	45 - 55	45 - 55	45 - 55	45 - 55	306 - 366

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁷	22%
Percentage of Students with Individualized Education Programs ²⁸	27%
Percentage of English Language Learner Students ²⁹	12%
Percentage of Students Eligible for Free or Reduced Lunch ³⁰	85%

²⁶ PK is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

²⁷ Students Receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register

²⁸ Students with Individualized Education Plan as percentage of total students from the 2011-2012 Audited Register

²⁹ English Language Learner students as percentage of total students from the 2011-2012 Audited Register

³⁰ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

Mosaic Preparatory Academy	2008-2009	2009-2010	2010-2011
School Performance and Progress³¹			
Overall Progress Report Grade	0	B	D
Quality Review Score		P	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	38%	18%	23%
Math % Proficient (Levels 3 and 4)	60%	22%	22%
Other Key Performance Indicators			
Attendance Rate	91.0%	90.5%	93.4%

2010-2011 State Accountability Status	In Good Standing
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P811M@M101 (75M811)

Admissions Data

Current Admissions	Placement based on individual student needs/recommended special education services.
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Enrollment Data

P811M@M101	Grade K-5	Grade 6-8	Total Enrollment
2011-12 (audited)	52	10	62
2012-13 (proj.)	49 - 54	7 - 12	56 - 66
2013-14 (proj.)	49 - 54	7 - 12	56 - 66
2014-15 (proj.)	49 - 54	7 - 12	56 - 66
2015-16 (proj.)	49 - 54	7 - 12	56 - 66

³¹ Source: Progress Report

2016-17 (proj.)	49 - 54	7 - 12	56 - 66
2017-18 (proj.)	49 - 54	7 - 12	56 - 66

Demographic Data³²

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individual Education Programs	97%
Percentage of English Language Learner Students	13%
Percentage of Students Eligible for Free or Reduced Lunch ³³	86%

School Performance Data³⁴

P.S. 811 Mickey Mantle	2008-2009	2009-2010 ³⁵	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	F	C
Quality Review Score	P	-	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	-	2%	1%
English Language Arts % Proficient (Levels 3 and 4) – Alternate Assessment	-	85%	100%
Math % Proficient (Levels 3 and 4)	-	3%	3%
Math % Proficient (Levels 3 and 4) – Alternate Assessment	-	84%	100%
Other Key Performance Indicators			
Attendance Rate	-	92%	86% ³⁶

³² Data reflects entire P.S. 811 Mickey Mantle enrollment across all five locations, including but not limited to P811M@M101.

³³ Percentage of Students Eligible for Free or Reduced Lunch from the 2011-2012 Audited Register

³⁴ Data reflects entire P.S. 811 Mickey Mantle enrollment across all five locations, including but not limited to P811M@P101M.

³⁵ 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 proficiency on the exam. As a result, the percentage of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

³⁶ Attendance rate based on Period Attendance Reporting (“PAR”) process, which is available at <http://schools.nyc.gov/AboutUs/data/stats/attendance/default.htm>. The PAR attendance rate is calculated through a different process than Progress Report attendance rates.

2010-2011 State Accountability Status	In Good Standing
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V. Initial Costs and Savings

The DOE is not expected to incur any additional charges resulting from this proposal. Although the Division of School Facilities may provide available furniture on a case by case basis, the DOE does not generally provide furniture to charter schools occupying DOE space. Additionally, the cost of voice and data lines is wholly covered by the charter organization.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location 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. At this time, the DOE has not received any requests for capital improvements to M101 related to this co-location.

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

A. Personnel Needs

This proposal is not expected to change the number of personnel positions assigned to Mosaic or P811M, nor is it expected to significantly alter the duties of current staff at those schools.

HSA 3 may need to hire additional teachers during its grade expansion as the total number of students enrolled in the school increases. The precise number of positions needed for the 2013-2014 school year would be determined once annual enrollment projections are released in the spring of 2013.

Administrative staff and non-pedagogical positions at HSA 3 may also be added over the course of the grade reconfiguration. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for Mosaic and P811M are determined by the same Fair Student Funding (FSF) per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for elementary schools is \$4,085.30, for middle schools is \$4,412.45, and for high schools is \$4,207.47.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools are entitled to receive an additional \$1,633.71 per pupil for each ELL student they enrolled. Middle schools are entitled to receive an additional \$2,043.69 per pupil for each ELL student they enrolled. At the elementary level, supplemental funds are awarded for each student who is an ELL, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an ELL, 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, the schools in M101 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, measured as the percent of students eligible for free lunch. HSA 3, Mosaic, and P811M are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their Title I funding awards will grow or shrink as the school populations grow or shrink.

While schools do receive supplemental support for special education students through FSF, 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 IEPs. All schools in M101, including the District 75

school, P811M, 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 fiscal year 2011 entitlements and are subject to variation based on adjustments to the DOE's overall operating budget.

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

C. Administration

No change in school supervisory or administrator positions is expected as a result of this proposal at Mosaic or P811M.

HSA 3 may hire school supervisory and/or administrative personnel as needed as a result of its grade expansion.

D. Transportation

There will be no change to existing transportation practices at Mosaic, or P811M due to this proposal.

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

E. Other Support Services

Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information

Building		M101
Type of Building		Elementary
Year Built		1910
Overall BCAS rating		2.33
2010-2011 Target Building Utilization		93%
2010-2011 Target Building Capacity		866
FY 2011 Maintenance Costs	Labor	\$97,961
	Materials	\$40,553
	Maintenance and repair contracts	\$78,301
	Service contracts	\$0
	Custodial operations costs— Materials	\$8,322
	Custodial operations costs— Custodial Allocation	\$274,282
FY 2011 Energy Costs³⁷	Electric	\$123,168
	Gas	\$1,787
	Oil	\$80,500
Projects completed during the current or prior school year		Accessibility, Elec Upgrade, CTF Room Conversion
Projects proposed in the capital plan		Accessibility, School Improvement and Restructuring, Electrical upgrade
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art rooms, Auditorium, Cafeteria, Gymnasiums, Library, & Nurse's Offices

³⁷ Actual fuel data not available. Figures represent average costs for buildings of similar size.