

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Reconfiguration and Extension of the Co-location of Children's Aid College Prep Charter School (84X124), with P.S. 211 (12X211) and I.S. 318 The School of Mathematics, Science & Technology through the Arts (12X318) in Building X193, Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to indefinitely extend the co-location of Children's Aid College Prep Charter School (84X124, "CACPCS") and reconfigure CACPCS' grade span served in building X193 ("X193"), located at 1919 Prospect Avenue, Bronx, New York 10457, in Community School District 12 ("District 12") beginning in the 2014-2015 school year.

CACPCS is an existing public charter school that serves students in grades kindergarten through two in the X193 building, where it is co-located with P.S. 211 (12X211, "P.S. 211"), an existing school that serves students in grades kindergarten through eight and offers a pre-kindergarten program; and I.S. 318 The School of Mathematics, Science & Technology through the Arts (12X318, "I.S. 318"), an existing middle school that serves students in grades six through eight. Building X193 also provides space to an additional pre-kindergarten program run by Children's Aid Society, the same community-based organization ("CBO") that manages CACPCS. A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias. If this proposal is approved, CACPCS will remain in X193, where it will eventually serve grades five through eight indefinitely.

The State University of New York Trustees ("SUNY") approved CACPCS' charter application to serve kindergarten through fifth grade on June 15, 2011. Under this charter, CACPCS admits students through a charter lottery, giving preference to at-risk elementary school students who reside in District 12. The school's admissions process and preference criteria are explained in further detail in Section III.A of this proposal.

In a separate Educational Impact Statement ("EIS") posted on December 1, 2011, the DOE proposed to temporarily site grades kindergarten through three of CACPCS in X193 from the 2012-2013 school year through the 2014-2015 school year. That proposal was approved by the Panel for Educational Policy ("PEP") on January 18, 2012.¹ At the time, Children's Aid Society had informed the DOE of the organization's intention to acquire private space to serve all of CACPCS' grade levels. CACPCS planned to move into the private space after the 2014-2015 school year.

Children's Aid Society has since provided the DOE with several updates. First, it has informed the DOE that when its charter is up for renewal in 2017, CACPCS will apply to expand its grade span to serve kindergarten through eighth grades. Only SUNY has the authority to approve or deny that request. Should SUNY deny CACPCS request to expand, the DOE may consider alternate options for the space in X193, which will be described in another EIS consistent with Chancellor's Regulation A-190, as applicable. For

¹ The EIS describing the proposal to temporarily site "CACPCS", then known as Children's Aid Society Charter School, is available on the DOE's website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Jan2012Proposals.htm>.

the purpose of this proposal, it is assumed that SUNY will approve CACPCS' application for charter renewal and grade expansion.

Second, Children's Aid Society has updated the DOE about the progress of its private space plan. CACPCS does not expect to be able to move into its private space until the start of the 2016-2017 school year due to a delay in the space acquisition, design, and construction process.

Thus, the DOE proposes that CACPCS continue to serve some grade levels in X193 on a long-term basis. Specifically, CACPCS will continue to scale up in X193 until it serves grades kindergarten through four in the 2015-2016 school year. Thereafter, it will gradually re-site grades kindergarten through four to its private facility, while continuing to add grades five through eight in the X193 building. In the 2019-2020 school year, when CACPCS is serving students in grades kindergarten through eight, grades five through eight will be located in the X193 building, and grades kindergarten through four will be located in private space.

Thus, this EIS proposes to change both the duration of the co-location (so that CACPCS can remain in the building indefinitely, beyond 2014-2015) and the grades of CACPCS that will be co-located with P.S. 211 and I.S. 318 (grades five through eight, rather than kindergarten through three). The determination to eventually move the younger grades to the private space is based on the proximity of that space to Children's Aid Society's other community services, allowing the younger students to be closer to those locations.

If this proposal is approved, CACPCS is projected to serve 235 – 300 students in kindergarten through third grades in X193 in the 2014-2015 school year. In 2015-2016, CACPCS is projected to serve 280 – 355 students in kindergarten through fourth grades in X193. In 2016-2017, CACPCS is projected to serve 245 – 315 students in second through fifth grade in X193, while kindergarten and first-grade students are served in private space. In 2017-2018, CACPCS is projected to serve 245 – 315 students in third through sixth grade in X193. In 2018-2019, CACPCS is projected to serve 245 – 315 students in fourth through seventh grades in X193. In 2019-2020, the final year of the grade reconfiguration, CACPCS is projected to serve 245 – 315 students in fifth through eighth grades in X193.²

According to the 2011-2012 Enrollment, Capacity, Utilization Report ("Blue Book"), X193 has a target capacity of 1,574 students, but in 2013-2014, the building serves approximately 1,140 students, yielding a building utilization rate of 72%.³ This means that the building is "under-utilized" and has space to accommodate additional students.⁴ In 2019-2020, when CACPCS' grade reconfiguration is complete, CACPCS, P.S. 211 and I.S. 318 will collectively serve 1,166 -1,356 students in X193 yielding a building utilization rate of 74% - 86%. As detailed in the attached Building Utilization Plan ("BUP"), all schools will receive space that meets their instructional needs, and the building has space to accommodate P.S. 211, I.S. 318 and CACPCS at scale.

² Due to high demand, CACPCS is currently serving more students than anticipated in their initial charter application. CACPCS has applied to revise its charter to reflect its current enrollment projections. Only SUNY has the authority to approve or deny that request.

³ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter projections as of June 2013 or the 2013-2014 Budget Register Projections. 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.

⁴ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

II. Proposed or Potential Use of Building

Building X193 has a target capacity of 1,574 students.⁵ (The concept of “target capacity” is explained below.) During the 2013-2014 school year, the building is serving a total of approximately 1,140 students, yielding a building utilization rate of 72%. This means that the building could be used more efficiently to serve more students.

If this proposal is approved, the current and proposed grade spans for P.S. 211, I.S. 318, and CACPCS in the X193 building over a seven-year period will be as follows:

Grade Spans								
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
84X124	CACPCS	K-2	K-3	K-4	2-5	3-6	4-7	5-8
12X318	I.S. 318	6-8	6-8	6-8	6-8	6-8	6-8	6-8
12X211	P.S. 211	K-8						

The current and projected student enrollments for P.S. 211, I.S. 318, and CACPCS in the X193 building over a seven-year period will be as follows:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
84X124	CACPCS	208	235 - 300	280 - 355	245 - 315	245 - 315	245 - 315	245 - 315
12X318	I.S. 318	381	390 - 420	405 - 435	405 - 435	405 - 435	405 - 435	405 - 435
12X211	P.S. 211 ⁶	551	496 - 586	511 - 601	521 - 611	516 - 606	516 - 606	516 - 606
Total Building Enrollment		1,140	1,121 - 1,306	1,196 - 1,391	1,171 - 1,361	1,166 - 1,356	1,166 - 1,356	1,166 - 1,356
Utilization		72%	71% - 83%	76% - 88%	74% - 86%	74% - 86%	74% - 86%	74% - 86%

⁵ Based on the 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”).

⁶ P.S. 211 currently offers a pre-kindergarten program. The DOE’s pre-kindergarten programs are maintained based on available funding and student enrollment. As such, the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 211 in 2014-2015 and beyond, subject to continued funding and demand.

If this proposal is approved, CACPCS will serve approximately 245-315 students in fifth through eighth grades in X193 when it reaches full scale and completes its grade reconfiguration in X193. Once CACPCS completes its grade reconfiguration, there will be approximately 1,166-1,356 students served in the X193 building, yielding a building utilization rate of 74%-86%.

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 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 goals for maximum classroom capacities (which are lower than the United Federations of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE's utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity would increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

The X193 building has the capacity to accommodate all of the existing and proposed schools during and after CACPCS' proposed co-location extension and grade reconfiguration. Any further significant changes to school utilization will be proposed in a separate EIS in accordance with Chancellor's Regulation A-190 and will be subject to approval by the Panel for Educational Policy ("PEP").

For more detail on the Footprint and room allocations, see Section III.B below and the attached BUP. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

A. Students

Academic Impact on Students Currently Attending Schools in Building X193

If approved, this proposal will provide a long-term site for current and future CACPCS students, and will enable CACPCS to expand the grade levels it serves.

The proposed co-location extension and grade reconfiguration of CACPCS is not expected to impact the instructional programming, enrollment, or admissions process for students currently attending P.S. 211 or I.S. 318.

P.S. 211 is an existing non-zoned school that currently serves kindergarten through eighth-grade students and offers two full-day sections of pre-kindergarten. For kindergarten admission, the school currently runs its own admissions process and gives priority to siblings of current students, students enrolled in the school's pre-kindergarten, and students residing in District 12 in accordance with Chancellor's Regulation A-101. For sixth-grade admission, students may apply through the middle school admissions process. The school gives priority first to continuing fifth graders and then to District 12 residents.

I.S. 318 is a middle school that is open to District 12 students through the middle school application process. I.S. 318 enrolls students through an unscreened admissions method and gives admissions priority to students who are zoned to I.S. 318. Students applying to this program are randomly selected for admission.

P.S. 211 and I.S. 318 both offer Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). Students with disabilities receive services in accordance with the Individualized Education Program ("IEP") developed for each student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled at P.S. 211 and I.S. 318 will continue to receive their mandated special education services throughout the implementation of this proposal and beyond. P.S. 211 and I.S. 318 currently offer English as a Second Language ("ESL") services in all grades. If this proposal is approved, both schools will continue to offer this program, and English language learner ("ELL") students will continue to receive mandated services in accordance with DOE policy.

As discussed above, CACPCS is an existing public charter school authorized to serve students in grades kindergarten through five. The school intends to serve grades kindergarten through eight at scale. CACPCS enrolls students through its charter lottery process. If approved, this proposal is not expected to impact current or future instructional or extracurricular programming at CACPCS. Current and future students will be able to remain enrolled at the school through eighth grade, although eventually, kindergarten through fourth grade students will be served at a private facility, also located in District 12.

Additionally, all current and future students with disabilities and ELL students enrolled at CACPCS will continue to receive all mandated services.

Impact on Extracurricular Programming and Partnerships

According to the District 12 Middle School Directory, P.S. 211 currently offers the following special programs and initiatives, extracurricular activities, and partnerships:⁷

- **Regents Classes:** Earth Science, Integrated Algebra, Spanish
- **Enrichment Classes:** Art, Ballroom Dancing
- **Language Classes:** Spanish
- **Higher Education Partnerships:** Fordham University, Lehman College, Teachers College Columbia University
- **Program Partners:** Children's Aid Society, Sports & Arts in Schools Foundation (SASF), Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS)

⁷ The District 12 Middle School Directory is available on the DOE Web site at: <http://schools.nyc.gov/NR/rdonlyres/AAA4E7D6-B092-48BD-835F-242A41E363E7/0/201213D12MSD.pdf>. Some of these programs and activities are also offered to students in the elementary grades at P.S. 211.

- **Cultural Institutions:** Encores!/New York City Center, The Mount Vernon Hotel Museum & Garden, Museum of Biblical Art (MOBia), Plimoth Plantation, New York Botanical Garden
- **Extracurricular Activities:** Art, Ballroom Dancing, ELL Academy, Extended Day Program, Spring Recess Program, Technology
- **Special Programs:** Encores! New York City Center Program's Annual Museum & Theater Trips (NYC, New Jersey & Massachusetts), Ballroom Dancing, Alvin Ailey & Flamenco Dancing, Studio in a School, Creative Writing
- **Boys Sports:** Basketball, Flag Football, Soccer
- **Girls Sports:** Basketball, Flag Football
- **Co-ed Sports:** Baseball, Dance

According to the District 12 Middle School Directory, I.S. 318 currently offers the following special programs and initiatives, extracurricular activities, and partnerships:⁸

- **Regents Classes:** Earth Science, Integrated Algebra
- **Language Classes:** Spanish
- **Higher Education Partnerships:** Harvard University, Fordham University, Bronx Community College, Borough of Manhattan Community College
- **Program Partnerships:** The Phipps House Group, Joint Users of Siemens Technologies United States, Parents as Partners
- **Special Programs:** Advancement Via Individual Determination (AVID), College Bound, Music, Digital Documentary, Read 180, Achieve 3000, LEGO Robotics, Chess Club, Saturday Academy, Specialized High Schools Preparation Program, Advisory, Online Progress Report, Guitar, Computer Class, Saturday Computer, Parent ESL Classes, Holiday Program
- **Boys Sports:** Basketball, Gymnastics
- **Girls Sports:** Basketball, Gymnastics

According to school reported data, CACPCS currently offers the following special programs and initiatives, extracurricular activities, and partnerships:

- **Higher Education Partnerships:** Cornell University
- **Special Programs:** Chess Club, Logo Robotics Club, STEM Science, Dancewave. Music, Gymnastics, Literacy through the Arts, Go Healthy Fitness (cooking)
- **Parent Workshops:** Family Nutrition, Attention Deficit-hyperactivity Disorder, Positive Reinforcement, Academic Enrichment

P.S. 211, I.S. 318, and CACPCS will continue to offer special programs and initiatives, and extracurricular programs based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. It is difficult to predict precisely how those changes might be implemented as decisions will rest with the school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extracurricular offerings annually based on student demand and available resources.

⁸ The District 12 Middle School Directory is available on the DOE Web site at:
<http://schools.nyc.gov/NR/rdonlyres/AAA4E7D6-B092-48BD-835F-242A41E363E7/0/201213D12MSD.pdf>.

Enrollment Impact on Future Elementary School Students in District 12

This proposal is not expected to impact the admissions process at P.S. 211. P.S. 211 will continue to be non-zoned, meaning that the school does not have a zoned population and is available to any District 12 student through a school-based application. If this proposed expansion is approved, P.S. 211 will continue to serve students in grades kindergarten through eight. District 12 residents may continue to apply to P.S. 211 just as they may apply to other non-zoned elementary schools, in accordance with Chancellor's Regulation A-101 regarding elementary school admissions. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Families seeking to enroll their children at P.S. 211 can visit the following website to learn more about eligibility: <http://schools.nyc.gov/ChoicesEnrollment/Elementary>.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,⁹ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 211.

If this proposal is approved, CACPCS will continue to be co-located in the X193 building. Currently, CACPCS serves students in grades kindergarten through two. If this proposal is approved, CACPCS will continue scaling up to serve students in grades kindergarten through eight allowing students currently enrolled in the school to complete their elementary and middle school education at CACPCS if they so choose. Eventually, CACPCS will serve middle school grades in X193, but for the next three years, CACPCS will continue to serve only elementary grades in the building.

CACPCS currently admits students in grades kindergarten through two through a charter lottery, giving preference to "at-risk" students who reside in District 12.¹⁰ Admissions preference in the lottery is given to returning students and siblings of currently attending students, after which preference is given to students who meet any or all of the following criteria:

- Students who reside in District 12
- Students who are English language learners
- Students who are involved in the child welfare system
- Students from single-parent homes
- Students from families living below self-sufficiency

No single item in these admissions preferences provides a higher priority to applicants than any other. A student's priority for admission into the school will be based on the number of criteria that applies to him or her.

⁹ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

¹⁰ More information on CACPCS is available on their Web site: <http://childrensaidcollegeprep.org/>

Impact on P.S. 211's Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 211. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified siblings of students enrolled at P.S. 211 will have first priority for admissions to the pre-kindergarten program at P.S. 211. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 211 will be subject to continued funding availability and demand.

Enrollment Impact on Future Middle School Students in District 12

This proposal is not expected to impact the middle school admissions process at P.S. 211 or I.S. 318. P.S. 211 and I.S. 318 currently admit students through the middle school application process.

P.S. 211 currently admits sixth-grade students through the middle school application process using an unscreened admissions method, giving priority to continuing fifth-grade students enrolled in P.S. 211 and then to students and residents of District 12. Students who apply are randomly selected.

I.S. 318 currently admits sixth-grade students through the middle school application process using an unscreened admissions method, giving priority to students who reside in the zone and then to students and residents of District 12.

If this proposal is approved, eventually, CACPCS will serve middle-school age students in the X193 building. As CACPCS expands to serve students in kindergarten through eighth grades, students enrolled in its elementary grades will have the option of continuing at the school through eighth grade. To the extent that there are seats available in CACPCS' middle school grades, CACPCS may admit students off its waiting list.

Through the middle school application process, students will be offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

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

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2014-2015 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a “new schools” application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

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

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

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

P.S. 211 and I.S. 318 admit middle-school students through the OTC process. If this proposal is approved, P.S. 211 and I.S. 318 will continue to admit students through the OTC admissions process and this proposal is not expected to impact the placement of OTC students in building X193.

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 four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹¹ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

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

Impact on Other Organizations in Building X193

Building X193 currently provides space to the Children’s Aid Society’s pre-kindergarten program. That program is not expected to lose any space or reduce the services currently offered as a result of this proposal.

B. Schools

¹¹ 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.

If this proposal is approved, X193 has adequate capacity to accommodate some grades of CACPCS students, P.S. 211, and I.S. 318. Once CACPCS has completed its grade reconfiguration in 2019-2020, the schools will collectively enroll at total of 1,116-1,356 students in X193, yielding a building utilization rate of 74%-86%.

As described in more detail in the attached BUP, if this proposal is approved, there will be sufficient space to accommodate the co-located schools and the CBO in X193 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/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 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 schools’ principals.

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 room¹² for each general education or ICT section and a full-size or half-size room¹³ 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 purposed throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools will 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.

There are no other proposed uses for X193 at this time.

C. Community

The DOE supports parent choice and strives to ensure that families have access to high-quality schools that meet the needs of all children. If this proposal is approved, students in District 12 will continue to have access to CACPCS, which the DOE believes is a high quality educational option. If the school’s expansion

¹² Full-size classrooms have an area of 500 square feet or more.

¹³ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

is approved by SUNY, current and future students at CACPCS will have the opportunity to continue their education through eighth grade at CACPCS in the X193 building.

As noted, CACPCS is managed by Children’s Aid Society, a well-established and well-known CBO which provides comprehensive supports to underserved children and their families in New York City. The organization has a history of success in serving school-age children. The Children’s Aid Society also has deep roots in the Bronx, where it currently provides a wide range of community-based programs to children and their families. Therefore, the DOE believes that the grade reconfiguration and extension of the co-location of CACPCS will allow students and families in District 12 continued access to a high-quality educational option.

The state Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELL students, students with disabilities, and students eligible for free or reduced lunch at rates comparable to those of the Community School District as determined by the New York State Education (“SED”).

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

This proposal may have a mild impact on the enrollment at other District 12 middle schools by enabling CACPCS to continue to serve middle school age students who would otherwise have attended another District 12 middle school. However, at present, there is no way to reliably predict which middle schools would be impacted, or by how many seats.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X193. This proposal is not expected to impact the current site accessibility, which is partially accessible.

IV. Enrollment, Admissions, and School Performance Information

Children’s Aid College Prep Charter School (84X124)

Admissions Data

Current Admissions	Grades K-2: Charter lottery; preference to District 12 students (students admitted K-2)
Admissions If Proposal Is Approved	Grades K-8: Charter lottery; preference to District 12 students (Students admitted K-2)

Enrollment Data¹⁴

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	69	68	71	-	-	-	-	-	-	208
2014-2015 (projections)	45-55	65-85	60-75	65-85	-	-	-	-	-	235-300
2015-2016 (projections)	45-55	45-55	65-85	60-75	65-85	-	-	-	-	280-355
2016-2017 (projections)	-	-	55-70	65-85	60-75	65-85	-	-	-	245-315
2017-2018 (projections)	-	-	-	55-70	65-85	60-75	65-85	-	-	245-315
2018-2019 (projections)	-	-	-	-	55-70	65-85	60-75	65-85	-	245-315
2019-2020 (projections)	-	-	-	-	-	55-70	65-85	60-75	65-85	245-315

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	12%
Percentage of ELL Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	91%

School Performance Data

Some CACPCS students will take the New York State exams for the first time in the 2013-2014 school year; therefore, there is no school performance data for the school.

P.S. 211 (12X211)

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions Process Grades: K-5: Non-zoned, priority to District 12 residents Grades 6-8: District 12 Middle School Choice Process, priority to continuing students
Admissions If Proposal Is Approved	Pre-K: Standard Universal Pre-K Admissions Process Grades: K-5: Non-zoned, priority to District 12 residents Grades 6-8: District 12 Middle School Choice Process, priority to continuing students

¹⁴ All figures represent charter projections as of June 2013.

¹⁵ All figures are as a percentage of total students as of October 26, 2012.

Enrollment Data¹⁶

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	36	47	43	51	40	36	40	78	80	100	551
2014-2015 (projections)	36	40-50	40-50	40-50	45-55	35-45	30-40	80-90	75-85	75-85	496-586
2015-2016 (projections)	36	40-50	40-50	40-50	40-50	45-55	35-45	80-90	80-90	75-85	511-601
2016-2017 (projections)	36	40-50	40-50	40-50	40-50	40-50	45-55	80-90	80-90	80-90	521-611
2017-2018 (projections)	36	40-50	40-50	40-50	40-50	40-50	40-50	80-90	80-90	80-90	516-606
2018-2019 (projections)	36	40-50	40-50	40-50	40-50	40-50	40-50	80-90	80-90	80-90	516-606
2019-2020 (projections)	36	40-50	40-50	40-50	40-50	40-50	40-50	80-90	80-90	80-90	516-606

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	21%
Percentage of ELL Students	28%
Percentage of Students Eligible for Free or Reduced Lunch	94%

¹⁶ All figures are from the 2013-2014 Budget Register Projections.

¹⁷ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

P.S. 211	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Quality Review Score ¹⁸	N/A ¹⁹	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	25%	26%	23%
Math % Proficient (Levels 3 and 4)	42%	39%	36%
Other Key Performance Indicators			
Attendance Rate	91%	90%	91%
2012-2013 State Accountability Status	Focus School		

I.S. 318 The School of Mathematics, Science & Technology through the Arts (12X318)

Admissions Data

Current Admissions	<p>Grades 6-8: District 12 Middle School Choice Process</p> <p>Admissions Methods: Unscreened with zoned priority</p>
Admissions If Proposal Is Approved	<p>Grades 6-8: District 12 Middle School Choice Process</p> <p>Admissions Methods: Unscreened with zoned priority</p>

¹⁸ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹⁹ Not all schools receive Quality Reviews every year.

Enrollment Data²⁰

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	141	127	113	381
2014-2015 (projections)	135-145	135-145	120-130	390-420
2015-2016 (projections)	135-145	135-145	135-145	405-435
2016-2017 (projections)	135-145	135-145	135-145	405-435
2017-2018 (projections)	135-145	135-145	135-145	405-435
2018-2019 (projections)	135-145	135-145	135-145	405-435
2019-2020 (projections)	135-145	135-145	135-145	405-435

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	24%
Percentage of ELL Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	97%

School Performance Data

I.S. 318 Math, Science & Technology Through Arts	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	17%	19%	18%
Math % Proficient (Levels 3 and 4)	23%	39%	33%
Other Key Performance Indicators			
Attendance Rate	89%	90%	89%
2012-2013 State Accountability Status	Focus School		

²⁰ All figures are from the 2013-2014 Budget Register Projections.

²¹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

V. Initial Costs and Savings

This proposal is not expected to impact the budget or cost of instruction at P.S. 211 or I.S. 318.

Please refer to the Fair Student Funding (“FSF”) Guide²² and FY14 School Allocation Memoranda²³ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by the SED and is based on a formula used for all traditional public school districts. The formula divides the district’s Approved Operating Expenditures by Total Allowable Pupil Units. Special Education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of 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. If CACPCS seeks permission from the DOE for certain capital improvements or facilities upgrades, these capital improvements or facilities upgrades would be subject to the matching process described above.

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

A. Personnel Needs

This proposal is not expected to change the number of personnel positions assigned to P.S. 211 or I.S. 318, nor is it expected to significantly alter the duties of current staff at P.S. 211 or I.S. 318.

CACPCS may hire additional teachers as new grades are added. The precise number of positions needed will be determined by the charter’s management. Those decisions will be made at the school based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrative positions at P.S. 211 or I.S. 318 is expected as a result of this proposal.

CACPCS may hire additional school supervisors and/or administrative personnel on an as-needed basis throughout the course of the proposal.

²² The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²³ The FY14 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

C. Transportation

There will be no change to existing transportation practices at P.S. 211 or I.S. 318. 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>.

D. Other Support Services

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

VII. Building Information

Building		X193
Type of Building		PS
Year Built		1975
Overall BCAS rating		2.6
2011-2012 Target Building Utilization		67%
2011-2012 Target Building Capacity		1574
FY 2012 Maintenance Costs	Labor	\$31,861
	Materials	\$20,120
	Maintenance and repair contracts	\$133,656
	Service contracts	\$4,038
	Custodial operations costs—Materials	\$12,563
	Custodial operations costs—Custodial Allocation	\$357,135
FY 2012 Energy Costs	Electric	\$221,239
	Gas	\$1,535
	Steam	NA
	Oil	\$120,306
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Boiler Conversion, Climate Control System, Conveying: Elevators, Auxiliary Signal/Bell System, Public Address System, Sprinklers/Standpipe/Fire Alarm System
Accessibility of the building		Building is Partially Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab