

EDUCATIONAL IMPACT STATEMENT: The Proposed Expansion of Success Academy Charter School - Williamsburg (84K182) in Building K050 with J.H.S. 050 John D. Wells (14K050), Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to expand the grades served by Success Academy Charter School- Williamsburg (84K182, “SA- Williamsburg”) in Building K050 (“K050”) to include grade five beginning in the 2016-2017 school year. SA- Williamsburg is a charter school currently serving students in kindergarten through grade three in K050, located at 183 South 3rd Street, Brooklyn, NY 11211, in Community School District 14 (“District 14”), where it is currently co-located with J.H.S. 050 John D. Wells (14K050, “J.H.S. 50”), a district middle school that serves students in grades six through eight.¹ In 2015-2016, SA- Williamsburg will phase in to serve students in kindergarten through fourth grade. SA- Williamsburg will also serve one section of full-day pre-kindergarten (“Pre-K”) beginning in the 2015-2016 school year. K050 also provides space to El Puente and the Relationship Abuse Prevention Program (“RAPP”), two community-based organizations (“CBOs”).

Building K050 also contains an adult education program (“79K755@K050”) that operates after school hours and is administered by the Office of Adult and Continuing Education (“OACE”) for adults age 21 and over. OACE programs offer over 900 classes in Adult Basic Education, High School Equivalency, English for Speakers of Other Languages, and Career and Technical Education.²

The grade expansion of SA- Williamsburg in K050 is intended to support the educational continuity of students currently enrolled in SA- Williamsburg. If this proposal is approved, SA- Williamsburg’s future fourth-grade students who are eligible for promotion will have the opportunity to remain in SA- Williamsburg at K050 for fifth grade beginning in 2016-2017.

On March 1, 2012, the Panel for Educational Policy (“PEP”) approved the siting and co-location of SA- Williamsburg’s kindergarten through fourth grades at K050. The Educational Impact Statement (“EIS”) for that proposal stated that the DOE would consider long-term options to accommodate the anticipated growth of SA- Williamsburg.³

Pursuant to recent amendments to the Education Law which provide certain new and expanding charter schools with access to facilities, SA- Williamsburg made a co-location request to the DOE for space in District 14 for its fifth through eighth grades.⁴ Although SA- Williamsburg requested space for its fifth

¹ 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.

² More information about OACE programs is available at <http://www.oaceny.org/>.

³ The details of the approved proposal concerning the co-location of grades kindergarten through four of SA- Williamsburg in K050 can be found on the DOE Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar12012Proposals.htm>.

⁴ The DOE is currently assessing space across all under-utilized school buildings in District 14, including K050, and overall borough and district needs, and is committed to identifying appropriate space for the siting of SA- Williamsburg’s sixth through eighth grades beginning in the 2017-2018 school year.

through eighth grades, at this time the DOE is proposing to site SA- Williamsburg's fifth grade only at K050.

Public engagement was conducted by the DOE in the course of creating this proposal which included:

- Meeting with members of Community Education Council ("CEC") 14 on October 9, 2014 to inform the CEC of the recent amendments to the Education Law.
- Convening a Community Needs Assessment Forum on November 13, 2014 which included representatives from elected officials, Brooklyn CECs and District Presidents Councils at which District Planning needs and priorities in Brooklyn were discussed.
- Conducting a walkthrough of building K050 with a Deputy Chancellor from the DOE on April 21, 2015. On that day, the Deputy Chancellor and other DOE leadership members met with the leaders and School Leadership Team members of J.H.S. 50 and SA- Williamsburg to further discuss the proposal, listen to questions and concerns from the school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the PEP.

The DOE will offer other public engagement opportunities following this posting including:

- A joint public hearing to be held at building K050. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal and before 6 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-0208 or emailing to D14Proposals@schools.nyc.gov. All comments received before 6 p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in an analysis of public comment which is made available to the public after 6 p.m. on the day before the PEP meeting.
- A PEP meeting at which PEP members will vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.
- Dates of the upcoming joint public hearing and PEP meeting can be found on the DOE Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/June2015SchoolProposals>.

Success Academy Charter Schools is a charter management organization ("CMO") that currently operates elementary, middle, and high schools, including SA- Williamsburg, in New York City. SA- Williamsburg is a charter school that opened in the 2012-2013 school year, is currently serving students in kindergarten through grade three, and plans to expand to serve students in kindergarten through grade twelve. The school's charter was authorized in June 2011 by The State University of New York Trustees ("SUNY").

Additionally, J.H.S. 50 is part of the School Renewal Program. If this proposal is approved by the PEP, it will not impact the school's participation in the School Renewal Program or their ability to offer additional programming and supports for their students. As part of the School Renewal Program, J.H.S. 50 will adopt a Community School model beginning in the 2015-2016 school year. While the DOE does not expect this potential expansion to impact any tailored ancillary services, extended instruction time, or other additional resources J.H.S. 50 may receive as a result of the School Renewal Program and the school's designation as a Community School, the DOE will re-evaluate the space allocations outlined in the attached Building

Utilization Plan (“BUP”) after J.H.S. 50’s particular Community School model is developed. The DOE will continue to work closely with the J.H.S. 50 community to ensure all students receive the individualized support they need. The DOE further expects that K050 can accommodate enrollment growth at J.H.S. 50.

The DOE evaluates public school buildings throughout the City that are “under-utilized,” meaning they have space to accommodate additional students. Building K050 has a target capacity to serve 1,166 students.⁵ (The concept of “target capacity” is explained below in Section II.) Currently, the building is serving approximately 580 students,⁶ yielding a building utilization rate of approximately 50%.⁷ Therefore, building K050 is “under-utilized.”⁸ In 2015-2016, when SA- Williamsburg phases in to serve fourth grade students and begins serving Pre-K at K050, there will be 588-718 students in the building served by both schools, yielding a projected utilization rate of 50%-62%.⁹ If this proposal is approved, in 2016-2017, when SA- Williamsburg expands to serve fifth grade students at K050, there will be 653-803 students in the building served by both schools, yielding a projected utilization rate of 56%-69%.

SA- Williamsburg will continue to use shared spaces with J.H.S. 50. As set forth in the BUP that accompanies this proposal, there is sufficient space in the building to accommodate this expansion.

II. Proposed or Potential Use of Building

As stated above, according to the Blue Book, K050 has a target capacity of 1,166 students. During the current 2014-2015 school year, J.H.S 50 and SA- Williamsburg are serving approximately 580 students in K050, yielding a building utilization rate of 50%. This means that the building is “under-utilized” and has space to accommodate additional students.

The current, future and/or proposed grade spans and programs for all school organizations in building K050 over a three-year period are as follows:

DBN	School Name	2014-2015	2015-2016	2016-2017
84K182	SA- Williamsburg	K-3	PK, K-4	PK, K-5
14K050	J.H.S. 50	6-8	6-8	6-8

If this proposal is approved, in the 2015-2016 school year, J.H.S. 50 is projected to serve 180-210 sixth through eighth grade students and SA- Williamsburg will serve 408-508 students in Pre-K through fourth

⁵ According to the 2013-2014 Enrollment, Capacity, Utilization Report (the “Blue Book”), available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf

⁶ Based on the 2014-2015 Audited Register as of October 31, 2014 and the charter headcount as of November 6, 2014.

⁷ 2014-2015 building utilization rates are based on target capacity data from the 2013-2014 Blue Book, the 2014-2015 Audited Register (as of October 31, 2014), and the charter headcount as of November 6, 2014. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

⁸ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on January 30, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum_1302015.pdf

⁹ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2013-2014 Blue Book, district school enrollment projections based on the 2014-2015 Audited Register (as of October 31, 2014), and charter school enrollment projections based on the charter headcount as of November 6, 2014. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

grade in K050, yielding a projected utilization rate of 50%-62% for K050. In the 2016-2017 school year, when SA- Williamsburg is at scale at K050, J.H.S. 50 is projected to serve 165-195 sixth through eighth grade students and SA- Williamsburg is projected to serve 488-608 students in Pre-K through fifth grade in K050 for a total building enrollment of 653-803 students, yielding a projected utilization rate of 56%-69%.

The chart below shows the projected enrollment and building utilization for building K050 if this proposal is approved:

DBN	School Name	2014-2015 Enrollment ¹⁰	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
84K182	SA- Williamsburg	354	408-508 ¹¹	488-608
14K050	J.H.S. 50	226	180-210	165-195
Total Building Enrollment		580	588-718	653-803
Utilization		50%	50%-62%	56%-69%

As described in more detail in the Blue Book, 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 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 2013-2014. The DOE’s projected utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2014-2015 and 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 accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

There are currently no other proposed uses or plans for building K050. However, the DOE continues to assess space across all under-utilized school buildings in District 14, including K050, in the context of SA -

¹⁰ From the 2014-2015 Audited Register (as of October 31, 2014) and the charter headcount as of November 6, 2014.

¹¹ Enrollment figures for SA- Williamsburg include students served in the Pre-K program beginning in the 2015-2016 school year.

Williamsburg’s space request and overall district or borough planning needs. Any future significant changes to school utilization in K050 may be proposed in a future EIS and BUP, and be subject to separate approval by the PEP in accordance with Chancellor’s Regulation A-190.

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

A. Students

If approved, this proposal will enable future fourth grade students enrolled at SA- Williamsburg who fulfill promotional requirements to articulate to fifth grade at SA- Williamsburg at K050 in the 2016-2017 school year, ensuring educational continuity for these students. If this proposal is approved, the DOE does not anticipate that SA- Williamsburg’s expansion to serve fifth grade at K050 will impact admissions, enrollment, or programming at J.H.S. 50.

Impact on Current and Future Students at J.H.S. 50

The proposed expansion of SA- Williamsburg in K050 is not expected to impact current or future student enrollment, admissions, or instructional programming at J.H.S. 50.

J.H.S. 50 is an existing district middle school serving students in grades six through eight in K050. J.H.S. 50 currently enrolls students through the middle school admissions process using a screened admissions method. This proposal will not impact the manner in which J.H.S. 50 enrolls students.

J.H.S. 50 currently offers Integrated Co-Teaching (“ICT”) classes, self-contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). The existing ICT, SC special education classes and SETSS will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current and future students with Individualized Education Plans (“IEP”) will continue to receive appropriate services at J.H.S. 50. J.H.S. 50 has an English as a Second Language (“ESL”) program for English Language Learners (“ELL”). J.H.S. 50’s ELL students will also continue to receive services in accordance with DOE policy.

J.H.S. 50 currently offers the following programs and extracurricular activities and has the following partnerships:¹²

- **Clubs and Activities:** Reading with Friends, Robotics, Debate Team, Basketball
- **Partnerships:** El Puente, RAPP, Beacon, Reading with Friends with Brooklyn Latin, Generation Ready, Middle School Quality Initiative, Achievement Mentoring Program, New York Sun Works, City at Work

If this proposal is approved, J.H.S. 50 will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. However, the proposed expansion of SA- Williamsburg may change the way that those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a

¹² Information from the District 14 Middle School Directory, school website available at <http://schools.nyc.gov/SchoolPortals/14/K050/default.htm> as of April 20, 2015, and from school reported data as of April 20, 2015.

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.

As noted above, J.H.S. 50 is part of the School Renewal Program. This proposal will not impact the school's participation in the School Renewal Program or its ability to offer additional programming and supports for its students. As part of the School Renewal Program, J.H.S. 50 will adopt a Community School model beginning in the 2015-2016 school year. While the DOE does not expect this potential expansion to impact any tailored ancillary services, extended instruction time, or other additional resources J.H.S. 50 may receive as a result of the School Renewal Program and the school's designation as a Community School, the DOE will re-evaluate the space allocations outlined in the attached BUP after J.H.S. 50's particular Community School model is developed.

Impact on Future Middle School Students in District 14

If this proposal is approved, students in District 14 will continue to have access to a broad range of middle school options, including the current admissions program at J.H.S. 50. As mentioned above, this proposal will not impact J.H.S. 50's current admissions process. J.H.S. 50 offers a screened program through the middle school application process, which is described below, and would continue to do so if this proposal is approved. J.H.S. 50's screened program is open to students and residents of District 14.

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);
- 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; and
- 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 2016-2017 school year has not yet been announced. Additionally, any new middle schools designated to open throughout the City for the 2016-2017 school year will be available for students to consider. Information about middle school application deadlines is available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>. As information becomes available about the middle school application process for 2016-2017, families will be able to access information at this same link.

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.

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

J.H.S. 50 also currently admits students through the OTC admissions process, which is described below. Students will be given an OTC placement depending on the needs of the community, preference of parents, and availability of seats. This proposal is not expected to impact the placement of OTC students in K050.

OTC is 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 New York City 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;¹³ 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.

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 Office of Student Enrollment 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.

Impact on Current and Future Students of SA- Williamsburg

SA- Williamsburg is an existing charter school that currently serves students in kindergarten through third grade at K050. As mentioned above, SA- Williamsburg will serve students in kindergarten through fourth grade and one section of a full- day Pre-K program beginning in the 2015-2016 school year. If this proposal is approved, beginning in the 2016-2017 school year, SA- Williamsburg will begin to serve students in fifth grade at its current location. SA- Williamsburg’s fourth-grade students will be able to attend grade five at SA- Williamsburg provided they meet promotional requirements.

¹³ 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.

SA- Williamsburg serves general education students and students requiring special education services. Current and future students with disabilities at SA- Williamsburg will continue to receive mandated services. SA- Williamsburg also serves ELL students, and its current and future ELL students will continue to receive the same academic program.

SA- Williamsburg currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day. The DOE does not anticipate that the proposed expansion of SA- Williamsburg will impact the school's ability to continue to offer programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the proposed expansion of SA- Williamsburg may change the way those programs are configured as a result of greater demands on the available space during or after school hours.

As mentioned above, beginning in the 2015-2016 school year, SA- Williamsburg will begin offering one section of a full-day Pre-K program in K050. The DOE does not anticipate that this proposal will impact SA- Williamsburg's ability to serve Pre-K.

Impact on Admissions of Future Elementary School Students in District 14

This proposal is not expected to impact the admissions process for SA- Williamsburg or district elementary schools in District 14. Non-charter district schools that are zoned will continue to give priority to students who live in their zone, as they have in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September; and
- b. Zoned students other than those in (a) above applying to the zoned school.

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

- f. Students currently attending the school’s pre-kindergarten program who reside outside the school’s zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students.

SA- Williamsburg will admit students via lottery for kindergarten through fourth grade. Applications will be available on SA- Williamsburg’s Web site and also will be available in hard copy in the school’s main office.¹⁴ The deadline to submit an application for SA- Williamsburg’s lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of SA- Williamsburg’s lottery has not yet been announced and will be determined at a later date. SA- Williamsburg will provide the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 14. SA- Williamsburg’s Pre-K program will use the same admissions process to enroll pre-kindergarteners.

Impact on Other Organizations in Building K050

Building K050 currently provides space for two CBOs, El Puente and RAPP. Both El Puente and RAPP are not expected to reduce the services offered as a result of this proposal.

Impact on the OACE program, 79K755@K050

As noted above K050 houses an OACE program, 79K755@K050, which provides evening classes including ESL, Adult Basic Education, and High School Equivalency. The DOE does not anticipate that the expansion of SA- Williamsburg will impact the ability of the OACE program at K050 to continue to operate at this location. More information about OACE programs can be found at: <http://www.oaceny.org/>.

B. Schools

If this proposal is approved, SA- Williamsburg will serve fifth grade students in K050 beginning in the 2016-2017 school year. As described in the BUP that accompanies this proposal, there will be sufficient instructional and administrative space in K050 to accommodate J.H.S. 50 and SA- Williamsburg pursuant to the Citywide Instructional Footprint (the “Footprint”), during and after the expansion. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is

¹⁴ SA- Williamsburg’s Web site can be found here: <http://successacademies.org/schools/williamsburg/>.

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 classroom 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 classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional and administrative space in K050 for the expansion of SA- Williamsburg. As in other situations where schools are co-located, the schools will continue to share large common and specialty rooms in the building, such as the cafeteria, gymnasium, theatre room, science lab, library, and auditorium. Specific decisions regarding the usage of the shared spaces will continue to be made by the Building Council, consisting of principals from both co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. As per the attached BUP, any space remaining that is not allocated as part of either school's baseline or adjusted baseline footprint will be equitable distributed between the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

C. Community

The proposed expansion of SA- Williamsburg in the 2016-2017 school year will enable fourth grade students enrolled at SA- Williamsburg who fulfill promotional requirements to articulate to fifth grade at SA- Williamsburg at K050, ensuring educational continuity for these students. The New York State Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch at rates comparable to those of the Community School District in which the charter school is located, pursuant to enrollment and retention targets established by the Board of Regents or SUNY, as applicable.

This proposal is not anticipated to have an impact on the broad range of options available to elementary or middle school students in District 14.

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

As stated previously, J.H.S. 50 is part of the School Renewal Program. This proposal will not impact the schools’ participation in the School Renewal Program or its ability to offer additional programming and supports for students. As part of the School Renewal Program, J.H.S. 50 will adopt a Community School model beginning in the 2015-2016 school year. While the DOE does not expect this proposed expansion to impact any tailored ancillary services, extended instruction time, or other additional resources the school may receive as a result of the School Renewal Program and its designation as a Community School, the DOE will re-evaluate the space allocations outlined in the attached BUP after J.H.S. 50’s particular Community School model is developed.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K050, which is not functionally programmatically accessible.

IV. Enrollment, Admissions, and School Performance Information

J.H.S. 50

Admissions Data

Current Admissions	Grades 6-8: District 14 Middle School Choice Process Admissions Method: Screened
Future Admissions	Grades 6-8: District 14 Middle School Choice Process Admissions Method: Screened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Audited Register)	58	76	92	226
2015-2016 (projections)	55-65	55-65	70-80	180-210
2016-2017 (projections)	55-65	55-65	55-65	165-195

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	30%
Percentage of ELLs	28%
Percentage of Students Eligible for Free or Reduced Lunch	79%

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

School Performance Data

J.H.S. 50 John D. Wells	2011-2012	2012-2013	2013-2014
School Quality			
Quality Review Score ¹⁶	N/A ¹⁷	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	18%	8%	6%
Math % Proficient (Levels 3 and 4)	24%	2%	4%
Other Key Performance Indicators			
Attendance Rate	88%	87%	87%
State Accountability Status	2014-2015 Priority ¹⁸		

SA- Williamsburg

Admissions Data

Current Admissions	Grades K-3: Charter lottery application
Future Admissions	PK, Grades K-5: Charter lottery application

Enrollment Data¹⁹

	PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Audited Register)	-	87	91	90	86	-	-	354
2015-2016 (projections)	18	80-100	75-95	80-100	80-100	75-95	-	408-508
2016-2017 (projections)	18	80-100	80-100	75-95	80-100	80-100	75-95	488-608

¹⁶ For more information about Quality Reviews, please visit the DOE Web site at:

<http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹⁷ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. J.H.S. 50 did not have a Quality Review for the 2011-2012 and 2013-2014 school years.

¹⁸ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

¹⁹ From charter headcount as of November 6, 2014.

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with IEPs	16%
Percentage of ELLs	10%
Percentage of Students Eligible for Free or Reduced Lunch	68%

School Performance Data

School performance data is not yet available for SA – Williamsburg.

V. Initial Impact on Budget and Cost of Instruction

The proposal is not expected to impact costs or allocations at J.H.S. 50.

Please refer to the FSF Guide²¹ and FY15 School Allocation Memorandum²² for additional information on cost of instruction and other school allocations. 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.

This proposal should not otherwise impact the operating budget or costs of instruction at SA-Williamsburg. Most funding in schools’ budgets is allocated on a per pupil basis, based on current FSF per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE, subject to approval by the Office of Space Planning.

²⁰ Demographic data for SA- Williamsburg are a percentage of total students from school-based reports as self-reported by the school.

²¹ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/FSF_Guide.pdf

²² The FY15 School Allocation Memorandum is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam21.pdf

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

A. Personnel Needs

The proposed expansion of SA- Williamsburg in building K050 is not expected to change the number of personnel positions assigned to J.H.S. 50, nor is it expected to significantly alter the duties of J.H.S. 50's current staff.

New administrative staff and non-pedagogical positions may be created at SA- Williamsburg over the course of the school's expansion. SA- Williamsburg may hire additional teachers when the new grade is added. The precise number of positions needed for the 2016-2017 school year (if any) would be determined once annual enrollment projections are released in the spring of 2016. Similarly, the number of new positions created to serve students in the new grade (if any) would be determined based on annual enrollment projections that become available as the school scales to serve those grades.

B. Administration

No change in school supervisory or administrative positions J.H.S. 50 is expected as a result of this proposal.

SA- Williamsburg may hire school supervisors and/or administrator personnel on an as-needed basis as the school expands to serve grade five.

C. Transportation

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

This proposal is not expected to impact the transportation services for J.H.S. 50.

D. Other Support Services

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

VII. Building Information

Building		K050
Type of Building		IS/JHS
Year Built		1915
Overall BCAS rating		2.52
2013-2014 Blue Book Target Building Utilization		47%
2013-2014 Blue Book Target Building Capacity		1,166
FY 2014 Maintenance Costs	Labor	\$26,183
	Materials	\$36,967
	Maintenance, repair, and service contracts	\$37,925
	Custodial operations costs— Materials	\$8,256
	Custodial operations costs— Custodial Allocation	\$269,885
FY 2014 Energy Costs	Electric	\$102,102
	Gas	\$2,246
	Steam	na
	Oil	\$207,137
Projects completed during the current or prior school year		Parapets/Ext Masonry/Flood Elim/Windows
Projects proposed in the capital plan		IP Surveillance Camera Installation, Structural: Floor Structure
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab