



Department of
Education

Dennis M. Walcott, Chancellor

Revised Educational Impact Statement: The Proposed Temporary Co-location of East Harlem Scholars Academy Charter School (84MTBD) with Existing Schools Central Park East I (04M497), Central Park East High School (04M555) and J.H.S. 13 (04M013) in Building M013
5/13/2011

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Co-location of a New Public Charter School, East Harlem Scholars Academy Charter School (84MTBD), with Existing Schools Central Park East I (04M497), Central Park East High School (04M555), and J.H.S. 013 Jackie Robinson (04M013) in Building M013

I. Summary of Proposal

In an Educational Impact Statement (“EIS”) posted on February 5, 2011 and amended on February 17, 2011, the New York City Department of Education (“DOE”) proposed to open and temporarily site East Harlem Scholars Academy Charter School (84MTBD, “East Harlem Scholars”), a new public charter school that would serve students in kindergarten through fifth grade, in Building M013 (“M013”), located at 1573 Madison Avenue in Manhattan, in Community School District 4. East Harlem Scholars would be co-located in M013 with Central Park East I (04M497, “CPE I”), J.H.S. 013 Jackie Robinson (04M013, “J13”), and Central Park East High School (04M555, “CPEHS”). There are also three Community Based Organizations (“CBOs”) that have been allocated space in M013: East Harlem Tutorial, Girls Inc./Mount Sinai, and Harlem Family Institute. 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. The proposal was approved by the Panel for Educational Policy (“PEP”) on March 23, 2011.

This revised EIS includes an adjusted projected enrollment for CPEHS that conforms with budget register projections for 2011-2012¹. As a result, it also changes the total number of students projected to be served by all four schools and the projected building utilization rate for the following school year. This revised EIS also includes additional information on extracurricular activities at CPE I, J13 and CPEHS and updates information related to the admissions process at the co-located schools.

The DOE has also published a substantially revised Building Utilization Plan (“BUP”), which is annexed to this revised EIS. The revised BUP makes the following changes:

- the number of students that CPEHS is projected to serve in the coming years has been revised to reflect budget register projections for 2011-2012. The number of sections CPEHS will program to serve these students has also been revised, resulting in revisions to CPEHS’s baseline allocation of space in future years;
- the allocation of space between all four school organizations has been changed to reflect CPEHS’s reduced baseline allocation;
- the baseline allocation for CPE I has been adjusted to reflect the correct number of cluster rooms based on the school’s enrollment;
- the floors that each school will be located on have been noted; and
- the proposed shared space schedule on pages 14-15 has been adjusted and the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal.

This is a proposal to incubate East Harlem Scholars in M013 for two years – the 2011-2012 and 2012-2013 school years. Incubation means the school will not serve its full grade span during the period of this proposal. The DOE will evaluate the space available in M013 and other District 4 locations and will issue a new EIS for the long-term siting of East Harlem Scholars based on the most appropriate space available for the 2013-2014 school year and beyond.

¹ Budget register projections are the DOE’s official enrollment projections for the following academic year, and provide the basis for the financial budget of each school based on the number of students in total, and the number of students requiring IEP and ELL services. These projections were finalized in April 2011.

East Harlem Scholars will be managed by the East Harlem Tutorial Program (“East Harlem Tutorial”), a Community Based Organization (“CBO”) that has provided after-school education to 15,000 East Harlem students over 52 years. East Harlem Tutorial has been approved by its charter authorizer, the State University of New York (“SUNY”), to open a new public charter school in Community School District 4 in Manhattan. The school would open with kindergarten and first-grade classes in 2011-2012, and would add one grade each year until it serves 270-300 students in kindergarten through fifth grade. East Harlem Scholars intends to provide year-round, extended day programming (7:30 am – 5:30pm), small classes with two teachers, and educational interventions and services aimed at ensuring academic achievement for all students in its community, including services aimed at students for whom English is not their native language.

However, as noted above, this is a temporary proposal that only deals with the siting of East Harlem Scholars’ kindergarten and first grades in 2011-12, and its kindergarten through second grades in 2012-2013. If this revised proposal is approved, East Harlem Scholars would serve 90-100 students in kindergarten and first grade in 2011-2012. In 2012-2013, East Harlem Scholars would serve 135-150 students in kindergarten, first and second grades. The DOE will evaluate the space available in M013 and other District 4 locations and will issue a new Educational Impact Statement (“EIS”) for the long-term siting of East Harlem Scholars based on the most appropriate space available for the 2013-2014 school year and beyond. East Harlem Scholars’ has admitted students via the charter school lottery application process, with preference for District 4 residents.² East Harlem Tutorial is already active in the M013 building and provides after-school programming to J13, CPEHS, and CPE I students.

CPE I is an existing DOE choice elementary school that serves 189 students in kindergarten through fifth grades and also offers a pre-kindergarten program. J13 is an existing District 4 choice middle school that serves 265 students in grades six through eight. CPEHS is an existing DOE high school that serves 402 students in grades nine through twelve.³

M013 has the capacity to serve 1,291 students. In 2010, the building only served 873 students, including pre-kindergarten, yielding a utilization rate of just 68%.⁴ If this revised proposal to site East Harlem Scholars in M013 is approved, East Harlem Scholars would be co-located with J13, CPE I and CPEHS. In 2012-2013, when East Harlem Scholars serves kindergarten through second grade, there would be approximately 1,000-1,115⁵ students served in the building by all four schools, yielding a building utilization rate of 77-86%, which indicates that there is room in the building to serve all four schools.⁶

² 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>. Applicants who reside in the district in which a charter is located receive preference for admission.

³ 2010-2011 Audited Register

⁴ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁵ Total projection for J13, CPE I, and CPEHS is consistent with budget register projections for 2011-2012..

⁶ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

II. Proposed or Potential Use of Building

The building in which East Harlem Scholars is proposed to be located, M013, has the capacity to serve 1,291 students. In 2010-2011, the building served only 873 students, yielding a utilization rate of just 68%.

East Harlem Scholars would be co-located with J13, CPE I, and CPEHS. J13 serves 265 students in grades six through eight. J13 admits students in sixth grade through the District 4 Middle School Choice application process and is a district choice middle school. CPE I serves 189 students in kindergarten through fifth grades, and also offers a pre-kindergarten program.⁷ CPE I is a choice elementary school that admits students through a school based application process.⁸ CPEHS serves 402 students in grades nine through twelve. It admits students in ninth grade through the citywide High School Choice application process and is an academically screened high school.

Once East Harlem Scholars has completed its incubation and is serving kindergarten through second grade in M013, there will be approximately 1,000-1,115 students served in the building by all four schools, yielding a building utilization rate of 77-86%. Over the next three years, the proposed grade spans and projected enrollment for the schools in the building are as follows:

School Year	2010-11 ⁹	2011-12 ¹⁰	2012-13
East Harlem Scholars			
Grades	N/A	K,1	K-2
Projected Enrollment	N/A	90-100	135-150
J13			
Grades	6-8	6-8	6-8
Projected Enrollment	265	240-270	225-255 ¹¹
CPE I			
Grades	K-5 and offers Pre-K	K-5 and offers Pre-K	K-5 and offers Pre-K
Projected Enrollment	206	185-215	185-215
CPEHS			
Grades	9-12	9-12	9-12
Projected Enrollment	402	415-455	455-495
Total Enrollment	873	930-1,040	1,000-1,115

⁷ 2010-2011 Audited Register

⁸ Unlike a zoned elementary school, in which students are automatically entitled to a kindergarten seat if they live within the zone, no students are automatically entitled to a kindergarten seat at CPE I. Instead, families from around the city can choose to apply to CPE I and students are admitted through a lottery process with preference to siblings of current students.

⁹ 2010-2011 Audited Register

¹⁰ Total projection is consistent with budget register projections for 2011-2012.

¹¹ Projected enrollment declines are due to a small current 6th grade class articulating through each year, and potential reduction of demand as a result of additional District 4 middle school capacity.

Projected enrollment declines at J13 are due to the small current 6th grade class articulating through each year, and because of a potential reduction of demand as a result of additional District 4 middle school capacity. The enrollment growth at CPEHS is based on the larger than historical ninth grade enrollment articulating to upper grades.

In addition to the schools, three Community Based Organizations (“CBOs”) have been allocated space in M013: East Harlem Tutorial, Girls Inc./Mount Sinai, and Harlem Family Institute. These CBOs would remain in the building, although East Harlem Tutorial, Inc. would move from a full size room to a half size room.

Once East Harlem Scholars has completed its proposed incubation and is serving kindergarten through second grade, there will be approximately 1,000-1,115 students served in M013, yielding a building utilization rate of 77-86%. Therefore, the building has adequate capacity to accommodate East Harlem Scholars for the period of this proposed incubation.

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

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

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

A. Students

East Harlem Tutorial has been approved by its charter authorizer, SUNY, to open a new public charter school in Community School District 4 in Manhattan. SUNY approved the new school, East Harlem Scholars, to open with kindergarten and first-grade classes in 2011-2012, and to add one grade each year until it serves 270-300 students in kindergarten through fifth grade. If this proposal were approved, East

Harlem Scholars would open in M013 in 2011-2012 to serve students in kindergarten and first grade. In 2012-2013, East Harlem Scholars would add one additional grade, to serve students in kindergarten through second grade. The DOE would then evaluate whether there is sufficient space for East Harlem Scholars to remain in M013 or whether the school should be relocated. East Harlem Scholars would admit students through the charter school lottery application process, with a preference to District 4 residents.

Incoming kindergarten students and current kindergarten students in District 4 will be eligible to participate in the East Harlem Scholars lottery. East Harlem Scholars' lottery preferences are as follows:

- Returning students (not applicable in 2011-2012);
- Siblings of currently attending students (not applicable in 2011-2012);
- 15% of the remaining admission slots will be reserved for applicants who are deemed English Language Learners (ELLs). Within this preference, first priority will be given to ELLs who reside in District 4. Any remaining slots will given to ELLs who do not reside in District 4;
- Other applicants who reside in District 4;
- Other applicants who reside outside of District 4.

If this revised proposal is approved, East Harlem Scholars would add approximately 135-150 additional kindergarten through second grade elementary school seats in District 4, and 270-300 elementary seats at full-scale, thereby providing parents with another option. As noted above, East Harlem Scholars would be managed by East Harlem Tutorial, a CBO that has provided after-school education to 15,000 East Harlem students over 52 years. East Harlem Scholars will provide year-round, extended day programming (7:30 am – 5:30pm), small classes with two teachers, and educational interventions and services aimed at ensuring academic achievement for all students in its community, including students for whom English is not their native language.

The proposed co-location of East Harlem Scholars is not expected to impact current or future student enrollment or instructional programming at J13, CPE I, or CPEHS.

Impact on Students Currently Attending Schools in the M013 Building

CPE I is a choice elementary school that admits students through a school based application process. Specific academic, instructional, extracurricular and partnership programs at CPE I include:

- Cross-age groupings and focus on learning-by-doing
- Visual and performing arts including chorus, violin and guitar workshops, theatre and movement classes, an art studio, and a weekly “All School Sing”.
- All CPE I children currently go ice skating once a week through the winter months at Lasker rink in Central Park. This program is currently funded through funds raised by CPE parents.
- CPE I also partners with Opus 118, Musica Viva, and the Metropolitan Opera.

J13 admits students in sixth grade through the District 4 Middle School Choice application process and is a District 4 choice middle school. Specific academic, instructional, extracurricular and partnership programs at J13 include:

- J13 has a Student Success Advisory Program, Saturday Academy, Leadership Development Program, Wilson Reading System Program, peer mentoring, peer mediation, peer leadership, and a variety of other special programs.
- J13 partners with Lincoln Center, Los Plenarios de la 21, Hunter College, Behind the Book, Children for Children, East Harlem Tutorial, Americorps/City Year, Harlem Center for Education, Asociacion Tepeyac de New York, NJHS, fastnyc, CHAMPS, Tablula, PSAL, Asphalt Green, and a number of other organizations and companies.

- Extracurricular activities at J13 include video club, math club, chorus, cooking, guitar, dance, robotics, school newspaper, yearbook, and a variety of single sex and co-ed sports including squash, floor hockey, cheerleading, boys and girls basketball, and co-ed flag football, indoor track, soccer, swimming and tennis.

CPEHS admits students in ninth grade through the citywide High School Choice application process and is a screened high school. Specific academic, instructional, extracurricular and partnership programs at CPEHS include:

- Special programs include the Advanced Regents Honors Program, College Now and Think College Now, Mount Sinai Hospital internships and MedDocs Program. In addition, every classroom has new computers and instructional technology.
- CPEHS partners with East Harlem Tutorial, Girls Inc., Double Discovery, Sponsors for Educational Opportunity (SEO) Scholars Program, Minds Matter, Step-Up Program, College Summit, Mount Sinai Hospital Education Department, Clinic Plus Program, Young Audiences of New York, and a variety of other colleges, universities, and corporations.
- Extracurricular activities include College Summit Peer Leaders, student council, internships, robotics, National Honor Society, choir, dance, and a variety of extracurricular clubs including an environmental club, Anime, film, and knitting. There are also a variety of sports teams at CPEHS including: boys baseball, basketball, and volleyball; girls basketball and volleyball; co-ed outdoor track, intramural soccer, flag football, and cheerleading.

The DOE does not anticipate that this proposal would impact the academic or partnership programs of the co-located schools in the M013 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 co-location will not impact those opportunities, but those programs may be configured differently as a result of this proposal. 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 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.

After school hours, J13 and CPEHS both use the gymnasium and the outdoor playground for their various sports teams and Public School Athletic League (PSAL) sports. Both schools also use the auditorium after school for dance and chorus. J13 also uses the cafeteria and the library. The DOE notes that East Harlem Scholars is a new school that will offer an extended school day that runs until 5:30 p.m. East Harlem Scholars is not currently programmed to use any shared spaces during the other existing schools' after school hours. However, if East Harlem Scholars wishes to use the shared spaces between 3:00pm and 5:30pm in a way that conflicts with any of the existing schools' afterschool activities or programs, the Building Council will address this issue.

CPE I, J13 and CPEHS currently offer Collaborative Team Teaching ("CTT") classes and Special Education Teacher Support Services ("SETSS"). J13 currently offers Self-Contained ("SC") classes. These existing CTT, SC and SETSS classes and services would continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Similarly, current and future students with IEPs will continue to receive mandated services at CPE I, J13 and CPEHS. Therapy for students with IEPs may in some cases need to be provided in a different part of the building than where it is currently offered. Specifically, occupational therapy will need to be provided in a resource room or administrative space rather than in the gym. This is the way the DOE

expects schools to provide occupational therapy pursuant to the Citywide Instructional Footprint (the “Footprint”).

In accordance with DOE policy, ELL students are admitted to schools in the same manner as their peers who are not ELLs. Current and future ELL students at CPE I, J13, and CPEHS would continue to receive mandated services.

Impact on Community Based Organizations in the M013 Building

As discussed above, the building currently offers space to three CBOs: to Girls Inc./Mount Sinai, Harlem Family Institute and East Harlem Tutorial. Both Girls Inc./Mount Sinai and Harlem Family Insitute will maintain their current space allocation in the building and will not be affected by this proposed temporary co-location. However, East Harlem Tutorial, Inc. would move from a full size room to a half size room. East Harlem Tutorial will continue to provide its current services in its reduced space allocation.

Impact for Future Elementary School Students in District 4

The DOE strives to ensure that all students in New York City have access to educational options at every stage of their education. If the revised proposal to site East Harlem Scholars in M013 is approved, East Harlem Scholars would add 135-150 high-quality kindergarten through second grade seats for elementary school students in District 4 by 2012-2013. The school will provide year-round, extended day (7:30 am – 5:30pm) programming, small classes with two teachers, and educational interventions and services aimed at ensuring academic achievement for all students in its community, including students for whom English is not their native language.

All current pre-kindergartners and kindergarten students residing in District 4 had the opportunity to apply through the charter application lottery process to enter kindergarten or first grade at East Harlem Scholars in September 2011.

Besides East Harlem Scholars, there are also several existing public charter schools in District 4 which serve elementary school grades and provide a preference for District 4 students through the charter lottery application process. Those schools are listed below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 ¹²	Admissions Criteria
Amber Charter School (84M705)	220 East 106 th St	K-5	K-5	429	Grades K-1 lottery
DREAM Charter School (84M382)	232 East 103 rd St	K-3	K-8	200	Grade K lottery
Harbor Science and Arts Charter School (84M704)	1 East 104 th St	1-8	1-8	215	Grades 1-8 Lottery
Harlem Day Charter School (84M708)	240 East 123 rd St	K-5	K-5	251	Grades K-5 lottery
Harlem Success Academy Charter School 3 (84M385)	141 East 111 th St	K-3	K-8	466	Grades K-2 lottery
New York Center for Autism Charter School (84M337)	433 East 100 St	Ungraded, ages 5-19	Ungraded, ages 5-19	30	Lottery, ungraded, K equivalent

¹² 2010 Audited Register

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE website here:

<http://schools.nyc.gov/community/planning/charters/For+Parents>.

CPE I will continue to be a choice elementary school and will continue to admit students through a school based application process. Unlike a zoned elementary school, in which students are automatically entitled to a kindergarten seat if they live within the zone, no students are automatically entitled to a kindergarten seat at CPE 1. Instead, families from around the city can choose to apply to CPE 1 and students are admitted through a lottery process with preference to siblings of current students.

Impact of East Harlem Scholars' Co-Location on Future Middle School Students in District 4

J13 is a district choice middle school and will continue its current practice of enrolling students in sixth through eighth grade through the District 4 middle school admissions process.¹³ The school will continue to exercise a screened selection method. Screened programs evaluate applicants based on their academic grades, standardized test scores, attendance and punctuality, in addition to other assessments.

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

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

Non-District 75 students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the choice school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same criteria as their English-speaking peers. Students requiring ELL services will continue to receive mandated services at the middle school to which they are matched.

J13 will also continue to serve students who seek to enroll "over the counter."¹⁴

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

- New to the New York City school system; or
- Left the New York City school system and have returned; or

¹³ Additional information regarding the District 4 middle school choice process can be found at <http://schools.nyc.gov/NR/rdonlyres/1E934121-4E47-4E08-9811-58022CA8CB0C/0/District4MSD.pdf>

¹⁴ Enrollment projections for J13 include students who seek to enroll "over-the counter."

- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);¹⁵ or
- Students who did not participate in the middle school admissions process for some other reason.

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

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an over-the-counter placement are guaranteed a seat at that zoned school. 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. Because the DOE projects J13’s enrollment to remain stable during the proposed co-location, the DOE also anticipates that the number of OTC students admitted to J13 will also remain stable.

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

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 4 Middle School Choice process. Additional information regarding special programs and courses offered by District 4 middle schools are available in the online Middle School Directory (updated yearly): <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

There are also three existing public charter schools in District 4 which serve middle school grades and provide a preference for District 4 students through the charter lottery application process. Those schools are listed below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 ¹⁶	Admissions Criteria
Harlem Village Academy Charter School (84M709)	2351 First Avenue	5-12	5-12	386	Grade 5 lottery
Leadership Village Academy Charter School (84M335)	2351 First Avenue	5-7	5-8	359	Grade 5 lottery
New York Center for Autism Charter School (84M337)	433 East 100 St	Ungraded, ages 5-19	Ungraded, ages 5-19	30	Lottery, ungraded, K equivalent

¹⁵ 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.

¹⁶ 2010 Audited Register

Impact of East Harlem Scholars' Co-Location on Future High School Students in District 4

In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. CPEHS admits students through the High School Admissions Process and exercises a screened selection method. Screened programs evaluate applicants based on their academic grades, standardized test scores, attendance and punctuality, in addition to other assessments. There will be no impact on CPEHS’s admissions policies as a result of this proposal. Students interested in applying for admission to CPEHS would participate in the High School Admissions Process outlined below.

There are three rounds to the High School Admissions Process:

Specialized High Schools Round: Students who took the Specialized High School Admissions Test and are eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts receive both a specialized high school offer and, if they received one, their Main Round offer at the same time in February. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

Main Round: All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students’ new options, in order of preference, and supersede the application previously submitted in December 2010.

Supplementary Round: Any student who is not matched in the Main Round would have had to complete a new high school application in April 2011. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar/default.htm>.

In addition to the High School Admissions Process, some students enroll in schools through an “over-the-counter” (“OTC”) placement, as described in the previous section. There is a peak enrollment period occurring just prior to and into the opening of high school when thousands of students arrive. Prior to the start of the peak enrollment period, high 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 is reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened. Because the DOE projects CPEHS’s enrollment to remain stable during the proposed co-location, the DOE also anticipates that the number of OTC students admitted to CPEHS will also remain stable.

There are also three existing public charter schools in District 4 which serve high school grades and provide a preference for District 4 students through the charter lottery application process. Those schools are listed below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 ¹⁷	Admissions Criteria
Harlem Village Academy Charter School (84M709)	2351 First Avenue	5-12	5-12	386	Grade 5 lottery
New York Center for Autism Charter School (84M337)	433 East 100 St	Ungraded, ages 5-19	Ungraded, ages 5-19	30	Lottery, ungraded, K equivalent
Renaissance Charter High School for Innovation (84M433)	410 East 100 th St	9	9-12	138	Grades 9-10 lottery

Impact on Future Pre-kindergarten Students

CPE I currently offers a pre-kindergarten program. Barring any changes in available funding or student enrollment, the pre-kindergarten program at CPE I would continue to exist and should not be adversely affected by this proposal.¹⁸ The enrollment policy for pre-kindergarten admissions would also remain the same. Younger siblings of District 4 students already enrolled in CPE I would get first preference for admission. Siblings from outside District 4 would receive second preference, followed by other District 4 residents.

B. Schools

The proposed siting of East Harlem Scholars in District 4 would create an additional elementary school option in the district. Once East Harlem Scholars has completed its incubation and is serving kindergarten through second grade, there would be approximately 1,000-1,115 students served in M013, yielding a building utilization rate of 77-86%. M013 therefore has adequate capacity to accommodate East Harlem Scholars, CPE I, CPEHS and J13 during the two year incubation period.

The estimated enrollment for all four school organizations in M013 over a three year period are shown in the tables below.

East Harlem Scholars' estimated enrollment, over a period of 3 years:

	K	Grade 1	Grade 2	Total Estimated Enrollment
2010-11	NA	NA	NA	0
2011-12	45-50	45-50	-	90-100
2012-13	45-50	45-50	45-50	135-150

¹⁷ 2010 Audited Register

¹⁸ The DOE's Pre-kindergarten programs are maintained based on available funding and student enrollment.

CPE I's estimated enrollment, over a period of 3 years:¹⁹

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated Enrollment
2010-11 ²⁰	30	30	43	29	28	29	189
2011-12	25-30	25-30	25-30	40-45	25-30	25-30	165-195
2012-13	25-30	25-30	25-30	25-30	40-45	25-30	165-195

J13's estimated enrollment, over a period of 3 years:

	Grade 6	Grade 7	Grade 8	Total Estimated Enrollment
2010-11 ²¹	71	99	95	265
2011-12	75-85	75-85	90-100	240-270
2012-13	75-85	75-85	75-85	225-255

CPEHS's estimated enrollment, over a period of 3 years:

	Grade 9	Grade 10	Grade 11	Grade 12	Total Estimated Enrollment
2010-11 ²²	152	110	91	49	402
2011-12	110-120	155-165	80-90	70-80	415-455
2012-13	110-120	110-120	155-165	80-90	455-495

If this revised proposal is approved, there would be sufficient space to accommodate East Harlem Scholars, CPE I, CPEHS, and J13 in M013, pursuant to the Citywide Instructional Footprint (the "Footprint"), through 2012-2013. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For elementary schools serving 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 CTT section and a full-size or half-size classroom to accommodate each SC

¹⁹ Excludes pre-kindergarten.

²⁰ 2010-2011 Audited Register Data.

²¹ 2010-2011 Audited Register Data.

²² 2010-2011 Audited Register Data.

special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 3.5 full size classrooms²³ for student support services, resource rooms and administrative space when serving their entire grade span. Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. 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 revised Building Utilization Plan ("BUP") that accompanies this EIS, there will be sufficient instructional space in M013 for J13, CPE I, and CPEHS, and for East Harlem Scholars to locate in M013 for the period of this proposal. 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, and the library (CPEHS and J13 share a library, CPE I has a separate small library on its own floor). Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding the implementation of the BUP. Any unallocated space would be equitably distributed among the schools based on a number of factors, including but not limited to student enrollment. Additionally, as noted in this document, the Building Council will address requests to use any shared spaces after school hours.

As described in the attached revised BUP, the proposed Shared Space Plan illustrates how all of the shared spaces in the building may be equitably shared amongst all of the co-located schools in the building. Although the DOE has proposed how the shared spaces in the building may be utilized, the Building Council is free to deviate from the proposed Shared Space Plan to accommodate specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo which follows). The final shared space schedule will be finalized by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her

²³ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3 full size classrooms for student support services and one half-size resource room which could be equal to 2 full-size and 3 half-size classrooms or 1 full size classroom and 5 half-size classrooms, etc.

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.

The DOE notes that East Harlem Scholars will be managed by one of the existing CBOs in the building that currently offers services to all of the existing schools. Therefore, the leadership of the existing schools are already familiar with this organization and their existing relationships should contribute to the smooth operation of the building during the course of this incubation for East Harlem Scholars. The DOE will also continue monitor the building environment to ensure that student needs are being addressed.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to schools that meet their children’s needs. The proposed siting of East Harlem Scholars in M013 is intended to meet those goals by providing an additional elementary school choice option for students in District 4.

M013 has the capacity to serve 1,291 students. In 2010-2011, the building served only 873 students, yielding a utilization rate of just 68%. Once East Harlem Scholars has completed its incubation and is serving kindergarten through second grade, there will be approximately 1,000-1,115 students served in the building by all four schools, yielding a building utilization rate of 77-86%. This means that by 2012-2013, M013 would enroll more students, and the space would be more efficiently utilized than is the case during the 2010-2011 school year.

As discussed above, this temporary proposal will not impact the admissions practices or enrollment at CPE1, CPEHS, or J13. CPE I will continue to enroll students through a school based application process, CPEHS will continue to enroll students through the High School admissions process, and J13 will also continue to enroll students through the District 4 middle school choice process.

In addition to East Harlem Scholars, two public charter elementary schools located in District 4 are phasing in and give a preference to District 4 elementary school students through the charter school lottery application process. These schools are listed below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 ²⁴	Admissions Criteria	Extracurricular Activities, Programs, etc.
DREAM Charter School (84M382)	232 East 103 rd Street	K-3	K-8	200	Kindergarten Lottery	Extended year, extended day, afterschool program, extracurricular activities
Harlem Success Academy Charter School 3 (84M385)	141 East 111 th Street, 3 rd Floor	K-3	K-8	466	Kindergarten through Second Grade Lottery	Extended year, extended day, sports, art and chess

²⁴ 2010-2011 Audited Register Data.

As DREAM Charter School and Harlem Success Academy Charter School 3 expand to full scale, they will increase the number of public charter elementary school seats available in District 4.

Detailed information about charter schools will also be published annually and would be available in print or on the DOE website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf

There are currently 20 district elementary schools in District 4.²⁵ Of these, eight received an A grade on the 2009-2010 Progress Report; six received a B grade; and six received a C grade. In addition, New York City Center for Autism Charter School, Dream Charter School, Harlem Success Academy 3 Charter School, Amber Charter School, and Harlem Day Charter School are all located in District 4. All serve elementary school students and all provide a preference to District 4 residents. Among these public charter schools, only two received Progress Reports in 2009-2010 and both received a grade of C.

The siting of East Harlem Scholars may have a mild impact on the enrollment at these other District 4 schools. By 2012-2013, East Harlem Scholars will serve 45-50 students in kindergarten, 45-50 students in first grade, and 45-50 students in second grade. If all 135-150 students come from District 4, there could be a slight decrease in enrollment at other District 4 elementary schools. However, at this point the DOE cannot predict which District 4 elementary schools would be impacted.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M013.

IV. Enrollment, Admissions and School Performance Information

J13

Admissions Data

Current Admissions	Grades 6-8: District 4 Middle School Choice
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Enrollment Data

Current Grades Served	6-8
2010-2011 Enrollment²⁶	265
Grades Served 2011-2012	6-8
2011-2012 Projected Enrollment	240-270
Grades Served 2012-2013	6-8
2012-2013 Projected Enrollment	225-255

²⁶ 2010-2011 Audited Register Data,

Demographic Data

Percentage of Students Receiving CTT or SC Services ²⁷	24%
Percentage of Students with an Individual Education Plan ²⁸	30%
Percentage of English Language Learner Students ²⁹	11%
Percentage of Students Eligible for Free or Reduced Lunch ³⁰	81%

School Performance Data

J.H.S. 013 Jackie Robinson	2007-2008	2008-2009	2009-2010 ³¹
School Performance and Progress			
Overall Progress Report Grade	B	A	C
Quality Review Score	WD	N/A	N/A ³²
Performance Data³³			
English Language Arts % Proficient (Levels 3 and 4)	27%	50%	13%
Math % Proficient (Levels 3 and 4)	30%	50%	17%
Other Key Performance Indicators³⁴			
Attendance Rate	87%	87%	83%
2010-2011 State Accountability Status			
In Good Standing			

²⁷ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²⁸ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁹ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

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

³¹ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

³² J13 will have a quality review again in 2010-2011 or 2011-2012.

³³ Source: Progress Report Data

³⁴ Source: Progress Report Data

CPE I

Admissions Data

Current Admissions	<p>Pre-kindergarten: Standard Universal Pre-K Admissions Process</p> <p>Grades K-5: Choice; School based application process.</p>
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Enrollment Data³⁵

Current Grades Served	K-5
2010-2011 Enrollment³⁶	189
Grades Served 2011-2012	K-5
2011-2012 Projected Enrollment	165-195
Grades Served 2012-2013	K-5
2012-2013 Projected Enrollment	165-195

Demographic Data

Percentage of Students Receiving CTT or SC Services³⁷	6%
Percentage of Students with an Individual Education Plan³⁸	18%
Percentage of English Language Learner Students³⁹	1%
Percentage of Students Eligible for Free or Reduced Lunch⁴⁰	62%

³⁵ The enrollment projections for kindergarten through fifth grade at CPE I in the table below do not include pre-kindergarten.

³⁶ 2010-2011 Audited Register Data.

³⁷ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

³⁸ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

³⁹ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

⁴⁰ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Central Park East I	2007-2008	2008-2009	2009-2010 ⁴¹
School Performance and Progress			
Overall Progress Report Grade	B	A	C
Quality Review Score	P	N/A	N/A ⁴²
Performance Data⁴³			
English Language Arts % Proficient (Levels 3 and 4)	55%	73%	49%
Math % Proficient (Levels 3 and 4)	63%	85%	53%
Other Key Performance Indicators⁴⁴			
Attendance Rate	92%	92%	94%
2010-2011 State Accountability Status			
In Good Standing			

CPEHS

Admissions Data

Current Admissions	Grades 9-12: High School Choice; Screened Academic
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Enrollment Data

Current Grades Served	9-12
2010-2011 Enrollment⁴⁵	402
Grades Served 2011-2012	9-12
2011-2012 Projected Enrollment	415-455
Grades Served 2012-2013	9-12
2012-2013 Projected Enrollment	455-495

⁴¹ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ raw scores on the tests remained largely unchanged relative to the prior year.

⁴² CPE I will have a quality review again in 2010-2011 or 2011-2012.

⁴³ Source: Progress Report Data

⁴⁴ Source: Progress Report Data

⁴⁵ 2010-2011 Audited Register Data.

Demographic Data

Percentage of Students Receiving CTT or SC Services⁴⁶	11%
Percentage of Students with an Individual Education Plan⁴⁷	14%
Percentage of English Language Learner Students⁴⁸	4%
Percentage of Students Eligible for Free or Reduced Lunch⁴⁹	80%

School Performance Data

Central Park East High School	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score	P	N/A	N/A ⁵⁰
Graduation Data⁵¹			
Four-Year Graduation Rate	54%	62%	68%
Four-Year Regents Diploma Rate	27%	32%	41%
Six-Year Graduation Rate	51%	66%	75%
Other Key Indicators⁵²			
Percent of First-Year Students Earning 10+ Credit	84%	99%	97%
Attendance Rate	90%	91%	92%
2010-2011 State Accountability Status			
In Good Standing			

East Harlem Scholars

Admissions Data

Projected Admissions	Grades K-2: Lottery
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⁴⁶ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

⁴⁷ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

⁴⁸ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

⁴⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

⁵⁰ CPEHS will have a quality review again in 2010-2011 or 2011-2012.

⁵¹ Source: Progress Report Data

⁵² Source: Progress Report Data

Enrollment Data

Current Grades Served	NA
2010-2011 Enrollment	NA
Projected Grades Served in 2011-2012	K, 1
Projected 2011-2012 Enrollment	90-100
Projected Grades Served 2012-2013	K-2
Projected 2012-2013 Enrollment	135-150

Demographic Data

East Harlem Scholars does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

East Harlem Scholars does not yet enroll students. Therefore, there is no school performance data for the school.

V. Initial Costs and Savings

There are no initial costs or savings as a result of this proposal.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

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

A. Personnel Needs

The proposed siting and co-location of East Harlem Scholars is not expected to change the number of personnel positions assigned to J13, CPE I, or CPEHS, nor is it expected to significantly alter the duties of current staff at J13, CPE I, or CPEHS. In addition, it will not place additional burdens on non-pedagogical positions at the other co-located schools, including members of the School Based Support Team. In particular, East Harlem Scholars will not have access to the services offered by the School Based Support Team.

New administrative staff and non-pedagogical positions will be created at East Harlem Scholars over the course of the school's phase-in. East Harlem Scholars is expected to hire additional teachers as a new grade is added each year.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at J13, CPE I, or CPEHS. The basic operating budget for those schools is determined by the same Fair Student Funding (“FSF”) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for elementary schools was \$4059.71, for middle school students was \$4384.81, and for high school students was \$4181.11. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$1623.00 per pupil for each English Language Learner they enrolled, whereas middle and high schools received an additional \$2031.00 per pupil. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, 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 English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, J13, CPE I, and CPEHS 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. All three of these schools are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individualized Education Plans (“IEPs”). J13, CPE I, and CPEHS will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

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

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 at J13, CPE I, or CPEHS is expected as a result of this proposal.

East Harlem Scholars may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the proposed incubation period.

D. Transportation

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

E. Other Support Services

The provision of certain support services is described above.

VII. Building Information

Type of Building	I.S.
Year Built	1958
Overall BCAS rating	#N/A
Target Utilization	65%
Target Capacity	1291
FY 2009 Maintenance Costs	Labor: \$22371 Materials: \$15484 Maintenance and repair contracts: \$22121 Custodial operations costs—Materials: \$0 Custodial operations costs—Custodial Allocation: \$327689.48
FY 2009 Energy Costs	Electric: \$133798 Gas: \$2193 Oil: \$111845
Projects completed during the current or prior school year	CIP- Surveillance Cameras
Projects proposed in the capital plan	IP surveillance camera installation
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Art rooms (CR's), Auditorium, Cafeteria, Computer rooms (CR's), Gymnasium, Library & Science labs (CR's)