

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New District High School (05M157) with Choir Academy of Harlem (05M469), Harlem Children's Zone Promise Academy II (84M341), and Grades Kindergarten through Four of Democracy Prep Harlem Charter School (84M481) in Building M501 Beginning in 2013-2014

I. Summary of Proposal

On January 18, 2013, the New York City Department of Education ("DOE") issued an Educational Impact Statement ("EIS") proposing to open and co-locate a new Career and Technical Education ("CTE") high school, 05M157 ("05M157"), in building M501 ("M501") beginning in the 2013-2014 school year.¹ Building M501 is located at 2005 Madison Avenue, New York, NY 10035, within the geographical confines of Community School District 5 ("District 5"). The proposed new high school, 05M157, will offer rigorous CTE programming, described in more detail below, which will prepare students for post-secondary education and work.

On January 18, 2013, the DOE issued a related EIS proposing to co-locate the high school grades of Democracy Prep Harlem Charter School (84M481, "Democracy Prep Harlem"), in building M501 beginning in 2013-2014. On February 20, 2013, the DOE issued a revised EIS and Building Utilization Plan ("BUP") proposing to co-locate grades kindergarten through four of Democracy Prep Harlem in building M501 beginning in 2013-2014, instead of the high school grades of Democracy Prep Harlem as originally proposed.

Democracy Prep Harlem Charter School is an existing public charter school that is authorized by its charter authorizer, the DOE, to serve students in grades six through eight. Democracy Prep Harlem is currently serving students in grades six through eight in private, non-DOE space in District 5. Democracy Prep Harlem has applied to the DOE to expand its grade span from six through eight to kindergarten through twelve, reaching full scale in 2018-2019. In addition, Democracy Prep Harlem intends to serve students in grade five in private space, once the school begins serving fifth-grade students in 2018-2019. Should Democracy Prep Harlem's request to expand not be approved, this proposal will be revised accordingly.

The DOE is now amending this EIS to reflect the proposed change in the grades to be served by Democracy Prep Harlem in M501 from grades nine through twelve to grades kindergarten through four.

This revised EIS changes the grades to be served in M501 by Democracy Prep Harlem from nine through twelve to kindergarten through four. This means that Democracy Prep Harlem's high school grades will not be served in M501. However, the DOE is identifying an alternate site for the high school grades of Democracy Prep Harlem in Manhattan beginning in 2013-2014. Thus, this revision does not impact future borough-wide high school seat capacity.

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, and cafeterias.

The revised EIS and BUP for the proposed co-location of grades kindergarten through four of Democracy Prep Harlem in M501 beginning in 2013-2014 can be found at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>.

If this proposal is approved by the Panel for Educational Policy (“PEP”), 05M157 will be co-located with Choir Academy of Harlem (05M469, “Choir”), an existing secondary school serving students in grades six through twelve, Harlem Children’s Zone Promise Academy II (84M341, “Promise Academy II”), an existing public charter school serving students in grades kindergarten through eight, and grades kindergarten through four of Democracy Prep Harlem. Promise Academy II’s seventh and eighth grades are temporarily co-located in M501 for one year. The temporary expansion of the co-location of Promise Academy II’s seventh and eighth grades in M501 was proposed and approved by the PEP on March 23, 2011.² Beginning in the 2013-2014 school year, Promise Academy II will only serve students in kindergarten through sixth grade in M501, as the seventh and eighth grades of Promise Academy II will move to private, non-DOE space. In addition, building M501 houses a high school level Alternative Learning Center (88M993, “ALC”).³

In a separate EIS, posted on January 18, 2013 and amended on February 20, 2013, the DOE is proposing to phase out and eventually close Choir after an extensive review of data and community feedback indicating that the school is unable to turn around despite numerous efforts to improve instruction and school organization. The DOE amended that EIS to reflect the proposed change in the grades to be served by Democracy Prep Harlem in M501 from grades nine through twelve to grades kindergarten through four. That amended EIS can be accessed on the DOE’s Web site at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

If the PEP approves the proposal to phase out Choir, Choir will concurrently phase out its middle and high school grades such that in 2013-2014, the first year of phase out, Choir will no longer serve students in sixth and ninth grades; in 2014-2015 Choir will no longer serve students in seventh and tenth grades; in 2015-2016 Choir will no longer serve students in eighth and eleventh grades; and after the conclusion of the 2015-2016 school year, Choir will close. However, current middle school students will be supported as they progress towards middle school graduation, and current high school students will be supported as they progress towards high school graduation.

In the event that the phase-out of Choir is not approved, the DOE will re-examine the availability of space in the building and may, as appropriate, revise the proposals to co-locate 05M157 and grades kindergarten through four of Democracy Prep Harlem in M501. Such revised proposals will be described in further revised EISs and a further revised BUP.

If this proposal is approved, 05M157 will open in M501 as a new district CTE high school. In the 2013-2014 school year, 05M157 will serve students in ninth grade. 05M157 will then expand to serve one additional grade level each year until it reaches full scale in 2016-2017 and serves students in grades nine through twelve.

The proposed opening and co-location of 05M157 in M501 is part of the DOE’s central goal to create new school options that will better serve future students and the community at large. 05M157 will offer a

² The details of the proposal concerning the temporary expansion of the co-location of Promise Academy II’s seventh and eighth grades in M501 can be found at: <http://schools.nyc.gov/NR/rdonlyres/E9F58D11-D44F-4606-8499-5327CA381C25/0/PromiseAcademyIIREVISEDISEVfinal.pdf>.

³ ALCs provide an educational setting for students who are suspended from their regular schools to receive academic, social, and emotional supports to prepare themselves for a return to the school from which they were suspended.

rigorous academic program with a career and technical education component that will be open to students through the Citywide High School Admissions Process and will have a limited unscreened selection method giving priority to students residing in Manhattan. (Detailed information about the High School Admissions Process, over-the-counter admissions, and the proposed school's admissions criteria can be found in Section III.A of this proposal.)

If this proposal is approved, 05M157 will open during the 2013-2014 school year, when it will serve approximately 75-85 students in the ninth grade. 05M157 will gradually phase in by adding one grade per year. The school is expected to reach full scale in 2016-2017 and will serve approximately 300 – 340 students in grades nine through twelve.

If the proposals to phase out Choir, to co-locate grades kindergarten through four of Democracy Prep Harlem, and to open 05M157 are approved, in 2017-2018, once Choir has completed its phase-out, 05M157 has reached full scale, and grades kindergarten through four of Democracy Prep Harlem have fully phased in, it is projected that there will be approximately 1,193-1,490 students served in M501, thereby yielding a utilization rate of approximately 91%-113%.

If this proposal is approved, 05M157 will replace the high school seats that will be lost as a result of the phase-out and eventual closure of Choir and will provide a new educational option for families in District 5.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the EIS posted on January 18, 2013 and the amended EIS posted on February 20, 2013, the DOE has concluded that phasing out Choir is appropriate due to the school's poor performance.

As part of the replacement strategy for Choir, the DOE is proposing to recover the high school seats lost through the phase-out of Choir by adding a new high school in the M501 building. The co-location of 05M157 will offer rigorous CTE programming designed to equip students with the skills necessary to achieve post-secondary success. The DOE is committed to providing high-quality CTE programming to students in Manhattan. As such, 05M157 will offer a CTE component, described in greater detail below. Opening 05M157 in M501 will create a new educational option in the community.

II. Proposed or Potential Use of Building

M501 has the target capacity to serve 1,316 students.⁴ (The concept of "target capacity" is described below.) In 2012-2013, the building is serving 1,024 total students,⁵ yielding a utilization rate of 78%.⁶ This means that the building is "underutilized" and has extra space to accommodate students.⁷

⁴ 2011-2012 Enrollment, Capacity, Utilization, Report (the "Blue Book").

⁵ All figures are from the 2012-2013 Audited Register (as of October 26, 2012) or charter headcount as of October 1, 2012.

⁶ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 26, 2012. 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

If this proposal is approved, 05M157 will open in September 2013 serving approximately 75-85 students in the ninth grade.⁸ At scale, 05M157 will serve approximately 300-340 students in grades nine through twelve. Additionally, if the proposal to co-locate grades kindergarten through four of Democracy Prep Harlem is approved, it will open in September 2013 serving approximately 91-116 students in kindergarten. In 2017-2018, Democracy Prep Harlem will serve approximately 343-440 students in grades kindergarten through four in M501.

In 2017-2018, after Choir has completed its phase-out, 05M157 has reached full scale, and grades kindergarten through four of Democracy Prep Harlem have fully phased in, the DOE projects that the building will serve approximately 1,193-1,490 students and have a utilization rate of 91%-113%.

If the Choir phase-out proposal and the proposals to co-locate 05M157 and grades kindergarten through four of Democracy Prep Harlem are approved, the grade spans for all existing and proposed school organizations in M501 over a six-year period will be:

Grade Spans							
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
05M469	Choir Academy of Harlem	6-12	7-8, 10-12	8, 11-12	12	-	-
05M157	New High School	-	9	9-10	9-11	9-12	9-12
84M481 ⁹	Democracy Prep Harlem Charter School	-	K	K-1	K-2	K-3	K-4
84M341	Harlem Children's Zone Promise Academy II	K-8	K-6	K-6	K-6	K-6	K-6
88M993	Alternative Learning Center	9-12	9-12	9-12	9-12	9-12	9-12

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.

⁷ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

⁸ Enrollment projections are based on a standard phase-in plan of three sections per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

⁹ In a separate EIS, the DOE is proposing to co-locate grades kindergarten through four of Democracy Prep Harlem in building M501 beginning in 2013-2014. The Panel for Educational Policy will vote on this proposal in March 2013.

The total current and projected student enrollments for all existing and proposed school organizations in M501 over a six-year period, as well as the building utilization rates, are described in the table below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
05M469	Choir Academy of Harlem	341	185 - 245	90 - 140	20 - 50	-	-
05M157	New High School	-	75 - 85	150 - 170	225 - 255	300 - 340	300 - 340
84M481	Democracy Prep Harlem Charter School	-	91 - 116	154 - 197	217 - 278	280 - 359	343 - 440
84M341	Harlem Children's Zone Promise Academy II	603	500 - 630	505 - 660	500 - 640	495 - 635	490 - 630
88M993 ¹⁰	Alternative Learning Center	80	60 - 80	60 - 80	60 - 80	60 - 80	60 - 80
Total Building Enrollment		1,024	911 - 1,156	959 - 1,247	1,022 - 1,303	1,135 - 1,414	1,193 - 1,490
Utilization¹¹		78%	69% - 88%	73% - 95%	78% - 99%	86% - 107%	91% - 113%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

¹⁰ While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 80 students, even though enrollment may be lower at given times throughout each school year.

¹¹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 2012. 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.

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 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 will 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 will 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 will decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school.

As noted above, there is also an ALC located in the building. The ALC is taken into consideration in the room allocations set forth in the Building Utilization Plan ("BUP") attached to this document.

Described in more detail in the attached revised BUP that accompanies this EIS, each school in the building will receive at least its baseline allocation of space pursuant to the Footprint. Therefore, the M501 building has the capacity to accommodate all the existing and proposed schools at full scale.

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

A. Students

If this proposal is approved, beginning in September 2013, 05M157 will be co-located in the M501 building with Promise Academy II, Choir as that school phases out, and grades kindergarten through four of Democracy Prep Harlem as that school phases in. Building M501 will also continue to house the ALC. 05M157 will be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. Admissions to 05M157 will be open to any eligible New York City student. The school is proposed to have a limited unscreened admissions method, with a priority for students residing in Manhattan. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. Additional information about the High School Admissions Process is detailed below.

Additionally, if the proposal to co-locate grades kindergarten through four of Democracy Prep Harlem is approved by the PEP, elementary school age students in District 5 will have the opportunity to enter the charter application lottery process to enroll in kindergarten at Democracy Prep Harlem beginning in 2013-2014. Additional information about the Democracy Prep Harlem admissions process is detailed in the revised EIS describing the proposal to co-locate that school in M501 located here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>.

Impact on Students Currently Attending Schools in the M501 Building

The proposed co-location of 05M157 is not expected to impact the admissions, enrollment, or educational options of students currently attending Promise Academy II or the ALC program.

While the co-location of 05M157 is not expected to impact the admissions, enrollment, or programming of Choir, the related proposal to phase out Choir will impact that school. As described in the amended EIS concerning the proposed phase-out of Choir, Choir will be phased out gradually over the next several years. Choir will concurrently phase out its middle and high school grades such that in 2013-2014, the first year of phase out, Choir will no longer serve students in sixth and ninth grades; in 2014-2015 Choir will no longer serve students in seventh and tenth grades; in 2015-2016 Choir will no longer serve students in eighth and eleventh grades; and after the conclusion of the 2015-2016 school year, Choir will close.

However, current Choir middle school students will be supported as they progress towards middle school graduation, and current Choir high school students will have the opportunity to graduate from Choir assuming that they continue to earn credits on schedule and pass the required Regents exams. If students wish, current Choir students enrolled in ninth grade for the first time during the 2012-2013 school year may opt to participate in the High School Admissions Process so that they can enroll in a different high school for tenth grade beginning in 2013 (pending satisfactory completion of promotion criteria and grade ten seat availability).

In New York City, the High School Admissions Process is a Citywide choice process (See below under “Impact on Admissions for Future High School Students” for more information on the process). High school admissions applications were due December 10, 2012. Current ninth-grade students enrolled at Choir who are interested in attending a different school for tenth grade may have already taken part in this process. There will also be another opportunity for current first-time ninth-grade students to participate in the High School Admissions Process and apply to attend a different high school for tenth grade. Those interested in applying to attend a different school as a tenth grader in September 2013 should meet with a guidance counselor.

Students who are currently repeating the ninth grade will complete high school at Choir if, moving forward, they earn credits on schedule and pass the required Regents exams. As the school becomes smaller, these students will receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students will also be encouraged to meet with their guidance counselor to review their progress toward graduation and consider applying to a transfer high school or enrolling in a Young Adult Borough Center (“YABC”).¹²

The schools located in M501 currently serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their

¹² Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at www.goingforme.org. Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in the schools in building M501 will continue to receive their mandated special education services if this proposal is approved. In addition, students classified as English Language Learners (“ELLs”) are enrolled and receiving English as a Second Language (“ESL”) services. All students enrolled in the schools in building M501 will continue to receive appropriate ELL services if this proposal is approved.

A more detailed description of the potential impact that the phase-out of Choir will have on Manhattan and Citywide high school students is outlined in a separate amended EIS proposing the phase-out of Choir.

Please visit the DOE’s Web site to access that amended EIS:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

Impact on CTE Programs

Choir does not currently offer CTE programming. However 05M157 is proposed to be a CTE school, with a Career Pathway in Global Commerce. CTE programs of study are grouped into 16 career clusters identified at the federal level, each including multiple career pathways that students can pursue. Students who successfully complete a course of study in an “approved” CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

Thus, this proposal will add CTE programming to the M501 building. The Global Commerce pathway was selected in response to overall demand from students applying to CTE programs, demand from industry partners interested in hiring graduates with CTE endorsed diplomas, as well as labor trends and analysis of workforce needs. Implemented at the high school level, a CTE program of study offers students a cohesive, articulated sequence of rigorous academic courses with a career and technical education component integrated with workforce skills aligned to business and industry standards. “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation’s current and emerging workforce.

CTE programs integrate academic study with workforce skills in specific careers. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce.

Impact on Academic Programs, Extra-curricular Activities and Community Partnerships

The DOE does not anticipate that this proposal will affect the academic programs, extra-curricular activities, and community partnerships currently offered in building M501. The schools in M501 will continue to offer programming based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular 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 extra-curricular offerings annually based on student demand and available resources. In addition, multiple schools may collaborate to offer joint extra-curricular programs across the campus as appropriate.

As noted in the related amended EIS, Choir will continue offering student athletics and other extra-curricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out.

According to the Manhattan District 5 Middle School Directory, Choir's middle school grades offer the following sports:¹³

- Boys Sports – Baseball, Basketball, Flag Football
- Girls Sports – Basketball, Soccer, Volleyball

According to the District 5 Middle School Directory, Choir's middle school grades also offer the following extracurricular activities and special programs:

Extra-Curricular Activities	Special Programs
<ul style="list-style-type: none"> ■ Drama ■ Debate ■ Chess Club ■ Peer Mediation ■ Step Team ■ Dance ■ Choir Academy of Harlem Performance Choir ■ Middle School Prep Choir ■ African Dance ■ Tap Dance ■ Modern Dance ■ African Ballet ■ Percussion Ensemble ■ Orchestra ■ Band ■ Golf 	<ul style="list-style-type: none"> ■ Student-chosen majors ■ Choir ■ Orchestra ■ Band ■ Test preparation ■ Science fair ■ Art fair ■ After-school enrichment

According to the High School Directory, Choir's high school grades currently offer the following sports:¹⁴

¹³ Athletic and extra-curricular offerings reflect those listed for Choir middle school in the District 5 2012-2013 Directory of Middle Schools: <http://schools.nyc.gov/NR/rdonlyres/50049334-9AB1-47C1-83C1-61C8D49972BA/0/201213D5MSD.pdf>.

¹⁴ Athletic and extra-curricular offerings reflect those listed for Choir high school in the 2012-2013 Directory of High Schools: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

- PSAL Sports¹⁵ – Boys: N/A
- PSAL Sports – Girls: Soccer
- PSAL Sports – Co-ed: N/A
- School Sports – Baseball, Cheerleading, Floor Hockey, Indoor and Outdoor Track, Golf Partnerships, Step Team, Volleyball

According to the High School Directory, Choir's high school grades also offer the following extra-curricular activities:

Extra-Curricular Activities
<ul style="list-style-type: none"> ■ Student Government Association ■ National Honor Society ■ Peer Mediation and Conflict Resolution ■ Saturday Academy ■ Yearbook Committee ■ Financial Literacy ■ Debate Team ■ Band ■ Dance ■ Choir

Additionally, Choir has partnerships with the following organizations:¹⁶

- Young Women's Christian Association
- The Netherlands American Community Trust
- Pelham Fritz Basketball League
- City Year (AmeriCorps)
- Materials for the Arts
- Harlem Children's Zone (Cut Above Program)
- LensCrafters (Gift of Sight Program)
- Educational Network of Arts and Creative Theater
- Urban Arts
- Leadership Program
- Apollo Theater

¹⁵ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

¹⁶ Partnership Information reflects those listed for Choir middle school in the District 5 2012-2013 Directory of Middle Schools: <http://schools.nyc.gov/NR/rdonlyres/50049334-9AB1-47C1-83C1-61C8D49972BA/0/201213D5MSD.pdf>.

- The New York Pops
- Jazz Foundation of America
- American Airlines
- The City College of New York
- Banking on Our Future

All other school organizations in the building will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. Again, multiple schools may collaborate to offer joint extra-curricular programs across the campus as appropriate. The proposed opening and co-location of 05M157 is not expected to impact extra-curricular program offerings in building M501.

Additionally, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, the DOE anticipates that this same opportunity will exist for students at M501. It is worth noting that teams from City campuses that have undergone conversion to multiple small schools have competed at the championship level under their campus banners.

Impact on Alternative Learning Center

As mentioned above, building M501 also houses an ALC, which has a maximum enrollment register of 80 students and an average daily attendance rate of 60%. ALCs provide a safe and high-quality instructional program to students who have received a superintendent's suspension. This is a personalized and differentiated educational program that includes social and emotional development to prepare students for their return to their home schools. The DOE does not anticipate that students attending the ALC will be adversely impacted by this proposal, as there will continue to be sufficient space in the building to accommodate the program.

Enrollment Impact on Future Promise Academy II Students

This proposal will not impact Promise Academy II's current admissions process for elementary school. Promise Academy II is a public charter school and admits students via a charter lottery application process, as mandated by New York State Charter School Act of 1998. Promise Academy II's charter lottery application process prioritizes applicants in the following order:

- Students who attended the school the previous year and are returning to the school;
- Siblings of currently attending students (preference given only to enroll in kindergarten);
- Students eligible to transfer under the No Child Left Behind choice program, until those students have filled ten percent of available spaces in each class;
- Low-income students (as indicated by free or reduced lunch qualification) who reside in District 5, and any such students' siblings also applying for admission;
- All other students who reside in District 5, and any such students' siblings applying for admission;
- Low-income students who reside outside of District 5, and any such students' siblings applying for admission.

Once the available spaces are filled by students according to the above prioritizations, the remaining applicants are placed on a waitlist. Students with siblings enrolled in the school receive preference over waiting list candidates who do not have siblings enrolled.

As stated previously, Promise Academy II's seventh and eighth grades will be moving out of M501 after the conclusion of the 2012-2013 school year.

Discussion of the impact of the proposed co-location of grades kindergarten through four of Democracy Prep Harlem in the M501 can be found in the related revised EIS describing that proposal, which can be found at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>.

Enrollment Impact for Future Middle School Students

If the proposal to phase out Choir is approved, the school will no longer admit new middle school students. Please see Section III.C for more information on the impact to District 5 middle school seat capacity.

Enrollment Impact for Future High School Students—High School Admissions Process

If the proposal to phase out Choir is approved, the school will no longer admit new high school students.

If this proposal is approved, 05M157 will replace the high school seats lost through the phase-out of Choir. 05M157 will admit students through the High School Admissions Process and through the over-the-counter admissions process. The school will admit students through a limited unscreened admissions method, with a priority for students residing in Manhattan. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

Beginning with high school admission for September 2013, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

For more information about the High School Admissions Process, please visit:

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

High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Students who are currently enrolled in the eighth grade and are interested in applying to 05M157 would participate in Round Two in the High School Admissions Process this school year for a ninth-grade seat in September 2013. These students would have an opportunity to express interest in 05M157.

Although high school applications were due on December 10, 2012, if this proposal is approved by the PEP, students who are interested in applying to 05M157 will have the opportunity to declare their interest when they submit a new admission application with revised school rankings during Round Two in March 2013. Other new high schools designated to open throughout the City for the 2013-2014 school year will also be available for these students to consider.

If the proposal to phase out Choir is approved by the PEP in March 2013, students who listed a Choir program on their high school admissions applications would have the program removed from their application rankings before the Round One match is executed. In this scenario, any school ranked lower than the program offered at Choir on the application would essentially move up on the application. This may or may not impact the eventual match, as the student might have been matched to a school ranked higher than Choir on the application. However, if the student would have been matched to Choir, he or she would instead be matched to the next-highest program listed on the applications for which he or she is considered, subject to admissions methods, priorities, and seat availability.

In addition, students will have the opportunity to submit a new admission application during Round Two. Schools with available seats as well as new high schools designated to open throughout the city for the 2013-2014 school year will also be available for these students to consider as part of Round Two. If a student already received a match in Round One, submitting a Round Two application will nullify the Round One match if the student receives a Round Two match.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:
<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Enrollment Impact for Future High School Students—Over-the-Counter Placements

In addition to the High School Admissions Process, some students may receive a placement at 05M157 through the over-the-counter (“OTC”) process. Choir has traditionally accepted OTC students.

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 New York City school at the beginning of the school year. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁷ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or

¹⁷ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

- Did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, his/her home address, which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs.

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

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

Screened programs (those that have academic criteria) that have a two year track record of not filling seats through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.¹⁸ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 schools five years ago. Moreover, in Manhattan, the number of schools that admit OTC students increased from 122 in 2007-2008 to 144 in 2012-2013.

The proposal to phase out Choir is not expected to impact the placement of OTC students at other schools in the M501 building. Choir has traditionally accepted OTC students and may continue to receive OTC students in the grades it serves as it phases out depending on the needs of the community, preferences of parents, and availability of seats. Additionally, 05M157 may receive OTC students should seats be available.

B. Schools

Beginning in the 2013-2014 school year, the M501 building will house grades kindergarten through six of Promise Academy II. M501 will also continue to house the ALC and Choir as it completes its phase-out. The M501 building has enough capacity to accommodate 05M157 and grades kindergarten through four of Democracy Prep Harlem as they phase in, Choir as it phases out, Promise Academy II, and the ALC. In 2017-2018, when Choir has completed its phase-out, 05M157 has reached full scale, and grades kindergarten through four of Democracy Prep Harlem have fully phased in, building M501 is projected to enroll approximately 1,193-1,490 students. The building utilization rate for M501 at that point will be 91%-113%. Despite the possibility of a utilization rate over 100%, the building has sufficient space to provide all schools and programs with at least their baseline room allocations. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilization rates above 100% while not impacting the utilization of the space allocated to the traditional public school. Therefore,

¹⁸ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

the building has adequate capacity to accommodate the full expansions of 05M157 and grades kindergarten through four of Democracy Prep Harlem during and after the phase-out of Choir.

As described in more detail in the attached BUP, if this co-location proposal is approved, there will be sufficient space to accommodate 05M157, Promise Academy II, grades kindergarten through four of Democracy Prep Harlem, Choir, and the ALC pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period during which Choir phases out and 05M157 and grades kindergarten through four of Democracy Prep Harlem phase in. (Please visit the DOE website to access the Instructional Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

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

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding the BUP and scheduling of shared spaces.

There are no other proposed uses or plans for building M501.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The performance at Choir for the past three years indicates there is a need to create better options for future students in the Choir community. Under this proposal, the M501 building will remain open, continuing to serve students enrolled in Promise Academy II and the ALC. In addition, the building will house 05M157 and grades kindergarten through four of Democracy Prep Harlem, the openings and co-locations of which, as described in the corresponding revised EISs, are intended to better serve the Choir community and create more high-quality educational options in M501.

Impact on District Middle School Seat Capacity

If the proposal to phase out Choir is approved, the school will no longer admit new middle school students. Because 05M157 will not serve middle school students, the proposal to phase out Choir and replace it with 05M157 and grades kindergarten through four of Democracy Prep Harlem will reduce middle school capacity in the M501 building. However, due to the existing and proposed excess capacity of District 5 middle schools, there will not be a shortage of middle school seats within the district.¹⁹

- In 2012-2013, there are 1,757 sixth-grade students enrolled in District 5 middle schools and charter middle schools located within District 5. Including the seats currently available at Choir, there are 1,934 total sixth-grade seats in middle schools located in District 5. There is an excess of 177 sixth-grade seats in the district.
- Excluding the seats currently available at Choir, there are 1,784 total sixth-grade seats in District 5 middle schools and charter middle schools located in District 5. Therefore, even after excluding the seats that would have been offered at Choir, there are still 27 excess sixth-grade seats in District 5 middle schools.
- Based on the 2012-2013 audited enrollment register, as of October 26, 2012, Choir is currently serving only 62 sixth-grade students.
- In addition to the proposal to phase out Choir, the DOE has also proposed to phase out one other middle school in District 5 and open a new secondary school in the district that will serve sixth-grade students.
- If these proposals are approved, there would be a total of 1,849 sixth-grade seats in District 5 middle schools. A total of 1,757 sixth-grade students are currently enrolled in all District 5 middle schools and charter middle school for the 2012-2013 school year. Therefore, there would still be an excess of 92 sixth-grade seats in District 5 middle schools in the 2013-2014 school year.

For discussion of the impact of Choir's phase out on the availability of middle school arts programming in the district, see the amended EIS describing the phase out of Choir.

Impact on Borough-Wide High School Seat Capacity

The proposed opening of 05M157 is one of several previously and concurrently proposed changes to high school seats in Manhattan. These proposed changes include: the phase-out of schools, co-locations of new schools to replace phase-outs, new schools sited in under-utilized space, and grade expansions of existing schools.

¹⁹ In a separate amended EIS posted to be voted on by the PEP in March 2013, the DOE has proposed to open a new secondary school, Eagle Academy for Young Men of Harlem in District 5. That proposal is available here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

The DOE plans for high school capacity on a borough-wide basis and measures high school seat capacity based on ninth-grade seats. The chart below details each of the proposed changes and provides a summary of the overall impact on ninth-grade seat capacity in Manhattan.

Proposed Changes to Manhattan High Schools

DBN	School Name	Building	PEP Vote	Impact on 9th Grade Seat Capacity	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs for 2013-2014						
02M625	High School of Graphic Communication Arts	M625	Pending March 11, 2013 PEP Vote	-247	Educational Option	Yes
05M685	Bread and Roses Integrated Arts High School	M136	Pending March 11, 2013 PEP Vote	-100	Educational Option	No
05M469	Choir Academy of Harlem	M501	Pending March 11, 2013 PEP Vote	-75	Educational Option	No
Proposed New High Schools for 2013-2014²⁰						
02M135*	New District High School	M625	Pending March 11, 2013 PEP Vote	108	Limited Unscreened	Yes
02M139*	New District High School	M520	Pending March 11, 2013 PEP Vote	108	Limited Unscreened	Yes
05M157*	New District High School	M501	Pending March 20, 2013 PEP Vote	81	Limited Unscreened	Yes
Proposed Grade Expansions to Serve High School Grades for 2013-2014						
84M481	Democracy Prep Harlem Charter School	TBD	TBD	100	Lottery	No
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				-25		
Planned/Approved Grade Expansions to Serve High School Grades for 2013-2014 Implementation						
03M859	Special Music School	M490	Approved February 9, 2012	50	Screened	No
Total Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation				50		
Total Anticipated Change in 9th Grade Seat Capacity for 2013-2014				25		

²⁰ An asterisk (*) signifies a new high school that has yet to be given a school name.

The proposed and approved new schools and grade expansions would add 447 available ninth-grade seats in new high schools and expanded middle schools. The phase-outs of High School of Graphic Communication Arts, Bread and Roses Integrated Arts High School, and Choir would result in the loss of 422 ninth-grade seats. Therefore, the DOE anticipates a net capacity increase in 2013-2014 of approximately 25 ninth-grade seats in Manhattan. Thus, the proposals described above project to have a minimal impact on high school seat capacity in Manhattan.

For the 2012-2013 school year, there are a total of 16,233 ninth-grade seats available in Manhattan.²¹ A total of 15,991 new ninth-grade students enrolled in Manhattan high schools in 2012-2013, leaving 242 excess seats.

Thus, if all of these proposals are approved, there would be 25 new ninth-grade seats, and a total of 16,258 ninth-grade seats in Manhattan for the 2013-2014 school year, leaving a projected excess of 267 seats in the 2013-2014 school year.²² Thus, the proposals described above project to have a minimal impact on high school seat availability in Manhattan.

The changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. This means that a wider set of options would be available to a greater number of students.

In addition to what is reflected in the chart, the DOE has proposed an enrollment reduction for Murry Bergtraum High School for Business Careers beginning in 2014-2015. The DOE estimates that this will result in the loss of 108 ninth-grade seats. As part of the replacement plan for the proposed phase-out of Bread and Roses Integrated Arts High School, the DOE has also proposed to open one new secondary school in building M136. This new school would add approximately 81 new ninth-grade seats when it begins to serve high school grades in 2016-2017. These seats are not included above, as they are not available to first time ninth graders next year.

Information regarding the new high schools proposed to open in September 2013 would be provided in the winter for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices, or on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Impact on CTE Borough-Wide Seat Capacity

This proposal has a direct impact on CTE seats in Manhattan.

There are three new schools proposed for opening in 2013-2014 in Manhattan which would be CTE schools or offer CTE programming. 02M135 is considering offering programming in the Emergency Management career cluster. 02M139 will offer programming in the following career pathways: Carpentry, Masonry, Landscaping, and Decorative Finishing. 05M157 will offer programming in the following career pathways: Global Commerce. These pathways were selected in response to overall demand from students

²¹ Current ninth grade seat capacity is based on 2012-2013 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs that offer CTE); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

²² The projected excess of 267 seats assumes the same number of new ninth grade admits in 2013-2014 as there were in 2012-2013. The actual number of new ninth grade admits in 2013-2014 is subject to change based on various factors including, but not limited to demographics, changes in ninth grade seat targets, and new school seat capacity.

applying to CTE programs, demand from industry partners interested in hiring graduates with CTE endorsed diplomas, as well as labor trends and analysis of workforce needs.

The proposed new schools would add 297 ninth-grade available seats in new high schools that are either CTE schools or offer CTE programs.²³ The phase out of High School of Graphic Communication Arts would result in the loss of 247 ninth-grade seats in CTE schools. Therefore, the DOE anticipates there would be a net capacity gain of 50 ninth-grade seats in Manhattan in total, including new CTE schools and new schools where CTE is offered.

The DOE strongly believes in the importance of CTE education. The DOE will evaluate the potential to add new schools that provide high quality CTE education in available space across Manhattan.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building M501. This proposal is also not expected to impact the full functional accessibility of M501.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building M501. This proposal is also not expected to impact the functional accessibility of M501.

IV. Enrollment, Admissions and School Performance Information

Choir
Admissions Data

<p>Current Admissions</p>	<p>Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Screened, Audition</p> <p>Grades 9-12: Citywide High School Admissions Process; Admissions Methods: Screened, Audition</p>
<p>Admissions after Proposed Phase-In of 05M157</p>	<p>N/A</p>

²³ However, it should be noted that not all students in the proposed new schools offering CTE programming are expected to be enrolled in such programs.

Enrollment Data²⁴

	Grade 6	Grade 7	Grade 8	Grades 9-12	Total Enrollment
2012-2013 (audited)	62	47	62	170	341
2013-2014 (projections)	-	55-65	40-50	90-130	185-245
2014-2015 (projections)	-	-	55-65	35-75	90-140
2015-2016 (projections)	-	-	-	20-50	20-50
2016-2017 (projections)	-	-	-	-	-
2017-2018 (projections)	-	-	-	-	-

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	21%
Percentage of ELL Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	83%

School Performance Data – Choir Middle School

Choir Academy of Harlem – Middle School	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	B	F
Quality Review Score	N/A	P	N/A
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	11%	13%	11%
Math % Proficient (Levels 3 and 4)	22%	38%	18%
<i>Other Key Performance Indicators</i>			
Attendance Rate	90%	90%	92%
<i>2012-2013 State Accountability Status</i>	In Good Standing		

²⁴ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

²⁵ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data – Choir High School

Choir Academy of Harlem – High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	C	F
Quality Review Score	N/A	P	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	80%	78%	54%
4 Year Graduation Rate	70%	67%	61%
6 Year Graduation Rate	77%	64%	73%
% Graduating with a Regents Diploma	43%	38%	61%
Attendance Rate	84%	86%	83%
2012-2013 State Accountability Status	In Good Standing		

New District High School (05M157)

Admissions Data

Current Admissions	N/A
Admissions after Proposed Phase-In of 05M157	Grades 9-12: Citywide High School Admissions Process; Admissions Method: Limited Unscreened with priority to Manhattan residents

Enrollment Data²⁶

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-2013 (audited)	-	-	-	-	-
2013-2014 (projections)	75-85	-	-	-	75-85
2014-2015 (projections)	75-85	75-85	-	-	150-170

²⁶ The enrollment projections for a new school are based on the planned number of sections for the entry grade. 05M157 is planned for three general education/integrated co-teaching sections.

2015-2016 (projections)	75-85	75-85	75-85	-	225-255
2016-2017 (projections)	75-85	75-85	75-85	75-85	300-340
2017-2018 (projections)	75-85	75-85	75-85	75-85	300-340

Demographic Data

05M157 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

05M157 does not yet have enrollment. Therefore, there is no performance data for the school.

Promise Academy II

Admissions Data

Current Admissions	Grades K-8: Charter Lottery Applications (students admitted in K)
Admissions after Proposed Phase-In of 05M157	Grades K-8: Charter Lottery Applications (students admitted in K)

Enrollment Data²⁷

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	77	87	70	73	89	63	75	36	33	603
2013-2014 (projections)	70-90	70-90	70-90	80-100	80-100	70-85	60-75	-	-	500-630
2014-2015 (projections)	70-90	70-90	70-90	70-90	80-100	80-100	65-80	-	-	505-660
2015-2016 (projections)	70-90	70-90	70-90	70-90	70-90	75-95	75-95	-	-	500-640
2016-2017 (projections)	70-90	70-90	70-90	70-90	70-90	70-90	75-95	-	-	495-635
2017-2018 (projections)	70-90	70-90	70-90	70-90	70-90	70-90	70-90	-	-	490-630

²⁷ All figures represent total headcount as of October 1, 2012. Beginning in 2013-2014, Promise Academy II will begin serving seventh and eighth grades in private space. This table reflects only enrollment within building M501.

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	16%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	71%

School Performance Data

Harlem Children's Zone/Promise Academy II	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	62%	60%	56%
Math % Proficient (Levels 3 and 4)	81%	81%	76%
Other Key Performance Indicators			
Attendance Rate	94%	93%	94%
2012-2013 State Accountability Status	In Good Standing		

Democracy Prep Harlem Charter School²⁹

Admissions Data

Current Admissions	Grades 6-8: ³⁰ Charter Lottery
Admissions after Proposed Phase-In of 05M157	Grades K-12: Charter Lottery

²⁸ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

²⁹ Democracy Prep Harlem currently serves students in grades six through eight in private space. If the proposal to site grades kindergarten through four of Democracy Prep Harlem is approved by the PEP in March 2013, the school will serve grades kindergarten through four in building M501. The admissions table reflects all current and proposed grades. The enrollment table reflects only the proposed grades, kindergarten through four, of Democracy Prep Harlem that will be sited in M510. The demographic and performance tables reflect sixth through eighth grade enrollment.

³⁰ Grades six through eight are currently served in a separate building, and will continue to be served in a separate building.

Enrollment Data³¹

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2012-2013 (audited)	-	-	-	-	-	-
2013-2014 (projections)	91-116	-	-	-	-	91-116
2014-2015 (projections)	63-81	91-116	-	-	-	154-197
2015-2016 (projections)	63-81	63-81	91-116	-	-	217-278
2016-2017 (projections)	63-81	63-81	63-81	91-116	-	280-359
2017-2018 (projections)	63-81	63-81	63-81	63-81	91-116	343-440

Demographic Data³²

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with IEPs	20%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	82%

School Performance Data³³

Democracy Prep Harlem Charter School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	49%	43%
Math % Proficient (Levels 3 and 4)	N/A	71%	73%
Other Key Performance Indicators			
Attendance Rate	N/A	96%	97%
2012-2013 State Accountability Status	In Good Standing		

³¹ Projections reflect authorized charter enrollment pursuant to the charter application.

³² All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

³³ School performance data provided is for grades six through eight of Democracy Prep Harlem Charter School.

ALC

Admissions Data

ALCs enroll students who are serving a Superintendent’s Suspension of up to 90 days. As such, there is no admissions process for the ALC.

Enrollment Data³⁴

	Total Enrollment
2012-2013 (audited)	80
2013-2014 (projections)	60-80
2014-2015 (projections)	60-80
2015-2016 (projections)	60-80
2016-2017 (projections)	60-80
2017-2018 (projections)	60-80

Demographic Data

As the enrolled population at the ALC is not constant, there are no school demographic data available for the ALC.

School Performance Data

As the enrolled population at the ALC is not constant, there are no school performance data available for the ALC.

V. Initial Costs and Savings

New district schools are provided with a fixed per-school allocation and a variable per-pupil Other Than Personal Services (“OTPS”) allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 05M157 will receive a fixed allocation of \$80,000 and approximately \$35,625-\$40,375 in new school OTPS start-up per-pupil allocations during its first year.³⁵

In addition, 05M157’s basic operating budget will be determined by the 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 entitlement based on the grade level of the student.

³⁴ While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, ALC enrollment is anticipated at 80 students, even though enrollment may be lower at given times throughout each school year.

³⁵ [FY13 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools.](#)

Please refer to the FSF Guide and Fiscal Year 2013 (“FY13”) School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 05M157 as the school phases in.

The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memorandum is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

The budget and cost impact of the proposals to phase-out Choir can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

The costs related to co-locating grades kindergarten through four of Democracy Prep Harlem can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>.

This proposal is not expected to impact initial costs or allocations on the other organizations located in the M501 building.

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

A. Personnel Needs

05M157 will need to hire additional teachers during each year of the school’s phase-in as the total number of students enrolled in the school increases over each of the next four years. The precise number of positions needed for the 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in ninth through twelve grades will be determined based on annual enrollment projections available as the school grows to serve those grades.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. Where a new school’s hiring has an impact on a school that is closing or phasing out, the new school shall be required to hire no less than 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

New administrative staff and non-pedagogical positions will be created at 05M157 over the course of the school’s phase-in. 05M157 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

A further description of the potential impact that the phase-out of Choir will have on Choir’s pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

There is no anticipated impact on the personnel needs of the other existing organizations in the building.

B. Administration

05M157 will hire school supervisors and/or administrative personnel on an as needed basis throughout the course of the school's phase-in.

There is no anticipated impact on the administration of the other organizations in the building as a result of this proposal.

C. Transportation

There will be no change to existing transportation practices to the organizations in the M501 building. Transportation will be provided at these schools and at 05M157 according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		M501
Type of Building		HS
Year Built		1966
Overall BCAS rating		2.75
2011-2012 Target Building Utilization		69%
2011-2012 Target Building Capacity		1316
FY 2012 Maintenance Costs	Labor	\$54,947
	Materials	\$20,981
	Maintenance and repair contracts	\$163,831
	Service contracts	\$3,120
	Custodial operations costs—Materials	\$14,139
	Custodial operations costs—Custodial Allocation	\$382,383
FY 2012 Energy Costs	Electric	\$196,321
	Gas	\$618
	Oil	\$223,301
Projects completed during the current or prior school year		Roofs/Parapets, CTF Room Conversion, IEH PO 18-Basement Hallway/Cafeteria
Projects proposed in the capital plan		Parapets/Roofs, Classroom Connectivity, New/Retrofit Telephone/ntercom System, Walk-in Freezer Replacement
Accessibility of the building		Building is functionally fully programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab