

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Public Charter School, Teaching Firms of America Charter School (84K406), with Existing School P.S. 308 Clara Cardwell (16K308) in Building K308

I. Summary of Proposal

On January 8, 2011, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) proposing to site Teaching Firms of America Charter School (84K406, “Teaching Firms”), a new public charter school that will serve students in kindergarten through fifth grade, in Building K308 (“K308”), located at 616 Quincy Street, Brooklyn, NY 11221, in Community School District 16. Teaching Firms will be co-located in K308 with an existing DOE school that serves kindergarten through eighth grade, P.S. 308 Clara Cardwell (16K308, “P.S. 308”). P.S. 308 also offers one section of full-day pre-kindergarten. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like the cafeteria, the library, the gymnasium, the auditorium, and the playgrounds.

The proposal to co-locate Teaching Firms with P.S. 308 in K308 was approved by the Panel for Educational Policy (“PEP”) on March 1, 2011. This revised EIS includes Teaching Firms’s District Borough Number, clarifies the shared spaces in K308, adjusts the projected enrollment in 2011-2012 at P.S. 308 and Teaching Firms, adjusts the projected target building utilization for K308 in 2011-2012, and adds additional information in the EIS related to the baseline footprint.

The Building Utilization Plan (“BUP”) for this proposal has also been revised in the following manner:

- the proposed shared space schedule has been adjusted;
- the correct website for the DOE’s Instructional Footnote has been included in the revised BUP;
- an error regarding the capacity for the cafeteria was corrected to reflect the total capacity of the cafeteria;
- 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.

Teaching Firms has been approved by its charter authorizer, the DOE, and the New York State Board of Regents, to open a new public charter school in Community School District 16 in Brooklyn. The DOE approved Teaching Firms’s proposal to open a new charter school that will serve students in kindergarten and first grade when it first opens in 2011-2012 and will subsequently add one grade per year until it serves up to 342 students in kindergarten through fifth grade at full scale. Teaching Firms will provide a preference to District 16 students in its charter school lottery application process.¹

In 2011-2012, the first year of the proposed co-location, Teaching Firms will enroll approximately 57 students in kindergarten and 57 students in first grade. In 2012-2013, Teaching Firms will expand to serve approximately 57 students in second grade, with a combined K-5 enrollment of 171. Teaching Firms will then add one grade of approximately 57 students each year until 2015-2016, the final year of phase-in, when it will achieve “full scale” and serve approximately 342 students in kindergarten through fifth grade.

K308 has been identified as an under-utilized building, meaning it currently has at least 300 seats

¹ 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.

available.² In 2009-2010, the building served 719 students in kindergarten through eighth grade and in one full-day pre-kindergarten section,³ yielding a target building utilization of 59%.⁴ Although the building has the capacity to serve 1,213 students, in 2010-2011, K308 only served 633 students in kindergarten through eighth grade and 13 students in one full day pre-kindergarten section for a total of 646 students,⁵ which yields an estimated utilization rate of 53%. In 2015-16, when Teaching Firms completes its expansion and achieves full scale, K308 will serve approximately 880-925 students combined,⁶ which yields an estimated utilization rate of 76%.⁷

II. Proposed or Potential Use of Building

The building in which P.S. 308 is located, K308, has the capacity to serve 1,213 students. In 2009-2010, the building only served 719 students, yielding a target utilization rate of just 59%. P.S. 308’s enrollment for the 2010-2011 school year was 646 students, which yields an estimated utilization rate of 53%. Over the next five years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
P.S. 308	K-8	K-8	K-8	K-8	K-8	K-8
Teaching Firms	N/A	K-1	K- 2	K-3	K- 4	K-5

P.S. 308 will continue to serve kindergarten through eighth grade students and will also continue to offer one section of its full-day pre-kindergarten class, based on continued available funding.

Teaching Firms will open in K308 in 2011-2012 and will serve kindergarten and first grade with an enrollment of approximately 114 students. Teaching Firms will serve approximately 342 students in kindergarten through fifth grade when it completes its expansion and achieves full scale in 2015-2016.

Once Teaching Firms completes its expansion, there will be approximately 880-925⁸ students combined served in the building, yielding a target building utilization rate of 76%. Therefore, the building has adequate capacity to accommodate the full expansion of Teaching Firms, P.S. 308, and the pre-kindergarten program at P.S. 308.

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

² The preliminary 2010-2011 Under-Utilized Space Memorandum and List was published on the DOE’s website on October 8, 2010. It can be accessed at <http://schools.nyc.gov/community/planning>.

³ 2009 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 31, 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 2010 audited register

⁶ Includes one section of pre-kindergarten at P.S. 308.

⁷ 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 number of students estimated to be regularly attending the school, and thus does not include LTAs.

⁸ Includes one section of pre-kindergarten at P.S. 308.

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 goal classroom capacities (which are aspirational targets 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, goal 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 goal 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

Teaching Firms has been approved by its charter authorizer, the New York City Department of Education (“DOE”), and the New York State Board of Regents, to open a new public charter school in Community School District 16 in Brooklyn. Teaching Firms will open in K308 in 2011-2012 to serve students in kindergarten and first grade. Teaching Firms will add one grade each year until it reaches full scale in 2015-2016 and serves up to 342 students in kindergarten through fifth grade.

Teaching Firms will admit kindergarten and first-grade students via lottery, with a preference for District 16 residents. Incoming kindergarten students and current kindergarten students in District 16 will be eligible to participate in the Teaching Firms admissions lottery, and they will have first preference for admission. Teaching Firms will add approximately 342 additional kindergarten through fifth grade elementary school seats in District 16 when fully phased in.

The proposed co-location of Teaching Firms is not expected to impact future student enrollment, instructional programming, or the admissions process at P.S. 308.

Impact on Students Currently Attending P.S. 308

The proposed co-location is not expected to impact current or future student enrollment or instructional programming at P.S. 308.

All students residing in the P.S. 308 elementary zone will continue to be entitled to a seat at P.S. 308. A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes, please visit the DOE website’s School Search function: <http://schools.nyc.gov/SchoolSearch>. P.S. 308 will also continue to serve students in the middle school

grade levels admitted through the District 16 middle school admissions process.⁹

P.S. 308 currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained classes (“SC”), and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC and SETSS classes will 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 appropriate services at P.S. 308.

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to elementary schools in the same manner as their peers who are not ELLs. Current and future ELL students at P.S. 308 will continue to receive mandated services.

P.S. 308 currently offers the following programs and extracurricular activities:

- P.S. 308’s special programs and courses include a science institute, Regents mathematics and science courses, honors English and foreign language courses.
- P.S. 308 also offers extracurricular programs, such as Saturday Academy, an extended day program, conflict resolution, peer mediation, student academic performance council, academic teacher teams, boys’ and girls’ basketball teams, a boys’ field hockey team, and after-school programs that include African Dance, hip hop, jazz, chorus, theater, boys mentoring, and music.
- P.S. 308 also partners with LeAp, Purelements, One to World, the Brooklyn Museum of Music and Bedford Academy High School.

These partnerships and programs will not be impacted by the proposed co-location of Teaching Firms in K308. P.S. 308 will 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.

Impact of Teaching Firm’s Co-Location on Future Elementary School Students in District 16

Teaching Firms will accept applications for enrollment in kindergarten and first grade via the charter school lottery application process. Preference will be given to District 16 students. The deadline to submit an application for Teaching Firms’s lottery was April 1, 2011, and the lottery for enrollment in the 2011-2012 school year has taken place.

Besides Teaching Firms, there are also several existing public charter schools in District 16 which provide a preference for District 16 students through the charter lottery application process. Those schools are listed below:

⁹ Additional information regarding the District 16 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 ¹⁰	Admissions Criteria	Extracurricular Activities
Bedford Stuyvesant Collegiate Charter School (84K648)	800 Gates Avenue, 4 th floor	5-7	5-12	207	Fifth Grade Lottery	Extended year, extended day, enrichment classes
Brooklyn Excelsior Charter School (84K731)	856 Quincy Street	K-8	K-8	724	Kindergarten Lottery	Extended day, extracurricular after-school
Excellence Boys Charter School of Bedford-Stuyvesant (84K593)	225 Patchen Avenue	K-7	K-8	435	Kindergarten Lottery	Extended year, extended day, after-school
Excellence Girls Charter School (84K712)	794 Monroe Street, 3 rd floor	K-2	K-8	231	Kindergarten Lottery	Extended year, extended day, tutoring, performing arts, and sports enrichment after-school
La Cima Charter School (84K649)	800 Gates Avenue, 3 rd floor	K-3	K-5	261	Kindergarten through Third Grade Lottery	Extended year, extended day, extracurricular activities

The chart above also includes (where available at the time of EIS creation) details about specialized academic programs planned for these charter schools. 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/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

P.S. 308 will continue to serve elementary students in its zone. A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes, please visit the DOE website’s School Search function: <http://schools.nyc.gov/SchoolSearch>. This includes students who seek to enroll “over the counter.”¹¹

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

¹⁰ 2010 audited enrollment

¹¹ Enrollment projections for P.S. 308 include students zoned to P.S. 308 and students who seek to enroll “over-the counter.” As described in more detail in the attached Building Utilization Plan that accompanies this EIS, P.S. 308 and Teaching Firms are allocated space based on the relative enrollments of the co-located schools. Thus, the space allocated to P.S. 308 in K308 will accommodate the school’s projected enrollment, including “OTC” students.

- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);¹² or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When an elementary or middle school eligible student arrives for 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. 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 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. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district elementary or middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.¹³

Impact of Teaching Firm’s Co-location on Future Middle School Students in District 16

P.S. 308 will also continue its current practice of enrolling students in the middle school grade levels through the District 16 middle school admissions process, with a priority given to continuing fifth graders and then to students and residents of District 16.¹⁴ The selection criteria will remain academic screen.

There are several other middle schools that are also available to District 16 students and families. Through the District Middle School Choice processes, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. Please note that this directory is updated yearly.

In the District 16 Middle School Choice process, students rank their preferences from among District 16 choice middle schools. These options include:

- Choice middle schools with a screened application process (admission is based on criteria designated by the school);
- 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.

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 in 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 zoned middle school or the choice school to which they are matched.

¹² 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.

¹³ Enrollment projections are based on enrollment in 2010-2011 (2010-2011 audited register), with historical average enrollment used to project future incoming enrollment. These projections include OTC students.

¹⁴ Additional information regarding the District 16 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>.

In accordance with DOE policy, ELLs participate in the middle school admissions process in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same manner as their peers who are not ELLs.

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.

Additional information regarding special programs and courses offered by District 16 middle schools are available in the online Middle School Directory (updated yearly): <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

Impact on Future Pre-kindergarten Students

P.S. 308 currently offers one section of full-day pre-kindergarten with a total enrollment of 13 students.¹⁵ Barring any changes in available funding or student enrollment, the pre-kindergarten program at P.S. 308 will continue to exist and should not be adversely affected by this proposal.¹⁶ The enrollment policy for pre-kindergarten admissions will also remain the same. Younger siblings of zoned students already enrolled in P.S. 308 will get first preference into pre-kindergarten admissions. Siblings from outside the zone will receive second preference.

B. Schools

The proposed siting and co-location of Teaching Firms will create an additional high-quality elementary school option in District 16.

K308 has adequate capacity to accommodate P.S. 308 and Teaching Firms at full scale. In 2010-2011, K308 enrolled 646 students, yielding an estimated utilization rate of 53%. Collectively, both schools are projected to enroll 880-925 students, including P.S. 308's one section of full-day pre-kindergarten, when Teaching Firms is at scale in 2015-2016. At that point, the projected utilization for K308 will be approximately 76%. This means that the building has adequate capacity to accommodate the two schools that will be located in K308.¹⁷

In the future, if there is an increase in student enrollment resulting from demand greater than current projections for P.S. 308 or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Teaching Firms to an alternate location geographically proximate to K308. The Chancellor shall certify in writing that in his/her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use.

The estimated enrollment for P.S. 308 and Teaching Firms in K308 over a six-year period are shown in the below tables.

¹⁵ 2010 audited register

¹⁶ The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment.

¹⁷ Enrollment projections used to calculate estimated building utilization rates include one section of pre-kindergarten of 18 students.

P.S. 308's estimated enrollment, over a period of 6 years:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Projected Enrollment
2010-11 ¹⁸	34	44	67	67	90	76	97	82	76	633
2011-12 ¹⁹	35-40	40-45	40-45	65-70	65-70	85-90	95-100	95-100	80-85	600-645*
2012-13	35-40	40-45	40-45	40-45	65-70	65-70	95-100	95-100	95-100	570-615*
2013-14	35-40	40-45	40-45	40-45	40-45	40-45	95-100	95-100	95-100	520-565*
2014-15	35-40	40-45	40-45	40-45	40-45	40-45	95-100	95-100	95-100	520-565*
2015-16	35-40	40-45	40-45	40-45	40-45	40-45	95-100	95-100	95-100	520-565*

*Enrollment projections for kindergarten through eighth grade at P.S. 308 in this table do not include pre-kindergarten.

Teaching Firm's estimated enrollment, over a period of 6 years:

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Projected Enrollment
2010-11	-	-	-	-	-	-	-
2011-12	57	57	-	-	-	-	114
2012-13	57	57	57	-	-	-	171
2013-14	57	57	57	57	-	-	228
2014-15	57	57	57	57	57	-	285
2015-16	57	57	57	57	57	57	342

As described in more detail in the attached Building Utilization Plan that accompanies this EIS, there will be sufficient space to accommodate P.S. 308 and Teaching Firms, pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Teaching Firms gradually phases in. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/ronlyres/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

¹⁸ 2010 audited register

¹⁹ Total projection is consistent with budget register projections for 2011-2012. Enrollment in 2014-2015 could be larger than this estimate if a larger percentage of students zoned to the school choose to attend the school, and/or if there is an increase in the total number of students zoned to the school. The enrollment decline in 2011-2012 results from the matriculation of the larger than usual second grade class in 2010-2011. According to P.S. 308's audited registers, the school has experienced declining kindergarten enrollment from 2007-2008 to 2009-2010.

elementary schools serving kindergarten through fifth grade (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained (“SC”). Therefore, the Footprint allocates one full-size classroom for each general education or collaborative team teaching (“CTT”) section and a full-size or half-size classroom to accommodate each SC 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 CTT section and a full-size or half-size classroom to accommodate each SC 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 classrooms²⁰ for administrative services, student support services, and resource rooms. 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.

Currently, P.S. 308 is using a number of classrooms above its baseline space allocations, but as Teaching Firms phases into the building, P.S. 308 will need to operate closer to its baseline space allocation. The DOE does not anticipate that the reduction of classroom space will impact P.S. 308’s ability to meet the needs of all its students.

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 gymnasium, the library, the outside playgrounds, the cafeteria, and the auditorium. 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 four times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on student enrollment. 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 Plan will be finalized by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

²⁰ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3.5 full size classrooms for student support services resource rooms, which could be equal to two full size classrooms and three half size classrooms or zero full size classrooms and seven half size classrooms, etc.

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.

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 proposed co-location of Teaching Firms in K308 is intended to meet those goals by providing an additional elementary school choice option with preference for students in District 16.

P.S. 308 will continue to serve elementary students in its zone as determined by his or her home address. For more information about school zone and admissions processes, please visit the DOE’s website School Search function: <http://schools.nyc.gov/SchoolSearch>. This includes students who seek to enroll “over the counter.” P.S. 308 will also continue its current practice of serving students in the middle school grade levels through the District 16 middle school admissions process, giving priority to continuing fifth graders and then to students and residents of District 16.²¹ The selection criteria will remain academic screen.

In 2009-2010, K308 had a utilization rate of 59%. Although the building has the capacity to serve 1,213 students, in 2010-2011, K308 only served 633 students in kindergarten through eighth grade and 13 students in one full day pre-kindergarten section for a total of 646 students, which yields an estimated utilization rate of 53%. By 2015-2016, when Teaching Firms achieves full scale, the DOE projects the building will have approximately a 76% utilization rate. This means that by 2015-2016, K308 will enroll more students, and the space will be more efficiently utilized than was the case during the 2009-2010 school year.

As discussed earlier, students in District 16 may also apply to attend several charter schools that are in the process of phasing in to the district and that provide a preference to District 16 students through the charter school lottery application process. A list of these charter schools is provided below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 ²²	Admissions Criteria	Extracurricular Activities
Bedford Stuyvesant Collegiate Charter School (84K648)	800 Gates Avenue, 4 th floor	5-7	5-12	207	Fifth Grade Lottery	Extended year, extended day, enrichment classes
Brooklyn Excelsior Charter School (84K731)	856 Quincy Street	K-8	K-8	724	Kindergarten Lottery	Extended day, extracurricular after-school

²¹ Additional information regarding the District 16 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

²² 2010 audited enrollment

Excellence Boys Charter School of Bedford-Stuyvesant (84K593)	225 Patchen Avenue	K-7	K-8	435	Kindergarten Lottery	Extended year, extended day, after school
Excellence Girls Charter School (84K712)	794 Monroe Street, 3 rd floor	K-2	K-8	231	Kindergarten Lottery	Extended year, extended day, tutoring, performing arts, and sports enrichment after school
La Cima Charter School (84K649)	800 Gates Avenue, 3 rd floor	K-3	K-5	261	Kindergarten through Third Grade Lottery	Extended year, extended day, extracurricular activities

As Bedford Stuyvesant Collegiate Charter School, Brooklyn Excelsior Charter School, Excellence Boys Charter School of Bedford-Stuyvesant, Excellence Girls Charter School, and La Cima Charter School all expand to full scale, they will increase the number of charter elementary and middle school seats available in District 16.

Detailed information about charter schools will also be published annually and will be available in print or on the DOE website here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

In addition, the following District 16 schools are currently phasing in:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011	Admissions Criteria	Extracurricular Activities
P.S. 262 El Hajj Malik El Shabazz Elementary School (16K262)	500 Macon Street	K-6	K-8	368	ES: zoned MS: District 16 middle school choice	Noel Pointer Strings Program, Chess-In-the-Schools, extended day, Saturday programs
Brighter Choice Community School (16K627)	280 Hart Street	K-4	K-5	119	Zoned	After-school programs and peer tutoring
Brooklyn Brownstone School (16K628)	272 McDonough Street	K-3	K-5	133	Unscreened	After-school programs and peer tutoring

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K308. This proposal is not expected to impact the site accessibility of the K308 building.

IV. Enrollment, Admissions and School Performance Information

P.S. 308

Admissions Data

Current Admissions	<p>Pre-kindergarten: Standard Universal Pre-K Admissions Process</p> <p>Grades K-5: Zoned</p> <p>Grades 6-8: Priority to continuing 5th graders; screened academic</p>
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Enrollment Data²³

Current (2010-2011) Grades Served	K-8
Current (2010-2011) Enrollment	633
Projected Grades Served in 2011-2012²⁴	K-8
Projected 2011-2012 Enrollment	600-645
Projected Grades Served in 2012-2013	K-8
Projected 2012-2013 Enrollment	570-615
Projected Grades Served in 2013-2014	K-8
Projected 2013-2014 Enrollment	520-565
Projected Grades Served in 2014-2015	K-8
Projected 2014-2015 Enrollment	520-565
Projected Grades Served in 2015-2016	K-8
Projected 2015-2016 Enrollment	520-565

²³ The enrollment projections for kindergarten through eighth grade at P.S. 308 in the table below do not include the pre-kindergarten program at P.S. 308.

²⁴ Total projection is consistent with budget register projections for 2011-2012.

Demographic Data

Percentage Students Receiving CTT or SC services ²⁵	15%
Percentage Students with Individualized Education Plan ²⁶	20%
Percentage English Language Learner Students ²⁷	4%
Percentage of Students Eligible for Free or Reduced Lunch ²⁸	81%

School Performance Data

P.S. 308 Clara Cardwell	2007-2008	2008-2009	2009-2010 ²⁹
School Performance and Progress			
Overall Progress Report Grade	B	A	C
Quality Review Score	Well Developed	-	_ ³⁰
Performance Data³¹			
English Language Arts % Proficient (Levels 3 and 4)	57%	62%	36%
Math % Proficient (Levels 3 and 4)	63%	75%	38%
Other Key Performance Indicators			
Attendance Rate	91%	91%	90%
2010-2011 State Accountability Status			
In Good Standing			

²⁵ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.
²⁶ Students with Individualized Education Plan as percentage of total students from the 2010-2011 Audited Register.
²⁷ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.
²⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.
²⁹ 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’ scale scores on the tests remained largely unchanged relative to the prior year.
³⁰ Not all schools receive a Quality Review each year.
³¹ Source: Progress Report.

Teaching Firms

Admissions Data

Projected Admissions	Grades K-5: Lottery
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Enrollment Data

Projected Grades Served in 2011-2012	K-1
Projected 2011-2012 Enrollment	114
Projected Grades Served in 2012-2013	K-2
Projected 2012-2013 Enrollment	171
Projected Grades Served in 2013-2014	K-3
Projected 2013-2014 Enrollment	228
Projected Grades Served in 2014-2015	K-4
Projected 2014-2015 Enrollment	285
Projected Grades Served in 2015-2016	K-5
Projected 2015-2016 Enrollment	342

Demographic Data

Teaching Firms does not yet enroll students and therefore, there is no demographic data available for the school.

School Performance Data

Teaching Firms does not yet enroll students. Therefore, there is no school performance data for the school.

V. Initial Costs and Savings

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

This co-location is not expected to affect the number of personnel positions assigned to P.S. 308 or significantly alter the duties of current staff.

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

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S. 308. 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 \$4,059.71. 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 \$1,623.00 per pupil for each English Language Learner they enrolled. 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, P.S. 308 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. This school is currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of its Title I funding awards will 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 IEPs. P.S. 308 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 P.S. 308 is expected as a result of this proposal.

Teaching Firms may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

D. Transportation

There will be no change to existing transportation practices at P.S. 308 due to this proposal.

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

E. 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

Type of Building	Elementary School
Year Built	1974
Overall BCAS rating	2.85 out of 5
Target Utilization	58%
Target Capacity	1213
FY 2009 Maintenance Costs	Labor: \$20,987.24 Materials: \$14,226.59 Maintenance and repair contracts: \$57,515.69 Custodial operations costs—Materials: \$8,797.92 Custodial operations costs—Custodial Allocation: \$321,436.50
FY 2009 Energy Costs	Electric: \$151,643.00 Gas: \$8,437.00 Oil: \$59,455.00
Projects completed during the current or prior school year	CIP- Ansul System. IP surveillance camera.
Projects proposed in the capital plan	IP surveillance camera installation.
Accessibility of the building	Fully programmatic accessible.
Building attributes	Art rooms, an auditorium, a cafeteria, a gymnasium, a library, computer rooms, and a science lab.