

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-Location of Grades 5-8 of Success Academy Charter School – Bronx 2 (84X494) with Existing Schools J.H.S. 22 Jordan L. Mott (09X022) and Bronx Writing Academy (09X323) in Building X022 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate grades five through eight of Success Academy Charter School – Bronx 2 (84X494, “SA – Bronx 2”) in building X022 (“X022”), located at 270 East 167th Street, Bronx, NY 10456 in Community School District 9 (“District 9”) beginning in the 2014-2015 school year.¹ SA – Bronx 2 is an existing public elementary charter school that currently serves students in kindergarten through third grades in building X055 (“X055”), located at 450 Saint Paul’s Place, Bronx, NY 10456, also in District 9, where it is co-located with P.S. 55 Benjamin Franklin (09X055, “P.S. 55”), an existing zoned elementary school serving students in kindergarten through fifth grades and offering a pre-kindergarten program. The Panel for Educational Policy (“PEP”) previously approved a proposal for SA – Bronx 2 to serve kindergarten through fourth grades in X055.²

Success Academy Charter Schools (“SACS”) is a charter management organization that currently operates 12 public elementary charter schools and 2 public middle charter schools in New York City, including SA – Bronx 2. The State University of New York (“SUNY”) has authorized SA – Bronx 2 to serve students in kindergarten through fifth grades. SA – Bronx 2’s current charter expires on February 17, 2015, and SA – Bronx 2 intends to apply to SUNY to renew its charter and to expand SA – Bronx 2’s grade span to serve grades kindergarten through eight. Should SUNY deny SA – Bronx 2’s request to expand to serve kindergarten through eighth grades, the school’s fifth grade will then be sited at X022 and the DOE will consider alternate options for the utilization of the remaining space in X022.

If this proposal is approved, SA – Bronx 2’s fifth grade will be sited in X022 beginning in the 2014-2015 school year. If SUNY approves SA – Bronx 2’s proposed charter revision to expand the grades it serves, SA – Bronx 2 will then add one grade each year until it is fully phased into X022 in 2017-2018 and serves students in grades five through eight in the building. SA – Bronx 2 will be co-located in X022 with J.H.S. 22 Jordan L. Mott (09X022, “J.H.S. 22”), an existing district middle school that serves students in grades six through eight, and Bronx Writing Academy (09X323, “Bronx Writing”), an existing district middle school that serves students in grades six through eight. The X022 building also houses BronxWorks, a community-based organization that currently provides services to students at both J.H.S. 22 and Bronx Writing, as well as the Learning through an Expanded Arts Program (“LEAP”).

SA – Bronx 2 enrolls kindergarten through third-grade students through a lottery process, giving preference to students who reside in District 9, and sets aside a certain percentage of seats for English Language Learner (“ELL”) students. Enrollment and admission details for SA – Bronx 2 are described in greater detail in Section III.A of this Educational Impact Statement (“EIS”).

SACS has also been authorized by SUNY to operate six new public elementary charter schools starting in 2013-2014. The four SACS elementary schools that received a Progress Report for the 2010-2011 and 2011-2012 school years received an overall grade of A.

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.

² The PEP approved the proposal to site grades kindergarten through four of SA - Bronx 2 in the X055 building on March 1, 2012. That proposal can be found here: <http://schools.nyc.gov/AboutUs/Leadership/PEP/publicnotice/2011-2012/Mar12012Proposals.htm>.

The DOE supports SA – Bronx 2’s placement in X022 and anticipates that the school will continue to provide excellent educational opportunities for students. This proposal is intended to increase the number of high-quality middle school seats in District 9 and to allow SA – Bronx 2 to continue serving its students through middle school.

II. Proposed or Potential Use of Building

According to the 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”), X022 has the capacity to serve 1,500 students.³ In 2012-2013, the building is serving 1,151 students,⁴ yielding a building utilization rate of 77%.⁵

If this proposal is approved, SA – Bronx 2 will begin to serve fifth-grade students in X022 during the 2014-2015 school year. If SA – Bronx 2 is authorized to expand to serve students through eighth grade, the school will then add one grade each subsequent year until it reaches full scale in X022 in 2017-2018, when it will serve approximately 328-419 students in grades five through eight in X022.

Over six years, the current and projected grade spans for the schools in building X022 are as follows:

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
84X494 ⁶	Success Academy Charter School – Bronx 2	N/A	N/A	5	5-6	5-7	5-8
09X022	J.H.S. 022 Jordan L. Mott	6-8	6-8	6-8	6-8	6-8	6-8
09X323	Bronx Writing Academy	6-8	6-8	6-8	6-8	6-8	6-8

Under this proposal, in 2017-2018 the X022 building is projected to serve a total of approximately 1,153-1,304 students from SA – Bronx 2, J.H.S. 22, and Bronx Writing collectively, yielding an estimated building utilization rate of 77%-87%. Therefore, as discussed in greater detail in Section III.B below and in the attached BUP, building X022 has sufficient space to accommodate the proposed co-location of grades five through eight of SA – Bronx 2 with J.H.S. 22 and Bronx Writing.

³ The 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”) can be found here: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

⁴ Based on the 2012-2013 Audited Register (as of October 26, 2012).

⁵ 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 do 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.

⁶ SA – Bronx 2 currently serves grades kindergarten through three in building in X055. Beginning in 2013-2014, it will serve grades kindergarten through four in building X055. In 2014-2015, it will only serve grade five in building X022, and phase in one grade per year until it reaches its full span of grades five through eight in 2017-2018.

The projected enrollments of the schools in X022 over a six-year period, as well as the projected building utilization rates, are as follows:

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
84X494 ⁷	Success Academy Charter School – Bronx 2	N/A	N/A	88 - 113	168 - 215	248 - 317	328 - 419
09X022	J.H.S. 022 Jordan L. Mott	663	595 - 625	475 - 505	390 - 420	390 - 420	390 - 420
09X323	Bronx Writing Academy	488	455 - 485	435 - 465	435 - 465	435 - 465	435 - 465
Total Building Enrollment		1,151	1,050 - 1,110	998 - 1,083	993 - 1,100	1,073 - 1,202	1,153 - 1,304
Utilization		77%	70% - 74%	67% - 72%	66% - 73%	72% - 80%	77% - 87%

As reflected in the chart above, the enrollment at J.H.S. 22 is projected to decline over the next three years. The DOE planned this enrollment reduction during the 2011-2012 school year and the reduction will take place regardless of whether the proposal to co-locate grades five through eight of SA – Bronx 2 in the X022 building is approved. The reduced enrollment will allow J.H.S. 22 to improve its students’ performance by focusing on supporting the needs of a smaller student body. Enrollment reduction is one of the several strategies being implemented at struggling schools across the City to improve student outcomes.

In addition, the chart above shows a slight decline in the projected enrollment at Bronx Writing. This decline is a natural result of changing demand and is not related to this proposal. The enrollment projections for Bronx Writing assume the forward promotion of cohorts by grade. The projected enrollment at Bronx Writing slightly declines because currently, Bronx Writing’s sixth-grade cohort is slightly smaller than the seventh- and eighth-grade cohorts. As this smaller cohort progresses through middle school, and the larger cohorts move on to high school, the overall enrollment at Bronx Writing is expected to decrease slightly. Again, this change in enrollment represents a natural fluctuation in demand for the school. Actual enrollment in 2013-2014 and beyond, however, will depend on student demand.

As described in more detail in the 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 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).

⁷ SA – Bronx 2 currently serves grades kindergarten through three in building in X055. If this proposal is approved and if SA – Bronx 2 is authorized to expand to serve students through eighth grade, beginning in 2013-2014, it will serve grades kindergarten through four in building X055. In 2014-2015, it will only serve grade five in building X022, and phase in one grade per year until it reaches its full span of grades five through eight in 2017-2018.

The most recent year for which target capacity has been calculated for buildings is 2011-2012. 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, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and subsequent years 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 a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

The X022 building has the capacity to accommodate all of the existing and proposed schools during and after SA – Bronx 2's proposed phase-in period. Any further significant changes to school utilization will be proposed in a separate EIS in accordance with Chancellor's Regulation A-190 and will be subject to PEP approval.

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

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

A. Students

If this proposal is approved, and if SUNY approves the revisions to SA – Bronx 2's charter, SA – Bronx 2's fifth through eighth grades will be co-located in X022 and the school will continue to admit kindergarten through third grade students through its charter lottery. SA – Bronx 2 provides the following lottery preferences: (1) siblings of current or accepted students, (2) ELL students, and (3) applicants who reside within District 9. SA – Bronx 2 sets aside a certain percentage of seats for ELL students that is relatable to the average ELL percentage at traditional public elementary schools within the City and/or District 9. With respect to any remaining seats and the waitlist, SA – Bronx 2 provides a lottery priority to applicants who reside in District 9. Elementary school students at SA – Bronx 2 admitted through this lottery would be given the opportunity to articulate to SA – Bronx 2's middle school grades. No separate lottery process would be conducted for SA – Bronx 2's middle school grades.

The proposed co-location of grades five through eight of SA – Bronx 2 in X022 is not expected to impact current or future student enrollment or instructional programming at P.S. 55. SA – Bronx 2's kindergarten through fourth grades will continue to be co-located in X055 in 2013-2014 as previously planned. In addition, this proposal is not expected to impact the educational offerings available to future elementary school students in District 9.

Impact on Students Currently Attending Schools in the X022 Building

The proposed co-location of grades five through eight of SA – Bronx 2 in building X022 is not expected to impact current or future student enrollment or instructional programming at J.H.S. 22 or Bronx Writing.

Both J.H.S. 22 and Bronx Writing currently offer Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). The existing ICT, SC, and SETSS classes will not be affected by this proposal and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”).

Bronx Writing currently offers English as a Second Language (“ESL”) services in all grades and maintains a Spanish transitional bilingual program. J.H.S. 22 also currently offers ESL services in all grades and maintains both a Spanish transitional bilingual program and a Spanish dual language program. If this proposal is approved, both J.H.S. 22 and Bronx Writing will continue to offer these programs, and ELL students will continue to receive mandated services in accordance with DOE policy.

According to the District 9 Middle School Directory, J.H.S. 22 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:⁸

- **Regents Classes:** Integrated Algebra, Living Environment, Spanish
- **Language Classes:** Spanish
- **Special Programs:** Technology, Theater, Arts, Student Leadership Development, Girl Scouts, Career Awareness & Character Development, Peer Mediation
- **Boys Sports:** Baseball, Basketball, Soccer
- **Girls Sports:** Basketball, Cheerleading, Soccer
- **Co-Ed Sports:** Volleyball
- **Program Partners:** Learning through an Expanded Arts Program (LeAp), BronxWorks, Homework Matters/Public Education Needs Civic Involvement in Learning (PENCIL), Morrisania Health Clinic
- **Higher Education Institutions:** Teachers College Columbia University, New York Law School, Columbia University School of Social Work

According to the District 9 Middle School Directory, Bronx Writing currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:

- **Regents Classes:** Integrated Algebra
- **Language Classes:** Spanish Native Language Arts
- **Special Programs:** Advanced Mathematics, Chess Instruction, Additional Writing Periods, Art, Intramural Sports
- **Boys Sports:** Basketball, Indoor Track, Outdoor Track
- **Girls Sports:** Basketball, Indoor Track, Outdoor Track
- **Program Partners:** iMentor, DreamYard, 92nd Street Y, International YMCA, The Urban Assembly, Sesame Workshop, National Hispanic Institute, Peer Health Exchange, Episcopal Social Services, Alloy, The McGraw Hill Companies, Cooperative, Healthy, Active, Motivated, Positive Partnerships (CHAMPS)
- **Higher Education Institutions:** New York University
- **Resource Partners:** Empowerment Support Organization, iZone, CFY
- **Program Partners:** Chess-in-the-Schools, Highbridge Community Center, MOUSE Squad,

⁸ The District 9 Middle School Directory is available on the DOE Web site at <http://schools.nyc.gov/NR/rdonlyres/BD71E5D4-CA72-4420-A45D-0A47C5B249FC/0/201213D9MSD.pdf>.

Citizen Schools

- **Cultural Institutions:** American Ballet Theatre (ABT), Orpheus Chamber Orchestra
- **Extra-Curricular Activities:** Citizen Schools After-school Program (including apprenticeships for real-world connections), Art, Step Dance, Newspaper, Poetry Slam, Drama, Hip Hop, Community Service

The DOE does not anticipate that the proposed co-location of grades five through eight of SA – Bronx 2 will impact the extra-curricular offerings or partnerships of the existing schools in the X022 building; both BronxWorks and LeAp will continue to be allocated the same amount of space that they currently receive in the X022 building and both J.H.S. 22 and Bronx Writing will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs.

Impact for Future Middle School Students in District 9

As mentioned above, SA – Bronx 2 currently admits students in kindergarten through third grades through the charter application lottery process and SACS intends to apply to SUNY to expand SA – Bronx 2's grade span to serve grades kindergarten through eight. If this co-location proposal is approved, and SUNY approves SA – Bronx 2's expansion, students who enter the school in kindergarten through third grades will have the option of continuing at SA – Bronx 2 through eighth grade. Though this may result in a slight reduction in the number of students who would have otherwise applied to different District 9 or 10 middle schools, the DOE does not anticipate that this proposal will have a material impact on enrollment at any particular elementary or middle school.

J.H.S. 22 and Bronx Writing both admit sixth-grade students through the District 9 and 10 Middle School Choice Process, where fifth-graders rank their middle school preferences on a centralized application and are matched to schools through a computer-based matching process.⁹

J.H.S. 22 admits students through an unscreened admissions method with a focus in the humanities and a screened admissions method with a focus in leadership development. The screen for admission to the leadership development program includes a review of test scores, attendance and punctuality. Bronx Writing admits students through an unscreened admissions method with a focus in writing. Both schools give first priority to students residing in the X022 zone and give second priority to students who attend school or reside in Districts 9 and 10.

This proposal to co-locate grades five through eight of SA – Bronx 2 in the X022 building will not impact current admissions processes for J.H.S. 22 or Bronx Writing. Both schools will continue to admit students to the sixth grade as described above. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to any District 9 or 10 choice middle school. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- Grades K-8 schools with an unscreened application process that have available seats for middle

⁹ Districts 9 and 10 share a middle school choice process, which means that District 9 and District 10 students have access to seats in choice schools and programs in both districts, although District 9 students retain priority over District 9 seats and District 10 students retain priority over District 10 seats.

- school students;
- Grades 6-12 schools with an unscreened, limited unscreened, or screened application process for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

For further information about all of these options, please refer to the District 9 and 10 Middle School Choice Directory, which can be found at: <http://schools.nyc.gov/NR/rdonlyres/BD71E5D4-CA72-4420-A45D-0A47C5B249FC/0/201213D9MSD.pdf>. (Please note that this directory is updated yearly.) Please visit the DOE’s Web site for general information about the Middle School Choice Process: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

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

This proposal will also not affect the DOE’s admissions process for ELL students or the services that ELL students receive in DOE schools. In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their non-ELL peers and are admitted according to the same criteria as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

SA – Bronx 2 will add approximately 328-419 middle school seats to District 9 once it is fully phased in, and will join the seven existing public charter schools that are currently serving or authorized to serve middle school grades in District 9. These charter schools are listed in the chart below:

DBN ¹⁰	School Name	Grade Span 2012-2013	Grade Span at Scale	Enrollment 2012-2013 ¹¹
84X133*	Icahn Charter School 6	K-2	K-6	105
84X177*	Mott Hall Charter School	6	6-8	106
84X419	Bronx Academy of Promise Charter School	K-6	K-6	415
84X703	Bronx Preparatory Charter School	5-12	5-12	688
84X705	Family Life Academy Charter School	K-8	K-8	444
84X706	Harriet Tubman Charter School	K-8	K-8	623
84X717	Icahn Charter School	K-8	K-8	329

¹⁰ An asterisk (*) signifies a school that is currently phasing in.

¹¹ Based on the charter headcount as of October 1, 2012.

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

Impact for Future Over-the-Counter Students

In addition to the District 9 and 10 Middle School Choice Process, some students receive placement into schools through the “over-the-counter” (“OTC”) process. J.H.S. 22 and Bronx Writing serve OTC students and this proposal is not expected to affect the placement of OTC students in these schools.

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

There is a peak enrollment period occurring just prior to and during the start 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 available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

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

B. Schools

X022 has adequate capacity to accommodate J.H.S. 22, Bronx Writing, and grades five through eight of SA – Bronx 2 during and after the course of its proposed phase-in. When SA – Bronx 2 has reached full scale in the building in 2017-2018, the three schools in X022 are projected to collectively enroll a total of 1,153-1,304 students and have a projected utilization for X022 of approximately 77%-87%.

If this proposal is approved, there will be sufficient space to accommodate the co-located schools in X022 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools:

¹² As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school within one calendar year following 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. Chancellor’s Regulation A-101 can be accessed at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdfh.

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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or 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 full-size equivalent ("FSE") classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional space in X022 for the co-location of SA – Bronx 2's grades five through eight in the X022 building. As in other situations where schools are co-located, the schools will continue to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will continue to 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 meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. Any unallocated space will continue to be equitably distributed among the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

C. Community

The 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 grades five through eight of SA – Bronx 2 in X022 is intended to meet those goals by creating an additional middle school option for students in District 9. SACS operates 12 public elementary charter schools and 2 public middle schools in New York City. The four SACS-operated elementary schools that received a Progress Report for the 2010-2011 and 2011-2012 school year all received an overall grade of A. The DOE anticipates that the expansion of SA – Bronx 2 will create additional high-quality seats for students and allow students currently enrolled in SA – Bronx 2 the opportunity to continue their education there through middle school, should they elect to do so.

As described above, SA – Bronx 2 at X022 will enroll students who articulate from its elementary grades at

X055. Therefore, the DOE does not anticipate that this proposal will have a significant impact on enrollment at other District 9 middle schools. Additionally, the concurrent enrollment reduction at J.H.S. 22 will result in a comparable number of students being served in the X022 building.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X022. This proposal will not affect the accessibility of X022 which is currently not functionally or programmatically accessible.

IV. Enrollment, Admissions and School Performance Information

SA – Bronx 2 (84X494)

Admissions Data

Current Admissions	Grades K-3: Charter lottery application ¹³
Admissions if this Proposal is Approved¹⁴	Grades K-8: Charter lottery application (students admitted K-3)

Enrollment Data¹⁵

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	-	-	-	-	-
2013-2014 (projections)	-	-	-	-	-
2014-2015 (projections)	88-113	-	-	-	88-113
2015-2016 (projections)	80-102	88-113	-	-	168-215
2016-2017 (projections)	80-102	80-102	88-113	-	248-317
2017-2018 (projections)	80-102	80-102	80-102	88-113	328-419

¹³ SA – Bronx 2 will expand to serve grades kindergarten through four in building X055 in 2013-2014. Students will continue to be admitted through the charter lottery application process in grades kindergarten through three.

¹⁴ As discussed above, SA – Bronx 2 must also receive approval from SUNY to serve grades six through eight.

¹⁵ Figures in this table represent total headcount as of October 1, 2012.

Demographic Data¹⁶

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	11%
Percentage of Students Eligible for Free or Reduced Lunch	86%

School Performance Data

No performance data are currently available for SA – Bronx 2 because the school opened in 2010-2011 and is only serving kindergarten through third grade in the 2012-2013 school year.

J.H.S. 22 Jordan L. Mott (09X022)

Admissions Data

Current Admissions	Grades 6-8: District 9 and 10 Middle School Choice Process; Screened, Unscreened
Admissions if this Proposal is Approved	Grades 6-8: District 9 and 10 Middle School Choice Process; Screened, Unscreened

Enrollment Data¹⁷

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	212	214	237	663
2013-2014 (projections)	130-140	215-225	250-260	595-625
2014-2015 (projections)	130-140	130-140	215-225	475-505
2015-2016 (projections)	130-140	130-140	130-140	390-420
2016-2017 (projections)	130-140	130-140	130-140	390-420
2017-2018 (projections)	130-140	130-140	130-140	390-420

¹⁶ All figures are as a percentage of total students from school-based reports as reported by the school.

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

Demographic Data¹⁸

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	32%
Percentage of Students Eligible for Free or Reduced Lunch	95%

School Performance Data

J.H.S. 022 Jordan L. Mott	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	N/A	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	13%	12%	14%
Math % Proficient (Levels 3 and 4)	21%	22%	21%
Other Key Performance Indicators			
Attendance Rate	92%	92%	91%
2012-2013 State Accountability Status	Priority School ¹⁹		

Bronx Writing Academy (09X323)

Admissions Data

Current Admissions	Grades 6-8: District 9 and 10 Middle School Choice Process; Unscreened
Admissions if this Proposal is Approved	Grades 6-8: District 9 and 10 Middle School Choice Process; Unscreened

¹⁸ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

¹⁹ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data²⁰

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (audited)	150	170	168	488
2013-2014 (projections)	145-155	145-155	165-175	455-485
2014-2015 (projections)	145-155	145-155	145-155	435-465
2015-2016 (projections)	145-155	145-155	145-155	435-465
2016-2017 (projections)	145-155	145-155	145-155	435-465
2017-2018 (projections)	145-155	145-155	145-155	435-465

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	31%
Percentage of Students Eligible for Free or Reduced Lunch	94%

²⁰ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

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

School Performance Data

Bronx Writing Academy	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	C	C
Quality Review Score ²²	N/A ²³	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	25%	17%	21%
Math % Proficient (Levels 3 and 4)	38%	36%	34%
Other Key Performance Indicators			
Attendance Rate	87%	86%	87%
2012-2013 State Accountability Status	Focus School ²⁴		

²² For more information on Quality Reviews, please visit the DOE Web Site at <http://schools.nyc.gov/Accountability/tools/review>.

²³ Schools do not receive Quality Review scores every year.

²⁴ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

V. Initial Impact on Budget and Cost of Instruction

The proposal is not expected to impact initial costs or allocations at J.H.S. 22 or Bronx Writing.

However, as J.H.S 22 and Bronx Writing's respective enrollments decrease, the DOE will decrease its allocation of funds to those schools and repurpose funds previously allocated to the schools. Most funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels, which are subject to annual variation. 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. 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, as well as other factors such as whether the student is an English Language Learner or has a disability.

As a result of the enrollment reduction in J.H.S 22, the total number of students enrolled at that school will decline each year, meaning that the school's budget will decrease each year, and the school will need fewer teachers and fewer supplies to meet the needs of the smaller student population. If for some reason the school's enrollment grows again, the overall budgets will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the schools to meet the instructional needs of their student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction. 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 Memoranda are available at:

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

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

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The DOE has been informed by SACS that it may seek permission for certain capital improvements or facilities upgrades. These capital improvements or facilities upgrades would be subject to the New York State Charter School Act of 1998 (as amended May 2010).

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

A. Personnel Needs

The proposed co-location of SA – Bronx 2’s grades five through eight in X022 is not expected to change the number of personnel positions assigned to J.H.S. 22 or Bronx Writing, nor is it expected to significantly alter the duties of current staff in the aforementioned schools.

However, as discussed above, the anticipated enrollment reduction at J.H.S. 22 and the slight decline in projected enrollment at Bronx Writing may impact the personnel needs at those schools. As student enrollment at declines, some of the teachers, administrative, and non-pedagogical staff at those schools may be excessed. This process will take place gradually as student enrollment declines. With fewer students, the schools’ staffing needs will naturally be reduced. All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers contract would require excessing to take place in reverse seniority order within each given teaching license area. Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers’ seniority.

New administrative staff and non-pedagogical positions may be created at SA – Bronx 2 if the school expands to serve grades five through eight. If so, SA – Bronx 2 may hire additional teachers as the new grades are added.

B. Administration

No change in school supervisory or administrator positions at J.H.S. 22 or Bronx Writing is expected as a result of this proposal, however some positions at these schools may be excessed as student enrollment declines. Again, all excessing will take place in accordance with existing labor contracts.

SA – Bronx 2 may hire school supervisors and/or administrator personnel on an as-needed basis if the school expands to serve grades five through eight.

C. Transportation

There will be no change to existing transportation practices at SA – Bronx 2, J.H.S. 22, or Bronx Writing due to this proposal. If this proposal is approved, transportation will continue to be provided according to Chancellor’s Regulation A-801, available at: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

This proposal is not expected to impact the support services of the organizations currently co-located in the X022 building. The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy.

VII. Building Information

Building		X022
Type of Building		MIDDLE
Year Built		1948
Overall BCAS rating		2.91
2011-2012 Target Building Utilization		75%
2011-2012 Target Building Capacity		1500
FY 2012 Maintenance Costs	Labor	\$15,940
	Materials	\$21,401
	Maintenance and repair contracts	\$42,899
	Service contracts	\$6,050
	Custodial operations costs— Materials	\$9,476
	Custodial operations costs— Custodial Allocation	\$289,584
FY 2012 Energy Costs	Electric	\$157,710
	Gas	\$6,322
	Oil	\$145,292
Projects completed during the current or prior school year		IEH PO 18 East Gym(Basement)
Projects proposed in the capital plan		Flood Elimination, Exterior Masonry, Parapets
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office, Science Demonstration Room