

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of Success Academy Charter School – New York 3 (84KTBD), with Existing School I.S. 096 Seth Low (21K096) in Building K096 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to site Success Academy Charter School – New York 3 (84KTBD, “SA – New York 3”), a new public elementary charter school that will serve students in kindergarten through fourth grade, in building K096 (“K096”) located at 99 Avenue P, Brooklyn, NY 11204, in Community School District 21 (“District 21”). If this proposal is approved, SA – New York 3 will be co-located¹ in K096 with I.S. 096 Seth Low (21K096, “I.S. 096”) beginning in 2014-2015. I.S. 096 is an existing district middle school that currently serves students in sixth through eighth grade. K096 also houses Beacon, a community-based organization (“CBO”), and a United Federation of Teachers (“UFT”) Center.

I.S. 096 enrolls students through the District 21 Middle School Choice Process via zoned and screened admissions methods, described in more detail below.

If this proposal is approved, SA – New York 3 will open in September 2014 serving 150-200 students in kindergarten and first grade and will add one grade each year until it serves students in grades kindergarten through four in the 2017-2018 school year. Although SA-New York 3 will be at full grade scale in terms of the grade levels it will serve in K096 in 2017-2018, it will not be at full scale for enrollment purposes until the 2018-2019 school year. At that point, SA – New York 3 is projected to reach stable enrollment and will serve approximately 450-600 students in kindergarten through fourth grade. The school will admit students via the charter lottery application process, with preference given to District 21 residents as described in more detail below.

SA – New York 3 will be operated by Success Academy Charter Schools (“SACS”), a charter management organization (“CMO”) that currently operates 18 public charter schools in New York City, including six new public elementary schools serving students for the first time in 2013-2014. The four SACS elementary schools that received a Progress Report for the 2011-2012 school year each received an overall grade of “A.”

SA – New York 3 has submitted a preliminary application for charter authorization from the State University of New York Trustees (“SUNY”) to serve students in kindergarten through fifth grades. This proposal deals only with the kindergarten through fourth grades of SACS. Any future proposal to co-locate any other grade levels of SACS would be addressed in a separate EIS subject to another vote by the Panel for Educational Policy (“PEP”). The proposal to open and co-locate SA – New York 3 in K096 described in this Educational Impact Statement (“EIS”) is contingent upon SUNY’s approval of SA – New York 3’s application for charter authorization. Only SUNY has the authority to approve or deny SA – New York 3’s application for charter authorization. If SUNY does not approve SA – New York 3’s charter application, this proposal will be withdrawn. Should SUNY deny SA – New York 3’s application, the DOE may propose an alternate use of space in K096 that involves a significant change in school utilization, which would be the subject of a future EIS in accordance with Chancellor’s Regulation A-190. For the purposes of this proposal, it is assumed that SUNY will approve SA – New York 3’s application.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

The DOE believes there is sufficient space in K096 to accommodate both I.S. 096 and SA – New York 3. In 2018-2019, once SA – New York 3 has completed its phase-in and reached stable enrollment in K096, it is projected that there will be approximately 1,110-1,290 students served in K096, thereby yielding an estimated utilization rate of 83%-96%. Please refer to the attached Building Utilization Plan (“BUP”) for a more detailed description of the available space in K096.

II. Proposed or Potential Use of Building

K096 has a target capacity of 1,341 students.² (The concept of “target capacity” is explained below.) In 2013-2014, the building is serving 743 students,³ yielding a utilization rate of approximately 55%.⁴ This is one indicator that the building is “underutilized” and has extra space to accommodate additional students.⁵ If this proposal is approved, SA – New York 3 will open in the 2014-2015 school year, serving approximately 150-200 students in kindergarten and first grade. SA – New York 3 will reach full grade scale, serving grades kindergarten through four, in 2017-2018. SA – New York 3 will reach stable enrollment in 2018-2019, serving approximately 450-600 students in grades kindergarten through four. In 2018-2019, the DOE projects that building K096 will serve 1,110-1,290 students, yielding a utilization rate of 83%-96%.

If this proposal is approved, the grade spans for all existing and proposed school organizations in K096 over a six-year period will be:

Grade Spans							
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
84KTBD	SA – New York 3	-	K-1	K-2	K-3	K-4	K-4
21K096	I.S. 096	6-8	6-8	6-8	6-8	6-8	6-8

The total current and projected student enrollment for all existing and proposed school organizations in K096 over a six year period, as well as the building utilization rates, are described in the table below:

² 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”).

³ 2013-2014 Budget Register Projections

⁴ 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 projections as of June 2013 or the 2013-2014 Budget Register Projections. Enrollment projections for new charter schools opening in 2014-2015 are based on enrollment in the charter application. 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 The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/ronlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/ronlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
84KTBD	SA – New York 3	-	150 - 200	210 - 250	350 - 450	420 - 570	450 - 600
21K096	I.S. 096	743	675 - 705	660 - 690	660 - 690	660 - 690	660 - 690
Total Building Enrollment		743	825 - 905	870 - 940	1,010 - 1,140	1,080 - 1,260	1,110 - 1,290
Utilization		55%	62% - 67%	65% - 70%	75% - 85%	81% - 94%	83% - 96%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the 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 2011-2012. As described earlier in this EIS the DOE’s projected utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 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 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.

Please refer to the accompanying BUP for more information regarding the availability of space in K096.

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

Under this proposal, SA – New York 3’s kindergarten through fourth grades will be co-located with I.S. 096 at K096 beginning in the 2014-2015 school year.

A. Students

Impact on Students Currently Attending I.S.096

The proposed co-location of SA – New York 3 in K096 is not expected to impact current or future student enrollment, admissions, or instructional programming at I.S. 096.

I.S. 096 currently offers Integrated Co-Teaching (“ICT”) classes, self-contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). The existing ICT and SC special education classes and SETSS will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current and future students with IEPs will continue to receive appropriate services. I.S. 096 has an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students. I.S. 096’s ELL students will also continue to receive services in accordance with DOE policy.

According to the 2012-2013 Directory of New York City Public Middle Schools, school reported data and the school’s Web site, I.S. 096 currently offers the following extracurricular activities and partnerships:⁶

- **Higher Education Institutions:** Brooklyn College; St. Francis College.
- **Program Partners:** Council for Unity; Cooperative, Healthy, Active, Motivated Positive Students (CHAMPS); Urban Advantage; Center for Educational Innovation-Public Education Association (CEI-PEA)/Project BOOST (Building Options and Opportunities for Students); Council for Unity; Astrocare, Inc.; The Leadership Program; iLearn; Salvadori Center; Federation of Italian-American Organizations (FIAO); Arista/Archon; Teaching Matters; Common Cents; After-School AIDP Grant (Attendance Improvement Initiative).
- **Special Programs:** Art Program; Music Program (Band and Strings); Achieve 3000; Specialized High School Test Prep Courses; Engineering.
- **Extracurricular Activities:** CHAMPS Sports Program; Council for Unity Program; International Club; Chess Club; After-school ESL Program; Before & After School Enrichment Programs; Specialized High School Preparation; Environmental Club.
- **Boys Sports:** Basketball; Flag Football; Soccer; Volleyball; Wrestling.
- **Girls Sports:** Basketball; Flag Football; Soccer; Volleyball; Wrestling.

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships currently offered at I.S. 096. The proposed co-location will not impact those opportunities. It is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extracurricular offerings annually based on student demand and available resources.

⁶ The District 21 Middle School Directory can be found at: <http://schools.nyc.gov/NR/ronlyres/57989A17-8339-4C4B-9497-34EEB0F671AA/0/201213D21MSD.pdf>.

Impact on Future Elementary School Students in District 21

If this proposal is approved, the co-location of SA – New York 3 in K096 will provide District 21 students with an additional elementary school option. In spring 2014, all incoming kindergarten and first-grade students residing in District 21 will have the opportunity to participate in the charter application lottery to enroll in SA – New York 3 starting in September 2014. Applications will be available on SA – New York 3’s website. Neither the deadline to submit an application for SA – New York 3’s lottery nor the date of the lottery has been set yet. In subsequent years, the lottery will fill available seats in kindergarten as well as any available seats in grades one through three. SA – New York 3 will provide a lottery preference to siblings of current or accepted students and applicants who reside within District 21.

All age- and grade-appropriate students residing in District 21 have the opportunity to enter the charter application lottery process to enroll in SA – New York 3. SA – New York 3 will provide a lottery preference to siblings of current or accepted students and to applicants who reside within District 21.

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

Impact on Future Middle School Students in District 21

This proposal is not expected to impact the admissions process at I.S. 096. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at I.S. 096. I.S. 096 enrolls students through the District 21 Middle School Choice Process through a zoned and screened program, the Seth Low Magnet Program, for students and residents of District 21.⁷ Students zoned to I.S. 096 may also apply to a range of programs provided on the application, described in more detail below.

The zoned program offers priority to students residing in the K096 middle school zone. Admission to the screened program is based on talent testing in the following talent areas: art, computer/math, creative writing/journalism, instrumental music – strings, media, science, and vocal music. This proposal will not impact the methods by which I.S. 096 currently admits students.

The DOE notes that enrollment has been increasing at the elementary school level within the portion of District 20 zoned to I.S. 096. As such, the building utilization plan reflects additional space allocations for I.S. 096’s instructional use in anticipation that this elementary school level increase in zoned student enrollment will also become a middle school level increase in zoned enrollment at I.S. 096. The Chancellor reserves the right to revise the building utilization plan in accordance with New York State Education Law Section 2853(3) (a-3) (4) if changes in I.S. 096’s enrollment fail to materialize. Through the middle school application process, students will be offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions processes. Information about all of these options is printed in each district’s Middle School Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

In District 21, some students do not complete the application and instead articulate directly to their zoned middle school directly from their elementary school upon graduation. A student’s zoned school is determined by his or her home address. A zoned school gives priority to incoming sixth graders who reside

⁷ The I.S. 96 zone also includes students that reside in District 20 due to I.S. 96’s geographic location. However, all students living within the I.S. 96 zone, regardless of their residential district, are considered District 21 middle school students by the Office of Student Enrollment and participate in the District 21 Middle School Choice Process.

in its zone, in accordance with the Chancellor’s Regulation A-101.⁸ Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register.

Through the District 21 Middle School Application Process, students rank their preferences from among pre-populated choices on each student’s customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened admissions method;
- Zoned middle schools or programs;
- 6-12 schools with an unscreened or limited unscreened admissions method for middle school students (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- K-8 schools with an unscreened admissions method for middle school students; and
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened or screened admissions methods.

The Citywide deadline for fifth graders to submit middle school applications for the 2014-2015 school year will be in December 2013. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a “new schools” application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75⁹ school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

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

In addition to the Middle School Admissions Process, some students may receive a placement at I.S. 096 through the over-the-counter (“OTC”) process.

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

- New to the New York City school system; or

⁸ Available at: <http://schools.nyc.gov/NR/rdonlyres/ICC25F63-74E8-41A6-8031-490F206F148D/0/A101.pdf>

⁹ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

- Left the New York City school system and have returned;¹⁰ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

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

If this proposal is approved, I.S. 096 would continue to admit students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students in building K096.

Impact on Beacon and the UFT Center

If this proposal is approved, the DOE does not anticipate that Beacon or the UFT Center will be affected by the opening and co-location of SA – New York 3 and anticipates that both will be able to maintain their current operations in K096.

B. Schools

Building K096 has the capacity to accommodate SA – New York 3 and I.S. 096 as SA – New York 3 phases in. In 2018-2019, once SA – New York 3 reaches full scale enrollment, there will be approximately 1,110-1,290 total students served in the building, yielding a utilization rate of 83%-96%. Please refer to the BUP for more information concerning the availability of space in K096.

The estimated enrollments for I.S. 096 and SA – New York 3 are shown in Section IV below.

As described above and in detail in the attached BUP that accompanies this EIS, if this proposal is approved, there will be sufficient space to accommodate both schools, Beacon and the UFT Center, in the K096 building pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while SA – New York 3 gradually phases in. 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/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.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 sections per grade, assuming class size will remain constant. A representative from the Office 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 one full-size or half-size room to accommodate each self-contained 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

¹⁰ 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.

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

As described in more detail in the attached BUP that accompanies this EIS, the DOE believes there is sufficient instructional space in K096 for SA – New York 3 to serve students in kindergarten through fourth grades at full scale by the 2018-2019 school year. As in other situations where schools are co-located, the schools will 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 student enrollment.

C. Community

The DOE supports parent choice and strives to ensure that families have access to high-quality schools that meet the needs of all children. The state Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELLs, students with disabilities, and students eligible for free or reduced lunch at rates comparable to those of the Community School District as determined by SED. Thus, the DOE believes that the proposed co-location of SA – New York 3 will increase parent choice by creating access to additional elementary school option for students in District 21.

The DOE believes in SACS's record of success and supports the permanent placement of a SACS charter school in District 21. SACS is a charter management organization that currently operates 18 public charter schools in New York City, including six new public elementary schools that will begin serving students in 2013-2014. SACS schools have a strong track record of academic achievement: each of the four SACS elementary schools that received a Progress Report in 2011-2012 earned an overall score of A. Furthermore, on the 2012-2013 New York State Exams, SACS demonstrated strong results in ELA, math, and science. The seven SACS schools with testing grades performed in the top 2% on the state math examination and in the top 7% on the state ELA examination. Additionally, 100% of SACS scholars who took the state science test passed the exam.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K096. This proposal is not expected to impact the site accessibility (fully accessible) of K096.

IV. Enrollment, Admissions and School Performance Information

I.S. 096

Admissions Data

Current Admissions	Grades 6-8: District 21 Middle School Application Process Admissions Methods: Zoned, Screened
Admissions Before and After Proposed Opening and Co-location of SA – New York 3	Grades 6-8: District 21 Middle School Application Process Admissions Methods: Zoned, Screened

Enrollment Data¹¹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	225	242	276	743
2014-2015 (projections)	220-230	220-230	235-245	675-705
2015-2016 (projections)	220-230	220-230	220-230	660-690
2016-2017 (projections)	220-230	220-230	220-230	660-690
2017-2018 (projections)	220-230	220-230	220-230	660-690
2018-2019 (projections)	220-230	220-230	220-230	660-690

Demographic Data¹²

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with IEPs	19%
Percentage of ELLs	21%
Percentage of Students Eligible for Free or Reduced Price Lunch	54%

¹¹ All figures are from the 2013-2014 Budget Register Projections.

¹² All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

I.S. 096 Seth Low	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	B	C
Quality Review Score ¹³	P	N/A ¹⁴	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	31%	27%	32%
Math % Proficient (Levels 3 and 4)	50%	55%	50%
Other Key Performance Indicators			
Attendance Rate	93%	93%	93%
2012-2013 State Accountability Status			
In Good Standing ¹⁵			

SA – New York 3

Admissions Data

Current Admissions	N/A
Admissions if this Proposal is Approved	Grades K-4: Charter Lottery Application (students admitted K-3)

¹³ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

¹⁴ Not all schools receive a Quality Review each year.

¹⁵ 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 Data¹⁶

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2013-2014 (projections)	-	-	-	-	-	-
2014-2015 (projections)	90-115	60-85	-	-	-	150-200
2015-2016 (projections)	60-70	90-105	60-75	-	-	210-250
2016-2017 (projections)	110-120	90-120	90-120	60-90	-	350-450
2017-2018 (projections)	90-120	90-120	90-120	90-120	60-90	420-570
2018-2019 (projections)	90-120	90-120	90-120	90-120	90-120	450-600

Demographic Data

SA – New York 3 does not yet have students enrolled. Therefore, there is no demographic data for the school.

School Performance Data

SA – New York 3 does not yet have students enrolled. Therefore, there is no performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocation at I.S. 096. Please refer to the Fair Student Funding (“FSF”) Guide¹⁷ and FY14 School Allocation Memoranda¹⁸ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

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

¹⁶ Enrollment projections reflect authorized charter enrollment pursuant to the preliminary charter application.

¹⁷ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

¹⁸ The FY14 School Allocation Memoranda is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

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 is not expected to change the number of personnel positions assigned to I.S. 096, nor is it expected to significantly alter the duties of current staff at I.S. 096.

New administrative staff and non-pedagogical positions may be created at SA – New York 3 over the course of the school’s phase-in. SA – New York 3 may hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades.

B. Administration

No changes in school supervisory or administrator positions at I.S. 096 are expected as a result of this proposal.

SA – New York 3 may hire school supervisors and/or administrator personnel as needed throughout the course of the school’s phase-in.

C. Transportation

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

The DOE does not anticipate any changes in existing transportation policy for I.S. 096 as a result of this proposal.

D. Other Support Services

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

VII. Building Information

Building		K096
Type of Building		MIDDLE
Year Built		1929
Overall BCAS rating		2.32
2011-2012 Target Building Utilization		57%
2011-2012 Target Building Capacity		1,341
FY 2012 Maintenance Costs	Labor	\$53,768
	Materials	\$14,547
	Maintenance and repair contracts	\$85,700
	Service contracts	\$0
	Custodial operations costs—Materials	\$8,830
	Custodial operations costs—Custodial Allocation	\$291,256
FY 2012 Energy Costs	Electric	\$107,173
	Gas	\$62,947
	Steam	--
	Oil	--
Projects completed during the current or prior school year	Electrical Service Upgrade, Lighting Replacement, FY13 Reso A Technology	
Projects proposed in the capital plan	Flood Elimination, Student Toilets, Classroom Connectivity	
Accessibility of the building	Building is Functionally Fully Programmatically Accessible	
Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office	