EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-Location of Success Academy Charter School – New York 4 (84QTBD) with Existing Schools M.S. 53 Brian Piccolo (27Q053) and Village Academy Middle School (27Q319) in Building Q053 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to open and co-locate Success Academy Charter School - New York 4 (84QTBD, "SA-Far Rockaway") in building Q053 ("Q053"), located at 10-45 Nameoke Street, Queens, NY 11691, in Community School District 27 ("District 27"), beginning in the 2016-2017 school year. If this proposal is approved, SA-Far Rockaway will be co-located in Q053 with M.S. 53 Brian Piccolo (27Q053, "M.S. 53") and Village Academy Middle School (27Q319, "Village Academy"), two existing district middle schools that currently serve students in sixth through eighth grade. SA-Far Rockaway will also be co-located with Alternate Learning Center - M.S. 53 (88Q996, "ALC-M.S. 53"), which provides an educational setting for students in sixth through eighth grade who are on a Superintendent's Suspension for up to 90 days.[1] Q053 also provides space to two community-based organizations ("CBOs"): Sports and Arts in Schools Foundation[2] and Cross Island YMCA.[3] If this proposal is approved, SA-Far Rockaway will open in the 2016-2017 school year, serving approximately 150-180 students in kindergarten and first grade, and will add one grade level each year until it reaches full scale, serving approximately 500-600 students in kindergarten through fourth grade in the 2019-2020 school year.

M.S. 53 is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools. Schools selected to be Renewal Schools were identified as Priority or Focus schools by the State Department of Education ("SED"), demonstrated low academic achievement (in 2012, 2013, and 2014), and scored "Proficient" or below on their most recent quality review (at the time of selection); or in four instances were selected per the Chancellor's discretion. As a result of the School Renewal Program, M.S. 53 is being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges.

This proposal will not impact M.S. 53's participation in the School Renewal Program.[4] As a part of the School Renewal Program, M.S. 53 adopted a Community School model beginning in the 2015-2016 school year, with deepened support from CBO partnership, expanded learning time, mental health services, more robust family engagement, additional resources for school leadership and instruction, and increased accountability for improvement. The DOE does not expect this proposal to impact any tailored ancillary services, extended instruction time, or other additional resources that M.S. 53 may receive as a result of the School Renewal Program and the school's designation as a Community School. If this proposal is approved by the Panel for Educational Policy, the DOE will continue to work closely with the school community to ensure all students receive the individualized support they need.

---

[1] Information about ALCs can be found on the DOE website: http://schools.nyc.gov/Offices/ALC/default.htm.
[2] Information about Sports and Arts in Schools Foundation can be found on its website: http://sasfny.org/.
[3] Information about Cross Island YMCA can be found on its website: http://www.ymcanyc.org/crossisland.
[4] Information about the School Renewal Program can be found on the DOE website: http://schools.nyc.gov/AboutUs/schools/RenewalSchool.

Pursuant to recent amendments to the Education Law, which provide certain new and expanding charter schools with access to facilities, SA-Far Rockaway made a request to the DOE for co-located space in District 27 to open a new elementary school.

Extensive public engagement was conducted by the DOE in the course of creating this proposal, which included:

- A Community Needs Assessment Forum on November 17, 2014, in which elected officials, representatives from Queens Community Education Councils ("CEC"), representatives from Queens District Presidents' Councils, and community members from District 27 participated, and at which the recent changes in the charter law, potential district planning needs, and priorities in Queens were discussed.
- A walkthrough of building Q053 with a Deputy Chancellor on March 13, 2015 to discuss the proposal, take questions and concerns from the school community, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the PEP. Participants included the principals and School Leadership Team ("SLT") members of M.S. 53 and Village Academy and other DOE leadership members. The SLT members of ALC-M.S. 53 and the CEC members were invited but did not attend.
- A meeting with members of CEC 27 on March 16, 2015 to inform the CEC of the recent amendments to the Education Law and Success Academy Charter School's ("SACS") application to open and co-locate a new elementary school in District 27.

The DOE will provide additional public engagement opportunities following this posting including:

- An optional community meeting open to the public prior to the Joint Public Hearing ("JPH") for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A JPH to be held at building Q053. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal until 6:00 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-7621 or emailing to D27Proposals@schools.nyc.gov. All comments received at the above noted hearing or through phone or email lines will be addressed by the DOE in an analysis of public comment, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.
- A PEP meeting at which PEP members are anticipated vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.

Information on the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/November2015SchoolProposals.

SACS is a charter management organization ("CMO") that currently operates elementary, middle, and high schools in New York City. If this proposal is approved, SA-Far Rockaway would open in the 2016-2017 school year and would serve students in kindergarten through fourth grade at scale in the 2019-2020 school year. SA-Far Rockaway's charter was authorized in October 2014 by the State University of New York Trustees ("SUNY").

SACS has informed the DOE of its intention to apply to serve Pre-Kindergarten ("Pre-K") at SA-Far Rockaway beginning in the 2016-2017 school year; however, the DOE has not yet released a Request for

Proposals for charter schools interested in partnering with the DOE to offer Pre-K for the 2016-2017 school year.

According to the 2013-2014 Enrollment, Capacity, Utilization Report (the "Blue Book"), building Q053 has the capacity to serve 1,622 students. Currently, the building serves approximately 682 students, yielding a utilization rate of 42%. The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. To this end, the DOE evaluates public school buildings throughout the City that are "under-utilized," meaning they have space to accommodate additional students.[5] Building Q053 is currently "under-utilized." If this proposal is approved by the PEP, in 2019-2020, when SA-Far Rockaway is at scale serving kindergarten through fourth grade students at Q053, there will be approximately 1,145-1,355 total students served in the building, yielding a projected utilization rate of approximately 71%-84%, which demonstrates that there is sufficient space for all school organizations. The Building Utilization Plan ("BUP") that accompanies this proposal also demonstrates that there is sufficient space in the building to accommodate this co-location.

II. Proposed or Potential Use of Building

As stated above, according to the Blue Book, Q053 has a target capacity of 1,622 students. During the current 2015-2016 school year, M.S. 53 is serving approximately 354 students, Village Academy is serving approximately 298 students, and ALC-M.S. 53is serving approximately 30 students in Q053[6], yielding a building utilization rate of 42%. This means that the building is "under-utilized" and has space to accommodate additional students.

The current and proposed grade spans for all school organizations in building Q053 over a five-year period are as follows:

		Grade Spans				
DBN	**School Name**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
84QTBD	SA-Far Rockaway	-	K-1	K-2	K-3	K-4
27Q053	M.S. 53	6-8	6-8	6-8	6-8	6-8
27Q319	Village Academy	6-8	6-8	6-8	6-8	6-8
88Q996	ALC-M.S. 53	6-8	6-8	6-8	6-8	6-8

[5] The most recent Under-Utilized Space Memorandum and List was published on the DOE's website on January 30, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum_1302015.pdf.
[6] All figures are from the 2015-2016 Budget Register Projections.

The chart below shows the projected enrollment and building utilization for building Q053 if this proposal is approved: [7]

DBN	School Name	2015-2016 Budget Projections	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
84QTBD	SA-Far Rockaway	-	150 - 180	210 - 250	400 - 480	500 - 600
27Q053	M.S. 53	354	345 - 375	345 - 375	345 - 375	345 - 375
27Q319	Village Academy	298	270 - 300	270 - 300	270 - 300	270 - 300
88Q996	ALC-M.S. 53	30	30 - 80	30 - 80	30 - 80	30 - 80
Total Building Enrollment		682	795 - 935	855 - 1,005	1,045 - 1,235	1,145 - 1,355
Utilization		42%	49% - 58%	53% - 62%	64% - 76%	71% - 84%

If this proposal is approved, in the 2016-2017 school year, SA-Far Rockaway is projected to serve approximately 150-180 kindergarten through first grade students, M.S. 53 is projected to serve 345-375 sixth through eighth grade students, Village Academy is projected to serve 270-300 sixth through eighth grade students, and ALC-M.S. 53 is projected to serve 30-80[8] sixth through eighth grade students, yielding a total projected utilization rate of 49%-58% for Q053. In 2017-2018, SA-Far Rockaway is projected to serve approximately 210-250 kindergarten through second grade students, M.S. 53 is projected to serve 345-375 sixth through eighth grade students, Village Academy is projected to serve 270-300 sixth through eighth grade students, and ALC-M.S. 53 is projected to serve 30-80 sixth through eighth grade students in Q053, yielding a projected utilization rate of 53%-62% for Q053. In 2018-2019, SA-Far Rockaway is projected to serve approximately 400-480 kindergarten through third grade students, M.S. 53 is projected to serve 345-375 sixth through eighth grade students, Village Academy is projected to serve 270-300 sixth through eighth grade students, and ALC-M.S. 53 is projected to serve 30-80 sixth through eighth grade students in Q053, yielding a projected utilization rate of 64%-76% for Q053. In 2019-2020, when SA-Far Rockaway is fully phased in, SA-Far Rockaway is projected to serve approximately 500-600 kindergarten through fourth grade

[7] All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2013-2014 Blue Book the 2015-2016 Budget Register Projections, and the charter headcount as of November 6, 2014. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf.

[8] While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, the ALC enrollment is anticipated to be 30-80 students, even though enrollment may be lower at given times throughout each school year.

students, M.S. 53 is projected to serve 345-375 sixth through eighth grade students, Village Academy is projected to serve 270-300 sixth through eighth grade students, and ALC-M.S. 53 is projected to serve 30-80 sixth through eighth grade students in Q053, yielding a projected utilization rate of 71%-84% for Q053. More information on target capacity and utilization is available in Appendix A of this EIS.

If this proposal is approved, SA-Far Rockaway, M.S. 53, Village Academy, and ALC-M.S. 53 will receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint ("Footprint"). More details about space are available in Section III.B and Appendix C of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint_91114newlogo.pdf.

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

A. Students

If this proposal is approved, in 2016-2017, SA-Far Rockaway will open and serve students in kindergarten and first grade at Q053, where it will be co-located with M.S. 53, Village Academy, and ALC-M.S. 53. M.S. 53, Village Academy, and ALC-M.S. 53 will continue to serve students in sixth through eighth grades. The DOE does not anticipate that the opening and co-location of SA-Far Rockaway will impact current student enrollment or instructional programming at Q053.

Impact on Middle School Students in Q053

The proposed opening and co-location of SA-Far Rockaway with M.S. 53, Village Academy, and ALC-M.S. 53 in Q053 is not expected to impact current or future student enrollment, admissions, or instructional programming at M.S. 53, Village Academy, and ALC-M.S. 53.

M.S. 53 and Village Academy currently serve general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") and Self-Contained ("SC") special education classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). If this proposal is approved, M.S. 53 and Village Academy will continue to provide ICT, SC, and SETSS classes and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plan ("IEP"). Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, English Language Learner ("ELL") students are enrolled at both M.S. 53 and Village Academy and receive English as a Second Language ("ESL") services. If this proposal is approved, students at M.S. 53 and Village Academy will continue to receive their mandated services.

M.S. 53 currently offers the following programs and extra-curricular activities and has the following partnerships:[9]

- **Clubs and Activities:** Media Life, Man Up, Follow the Leader, B.E.A.R. (being empowered and resilient), Dance, Cartooning, Chess, Music, Connect with Kids, Student Government, Explorers, African Drumming, Chorus, Cheerleading, Arista, Project Boost, All-Boys Forum, All-Girls Forum, MAY DAY Adventure
- **Athletics:** Soccer, Basketball, Flag Football, Track and Field, Martial Arts, Softball

[9] Information from the District 27 Middle School Directory, school website available at http://schools.nyc.gov/SchoolPortals/27/Q053/default.htm as of April 1, 2015, and from school reported data as of March 25, 2015.

- **Partnerships:** New York Cares, Life Changing Music, LIJ Clinic, Urban Arts, SASF, 21st Century, Molloy College, We Got Game with a Message, Triad Services, LEAP, CEI, Star Track

Village Academy currently offers the following programs and extra-curricular activities and has the following Special Programs:[10]

- **Clubs and Activities:** Student Government, Life-Changing Music, MOUSE Squad, Debate, Dance, Broadway Juniors, Cooking, Newspaper, Photography, Yearbook, Drama, Chorus, Movie Producing, Fashion Design, Video Game Design

- **Athletics:** Soccer, Basketball, Martial Arts, Track and Field, Girls Cheerleading, Girls Dance, Girls Step, Boys Football

- **Special Programs:** College Tour, Yale University Splash Program, District Attorney Star Track Program, Mentoring Programs (Too Important to Fail, Beautiful Me), Urban Advantage, Family Knicks Night

If this proposal is approved, M.S. 53 and Village Academy will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Additionally, M.S. 53 is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools. Schools selected to be Renewal Schools were identified as Priority or Focus schools by SED, demonstrated low academic achievement (in 2012, 2013, and 2014), and scored "Proficient" or below on their most recent quality review (at the time of selection); or in four instances were selected per the Chancellor's discretion. As a result of the School Renewal Program, M.S. 53 is being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges.

This proposal will not impact M.S. 53's participation in the School Renewal Program. As a part of the School Renewal Program, M.S. 53 adopted a Community School model beginning in the 2015-2016 school year, with deepened support from CBO partnership, expanded learning time, mental health services, more robust family engagement, additional resources for school leadership and instruction, and increased accountability for improvement. The DOE does not expect this proposal to impact any tailored ancillary services, extended instruction time, or other additional resources that M.S. 53 may receive as a result of the School Renewal Program and the school's designation as a Community School. If this proposal is approved by the PEP, the DOE will continue to work closely with the school community to ensure all students receive the individualized support they need.

Impact on Future Middle School Students in District 27

This proposal will not impact M.S. 53 or Village Academy's current admissions processes. M.S. 53 and Village Academy currently enroll students through the middle school admissions process and share a zone. M.S. 53 first gives priority to students residing in the zone, then to students and residents of District 27, and finally to students and residents of Queens. Village Academy also gives priority admissions to students

[10] Information from the District 27 Middle School Directory, and school website available at http://schools.nyc.gov/SchoolPortals/27/Q319/default.htm as of April 1, 2015.

residing in the zone and then to students and residents of District 27, but admission is not open to students and residents outside the district. This proposal will not impact the manner in which M.S. 53 and Village Academy enroll students.

See Appendix B of this EIS for more information on middle school enrollment.

Impact for Over-the-Counter ("OTC") Students

M.S. 53 and Village Academy also each admit students through the OTC admissions process, which is described below. Students will be given an OTC placement depending on the needs of the community, preference of parents, and availability of seats. This proposal is not expected to impact the placement of those students in Q053.

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

- New to the New York City school system; or
- Left the New York City school system and have returned;[11] 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 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.

Impact on the ALC-M.S. 53

Q053 houses ALC-M.S. 53, which currently enrolls approximately 30 students who are on Superintendent's suspension for up to 90 days.[12] ALCs provide a safe and high-quality instructional program that encompasses social and emotional development to prepare students for their return to their home schools. ALCs offer the same core curriculum materials that traditional schools offer for consistency of instruction for students. They also provide intervention measures that build students' capacity to return to school better able to be productive and engaged members of their school communities.

The DOE does not anticipate that students attending ALC-M.S. 53 would be impacted by this proposal, as there would continue to be sufficient space in the building to accommodate the program. ALC-M.S. 53 is not expected to have any programming changes as a result of this proposal.

[11] 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.

[12] The ALC's enrollment is an approximation calculated by multiplying the number of students on register by the average attendance rate. Given ALC programming, actual enrollment fluctuates from day to day and may fall below 30 students.

Impact on Future Students Attending SA-Far Rockaway

If this proposal is approved, beginning in the 2016-2017 school year, SA-Far Rockaway will open and serve kindergarten and first grade students in Q053. SA-Far Rockaway will add one grade level each year until it reaches full scale, serving students in kindergarten through fourth grade in Q053 in the 2019-2020 school year. SA-Far Rockaway will accept students through a charter lottery application with preference to siblings of current or accepted students and to applicants who reside within District 27.

SA-Far Rockaway will serve general education students and students requiring special education services. Future students with disabilities at SA-Far Rockaway will receive mandated services. SA-Far Rockaway will also serve ELL students.

SA-Far Rockaway will admit students via lottery for kindergarten through fourth grade. Applications are available on the SACS website.[13] The deadline to submit an application for SA-Far Rockaway's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of SA's lottery has not yet been announced and will be determined at a later date. SA-Far Rockaway will provide the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 27.

Impact on Admissions of Future Elementary School Students in District 27

This proposal is not expected to impact the admissions process for district elementary schools in District 27. Non-charter district schools that are zoned will continue to give priority to students who live in their zone, as they have in the past and in accordance with Chancellor's Regulation A-101.

See Appendix B of this EIS for more information on elementary school enrollment.

Impact on Other Organizations in Building Q053

Building Q053 currently provides space for two CBOs: Cross Island YMCA and Sports and Arts in Schools Foundation, which is M.S. 53's partner in the Community School initiative. These CBOs are not expected to lose any space or reduce the services offered as a result of this proposal.

B. Schools

If this proposal is approved, SA-Far Rockaway will serve students in kindergarten and first grade in Q053 beginning in the 2016-2017 school year. As described in the BUP that accompanies this proposal, there will be sufficient instructional and administrative space in Q053 to accommodate M.S. 53, Village Academy, ALC-M.S 53, and SA-Far Rockaway. In 2016-2017, SA-Far Rockaway is projected to serve approximately 150-180 kindergarten through first grade students, M.S. 53 is projected to serve 345-375 sixth through eighth grade students, Village Academy is projected to serve 270-300 sixth through eighth grade students, and ALC-M.S. 53 is projected to serve 30-80 sixth through eighth grade students in Q053, yielding a projected utilization rate of 49%-58% in Q053.

In 2019-2020, when SA-Far Rockaway is at scale serving students in kindergarten through fourth grade, SA-Far Rockaway is projected to serve 500-600 students, M.S. 53 is projected to serve 345-375 sixth through eighth grade students, Village Academy is projected to serve 270-300 sixth through eighth grade students, and ALC-M.S. 53 is projected to serve 30-80 sixth through eighth grade students for a total enrollment of approximately 1,145-1,355 students, yielding a projected utilization rate of 71%-84% in Q053.

[13] The SACS website can be found at: http://successacademies.org/.

As described earlier in this EIS, the DOE believes there is sufficient instructional space in Q053 for SA-Far Rockaway to serve students in kindergarten through fourth grade at full scale in the 2019-2020 school year, pursuant to the Footprint, during and after the co-location. Please see Appendix C of this EIS and the attached BUP for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint: http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

As in other situations where schools are co-located, the schools will share large common and specialty rooms in the building, namely the cafeteria, gymnasium, and auditorium. Specific decisions regarding the use of shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. As per the attached BUP, any space remaining that is not allocated as part of either school's baseline or adjusted baseline footprint will 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 the opening of a new Success Academy Charter School in District 27. 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. Detailed information about charter schools is also published annually and is available in print or on the DOE's website here: http://schools.nyc.gov/community/charters/information/directory.htm.

This proposal is not anticipated to have an impact on the broad range of options available to elementary or middle school students in District 27.

As mentioned, M.S. 53 is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools. This proposal will not impact M.S. 53's participation in the School Renewal Program. As a part of the School Renewal Program, M.S 53 adopted a Community School model beginning in the 2015-2016 school year, with deepened support from CBO partnership, expanded learning time, mental health services, more robust family engagement, additional resources for school leadership and instruction, and increased accountability for improvement. The DOE does not expect this proposal to impact any tailored ancillary services, extended instruction time, or other additional resources that M.S. 53 may receive as a result of the School Renewal Program and the school's designation as a Community School. If this proposal is approved by the PEP, the DOE will continue to work closely with the school community to ensure all students receive the individualized support they need.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q053, which is partially programmatically accessible.

There are no other proposed uses or plans for building Q053.

IV. Enrollment, Admissions, and School Performance Information

M.S. 53

Admissions Data

Current Admissions	**Grades 6-8**: middle school admissions process **Admissions Method:** Zoned
Admissions if this Proposal is Approved	**Grades 6-8**: middle school admissions process **Admissions Method:** Zoned

Enrollment Data[14]

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	118	119	117	354
2016-2017 (projections)	115-125	115-125	115-125	345-375
2017-2018 (projections)	115-125	115-125	115-125	345-375
2018-2019 (projections)	115-125	115-125	115-125	345-375
2019-2020 (projections)	115-125	115-125	115-125	345-375

Demographic Data[15]

Percentage of Students Receiving ICT or SC Services	26%
Percentage of Students with Individualized Education Programs	30%
Percentage of English Language Learner Students	16%
Percentage of Students Eligible for Free or Reduced Lunch	65%

[14] All figures are from the 2015-2016 Budget Register Projections.
[15] All figures are as a percentage of total students from the 2014-2015 Audited Register as of September 30, 2015.

School Performance Data

M.S. 53 Brian Piccolo	2012-2013	2013-2014	2014-2015
School Quality Indicators[16,17]			
1.1 Curriculum	P	N/A	P[18]
1.2 Pedagogy	D	N/A	D
2.2 Assessment	P	N/A	P
3.4 High Expectations	P	N/A	P
4.2 Teacher Teams and Leadership Development	P	N/A	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	5%	6%	6%
Math % Proficient (Levels 3 and 4)	3%	3%	5%
Other Key Performance Indicators			
Attendance Rate[19]	89%	90%	N/A
2015-2016 State Accountability Status[20]	Priority		

[16] The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf.

[17] A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. M.S. 53 did not have a Quality Review for the 2013-2014 school year.

[18] Quality Review Scores are abbreviated as follows: well-developed ("WD"), proficient ("P"), developing ("D"), or underdeveloped ("UD"). For more information about Quality Reviews, please visit the DOE website at http://schools.nyc.gov/Accountability/tools/review/default.htm.

[19] Attendance Rate for 2014-2015 is not available at this time.

[20] 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 website at: http://www.p12.nysed.gov/accountability/ESEADesignations.html.

Village Academy

Admissions Data

Current Admissions	**Grades 6-8**: middle school admissions process **Admissions Method:** Zoned
Admissions if this Proposal is Approved	**Grades 6-8**: middle school admissions process **Admissions Method:** Zoned

Enrollment Data[21]

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	96	97	105	298
2016-2017 (projections)	90-100	90-100	90-100	270-300
2017-2018 (projections)	90-100	90-100	90-100	270-300
2018-2019 (projections)	90-100	90-100	90-100	270-300
2019-2020 (projections)	90-100	90-100	90-100	270-300

Demographic Data[22]

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with Individualized Education Programs	28%
Percentage of English Language Learner Students	15%
Percentage of Students Eligible for Free or Reduced Lunch	70%

[21] All figures are from the 2015-2016 Budget Register Projections.
[22] All figures are as a percentage of total students from the 2014-2015 Audited Register as of September 30, 2015.

School Performance Data

Village Academy	2012-2013	2013-2014	2014-2015
School Quality Indicators[23,24]			
1.1 Curriculum	N/A	N/A	WD[25]
1.2 Pedagogy	N/A	N/A	P
2.2 Assessment	N/A	N/A	P
3.4 High Expectations	N/A	N/A	P
4.2 Teacher Teams and Leadership Development	N/A	N/A	WD
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	5%	6%	9%
Math % Proficient (Levels 3 and 4)	7%	10%	9%
Other Key Performance Indicators			
Attendance Rate[26]	93%	93%	N/A
2015-2016 State Accountability Status[27]	Good Standing		

[23] The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf.

[24] A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Village Academy did not have a Quality Review for the 2012-2013 or 2013-2014 school years.

[25] Quality Review Scores are abbreviated as follows: well-developed ("WD"), proficient ("P"), developing ("D"), or underdeveloped ("UD"). For more information about Quality Reviews, please visit the DOE website at http://schools.nyc.gov/Accountability/tools/review/default.htm.

[26] Attendance Rate for 2014-2015 is not available at this time.

[27] 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 website at: http://www.p12.nysed.gov/accountability/ESEADesignations.html.

SA-Far Rockaway

Admissions Data

Current Admissions	**N/A**
Admissions if this Proposal is Approved	**Grades K-4 :** Charter lottery application

Enrollment Data[28]

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2015-2016 (projections)	-	-	-	-	-	-
2016-2017 (projections)	75-90	75-90	-	-	-	150-180
2017-2018 (projections)	60-70	75-90	75-90	-	-	210-250
2018-2019 (projections)	100-120	100-120	100-120	100-120	-	400-480
2019-2020 (projections)	100-120	100-120	100-120	100-120	100-120	500-600

Demographic Data

SA-Far Rockaway does not yet have student enrollment. Therefore, there is no demographic data for the school.

School Performance Data

.

SA-Far Rockaway does not yet have student enrollment. Therefore, there is no performance data for the school.

[28] Projections are based on enrollment in the charter application.

V. Initial Impact on Budget and Cost of Instruction

The proposal is not expected to impact costs or allocations at M.S. 53, Village Academy, and ALC-M.S. 53 in Q053. This proposal should not impact the operating budget or costs of instruction at M.S. 53, Village Academy, and ALC-M.S. 53. Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs.

Please refer to the FSF Guide[29] and FY16 School Allocation Memoranda[30] 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 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.

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

A. Personnel Needs

The proposed co-location of SA-Far Rockaway in Q053 is not expected to change the number of personnel positions assigned to M.S. 53, Village Academy, or ALC-M.S. 53, nor is it expected to significantly alter the duties of its current staff.

New administrative staff and non-pedagogical positions may be created at SA-Far Rockaway over the course of the school's phase-in. SA-Far Rockaway is expected to hire additional teachers as each new grade is added and as the total number of students increases. The precise number of positions needed for the 2016-2017 school year and subsequent school years will be determined by the charter school. Those decisions will be made at the school level, based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrator positions at M.S. 53, Village Academy, and ALC-M.S. 53 is expected as a result of this proposal.

[29] Available on the DOE website at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf
[30] Available on the DOE website at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html.

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

C. Transportation

Transportation will continue to be provided according to Chancellor's Regulation A-801: http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf.

This proposal is not expected to impact the transportation services for M.S. 53, Village Academy, or ALC-M.S. 53.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided as consistent with Citywide policy.

VII. Building Information

Building		Q053
Type of Building		IS/JHS
Year Built		1972
Overall BCAS rating		2.44
2013-2014 Blue Book Target Building Utilization		42%
2013-2014 Blue Book Target Building Capacity		1,622
FY 2014 Maintenance Costs	**Labor**	$45,384
	Materials	$6,942
	Maintenance, repair, and service contracts	$80,319
	Custodial operations costs—Materials	$11,774
	Custodial operations costs—Custodial Allocation	$332,367
FY 2014 Energy Costs	**Electric**	$255,111
	Gas	$1,464
	Steam	N/A
	Oil	$236,593
Projects completed during the current or prior school year		Science Lab, Courtyard Concrete, Exit Signs, Electrical Lighting Fixtures, FY 14 Reso A Technology
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A: Target Capacity and Utilization

As described in more detail in the Enrollment, Capacity, Utilization Report ("Blue Book"), available online at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2013-2014. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2013-2014 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 2015-2016 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix B: School Admissions

Elementary School Admissions

A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;

b. Zoned students other than those in (a) above applying to the zoned school;

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;

d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;

e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;

g. Students other than those in (c) and (e) above who are residents of that district; and

h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,[31] a Non-Public School Placement, or specialized programs,[32] are admitted to schools in the same manner as

[31] 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 347 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.

[32] Specialized programs refer to a set of programs that are not in every community school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit

general education students. Schools will ensure that students with disabilities continue to receive mandated programs and 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students.

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. 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 website at: http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm.

With the middle school admissions process, students rank their preferences from among their eligible choices which are pre-populated 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 where admission is based on a composite score of grades, test scores, attendance, and student performance measures.
- Zoned middle schools;
- K-8 schools with a screened or unscreened admissions method for the middle school grades that have available seats for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, screened, or composite score admissions methods.

The Citywide deadline for fifth graders to submit middle school applications for the 2016-2017 school year will be in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be available at the following link: http://schools.nyc.gov/ChoicesEnrollment/Calendar.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75[33] 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.

---

http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm or email specializedprograms@schools.nyc.gov.

[33] 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 310 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.

Appendix C: Instructional Footprint

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 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 room for each general education or ICT 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 rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.