

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Expansion of Leadership Village Academy Charter School (84M335) to Include Grades K-2 in Building M045 Beginning in 2012-2013

I. Summary of Proposal

The DOE is proposing to expand Leadership Village Academy Charter School (84M335, “LVA”) to serve early childhood grades. LVA is an existing public charter school serving students in fifth through eleventh grade. LVA serves its fifth- through eighth-grade students in building M045 (“M045”) at 2351 1st Avenue New York, NY 10035, in Community School District 4. LVA’s middle school grades are co-located in M045 with a district middle school, M.S. 45/S.T.A.R.S. Prep Academy (04M045, “M.S. 45”), and a district high school, Coalition School for Social Change (04M409, “Coalition”). 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. This proposal would expand the grades served by LVA in M045 to include kindergarten through second grade.

LVA is managed by the Harlem Village Academies, a charter management organization (“CMO”) that operates Harlem Village Academy in addition to LVA. In 2002, Harlem Village Academies’ charter authorizer, the State University of New York (“SUNY”), approved the CMO to open both of its schools. Harlem Village Academies opened LVA in 2005, and the school currently serves students in grade fifth through eleventh grade. As discussed above, students in the fifth through eighth grade are served in M045. Students in the ninth through eleventh grade are served in private space located at 413 East 120th Street New York, NY 10035. If this proposal is approved, LVA would begin enrolling kindergarten students for the 2012-2013 school year, and would serve students in kindergarten through second grade and fifth through eighth grade in M045. LVA would continue to serve its high school students in private space. The DOE will consider available options for siting LVA’s third and fourth grade for 2015-2016 and beyond and would propose any re-sitings or co-locations in a future Educational Impact Statement (“EIS”) subject to approval by the Panel for Educational Policy (“PEP”). LVA currently admits fifth-graders via the charter school lottery application process, with preference to District 4 residents.¹

M.S. 45 currently admits sixth-graders through the District 4 Middle School Choice Process. The school admits students through the limited screened method, open to District 4 students and residents. Coalition admits students through the High School Admissions Process and uses the limited unscreened method (admissions procedures are discussed in more detail in Section II below). The school gives first priority to Manhattan and Bronx students or residents, and gives secondary priority to New York City residents.

M045 has a capacity of 1,282 students and served 879 students in 2011-2012, yielding a utilization rate of 69%.² If this proposal is approved, the building would serve approximately 1041 - 1258 students and have a utilization rate of 84% - 98% in 2014-2015 when LVA reaches full scale in the building. As discussed in

¹ For more information about the charter school lottery application process, please consult the DOE’s Directory of NYC Charter Schools, which can be accessed on the DOE’s website: <http://schools.nyc.gov/community/planning/charters/For+Parents>. Applicants who reside in the district in which a charter is located receive preference for admission.

² All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. The utilization rate referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2011. 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.

section III.B., the building has sufficient space to provide all three schools with at least their baseline room allocations. Therefore, M045 has the capacity to accommodate all existing schools along with the proposed addition of elementary grades for LVA.

II. Proposed or Potential Use of Building

There is sufficient space in M045 to accommodate LVA’s proposed expansion to serve students in kindergarten through second grade in addition to the students in fifth through eighth grades already served by the school. According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), M045 has a target capacity to serve 1,282 students.

Target Capacity and Projected Utilization	
Total Target Capacity (2010-11)	1,282
Enrollment (2011-12)	879
Utilization %	69%

Over the next three years, the proposed grade spans and projected enrollments for the schools in the building are as follows:

DBN	School Name	Grade Spans			
		2011-12	2012-13	2013-14	2014-15
84M335	Leadership Village Academy Charter School	5-8	K, 5-8	K-1, 5-8	K-2, 5-8
04M045	M.S. 45/S.T.A.R.S. Prep Academy	6-8	6-8	6-8	6-8
04M409	Coalition School for Social Change	9-12	9-12	9-12	9-12

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
Leadership Village Academy Charter Academy	299	367 - 450	449 - 549	526 - 645
M.S. 45/S.T.A.R.S. Prep Academy	241	225 - 255	225 - 255	225 - 255
Coalition School for Social Change	339	320 - 360	320 - 360	320 - 360
Total Building Enrollment	879	912 - 1065	994 - 1164	1071 - 1260
Utilization	69%	71% - 83%	78% - 91%	84% - 98%

LVA would serve 526 – 645 students in kindergarten through second grade and fifth through eighth grade in M045 when it completes its expansion in M045 in 2014-2015. The DOE projects that the enrollment of the other three schools in M045 will remain at or close to their current levels.

Once LVA completes its expansion in M045, there will be approximately 1071 – 1260 students served in the building, yielding a building utilization rate of 84% - 98%. As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 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 the 2011-2012 school year 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 administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard

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.

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

A. Students

Impact on Students Currently Attending Schools in Building M045

LVA's grade expansion in M045 would create approximately 370 additional kindergarten through second grade seats in District 4. LVA will admit new kindergarten students through the charter lottery process, which is described in more detail below.

LVA will continue to serve fifth-grade and middle school students who are admitted to the school through the charter school lottery process, which is described in more detail below.

The proposed expansion of LVA is not expected to impact current or future instructional programming at M.S. 45 or Coalition.

The DOE does not anticipate that this proposal would impact the partnerships of the other schools in M045. Similarly, all school organizations in the building would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed expansion would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

M.S. 45 currently offers Integrated Co-Teaching ("ICT"), Special Class, and Special Education Teacher Support Services ("SETSS"). LVA and Coalition provides students with disabilities the supports and services indicated on their Individualized Education Plans ("IEP").

In accordance with DOE policy, English language learner ("ELL") students are admitted to schools in the same manner as their non-ELL peers. Current and future ELL students at LVA, M.S. 45, and Coalition would continue to receive mandated services.

LVA currently offers the following special programs and partnerships:³

- Individualized tutoring, after-school homework center and Saturday school
- Small-group advisory system where each student is connected each student with an adult advisor
- Year-end college visits
- Extended-day from 7:30am to 4:40pm (music, dance, yoga, photography, theatre)
- Community service projects such as toy drives, coat drives, charity walkathons

M.S. 45 currently offers the following special programs and partnerships:⁴

³ Compiled from the 2011-12 Directory of NYC Charter Schools and Harlem Village Academies Website: <http://www.harlemvillageacademies.org>.

⁴ Compiled from the 2012-13 Middle School Directory

- Clubs and Activities: Environmental, Drama, Art, Stage Design, Karate and Chess Clubs, CHAMPS, Ballroom Dancing, Student Government, Brainfuse Tutoring Program, Beacon/SCAN After-school Program, Catch-Up Club, Gentlemen’s Club, Ladies’ Club
- Sports:
 - Boys Sports: Baseball, Basketball, Football, Indoor Track, Soccer, Swimming
 - Girls Sports: Basketball, Indoor Track, Soccer, Softball, Swimming, Volleyball
 - Co-ed Sports: Basketball, Soccer
- Partnerships:
 - Cultural Institutions: American Ballroom Theatre, The Phillips Collection
 - Higher Education Institutions: New York University (NYU), Hunter College, University of Connecticut
 - Program Partners: CFES, The Leadership Program, Comp2Kids (Per Scholas & Time Warner); Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS); New York City Department of Parks & Recreation (Education Department), Attendance Court of NYC, CAMBA, City Year
 - Resource Partners: Joe Torre Foundation, Margaret's Place, City Year, Harlem Youth Justice Center, Beacon/Supportive Children's Advocacy Network (SCAN), Safe Horizon, America Reads, The Leadership Academy, Mount Sinai Medical Center / Child Adolescent and Family Services (CAFS)

Coalition currently offers the following special programs and partnerships:⁵

- Advisory
- Regents and RCT examination skill support
- College Now
- Electives including drama, architecture, environmental, guitar, academic intervention services
- Extracurricular Activities: Student Government, SPARK (Leadership Program), Homework Help and Tutoring, Regents Examination and SAT preparation, Field trips to area museums and cultural institutions
- Clubs: Model United Nations, Art, Dance, Yearbook, Swim, Running, Flag Football, Soccer, Crafts, Electronic Music
- PSAL Sports (Boys): Baseball, Basketball, Bowling, Football, Outdoor Track, Volleyball
- PSAL Sports (Girls): Basketball, Bowling, Golf, Indoor Track, Softball, Volleyball
- School Sports: Harlem Pride Sports

If this proposal is approved, M045 will serve both elementary school students and high school students. Currently, the DOE manages other campuses where elementary schools are co-located with high schools, including the Julia Richman Educational Complex (the “Richman Campus”), which houses Ella Baker (a K-8 school), four high schools, and part of a District 75 special education program; Building M013, which houses Central Park East I Elementary School, Central Park East High School, a middle school and another elementary school; and the Adlai Stevenson Campus (the “Stevenson Campus”) which houses eight high schools, an Alternative Learning Center, and the full-day pre-kindergarten sections of elementary school P.S. 138; and the Brandeis Campus, which serves five high schools and Upper West Success Charter Elementary School. The DOE is not aware of any unusual discipline problems caused by the co-location of elementary age students with high school age students. The DOE, in consultation with the Building Council, will, where possible, allocate contiguous and dedicated space to the elementary students to ensure the safety of all students.

⁵ Compiled from the Directory of NYC Public High Schools 2011-2012

Impact on Future Elementary School Students in District 4

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. If the proposal to expand LVA to serve students in kindergarten through second grade in addition to students in fifth through eighth grade in M045 is approved, LVA would add up to 370 high-quality kindergarten- through second-grade seats for elementary school students in District 4 by 2014-2015.

All pre-kindergarten students residing in District 4 will have the opportunity to apply through the charter application lottery to enter kindergarten at LVA in September 2012. LVA's lottery preferences are as follows:

- Returning students;
- Students who reside in District 4;
- Siblings of currently enrolled students;
- 30% of admission slots will be reserved for applicants who are eligible for free or reduced price lunch.

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE website here:

<http://schools.nyc.gov/community/planning/charters/For+Parents>.

There are currently 20 district elementary schools in District 4. Of these, six received an A grade on the 2010-2011 Progress Report; seven received a B grade; four received a C grade; and three received a D grade. In addition, there are several public charter schools located in District 4. On the 2011-2012 Progress Report, Dream Charter School received a C grade, Harlem Success Academy 3 Charter School received an A grade, Amber Charter School received a B grade, and Harlem Day Charter School received a D grade. The New York City Center for Autism Charter School did not receive a 2011-2012 Progress Report. All serve elementary school students and all provide a preference to District 4 residents.

Impact on Future Middle School Students in District 4

The proposed grade expansion of LVA will not change the admissions criteria or process at M.S. 45. M.S. 45 currently admits sixth-grade students through the District 4 Middle School Choice Process, where District 4 fifth-graders rank their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. M.S. 45 is open to District 4 residents and students attending District 4 elementary schools, and uses a limited screened admissions process that requires a review of student attendance and punctuality, test scores, a teacher recommendation, and gives priority to students who demonstrate interest by attending a school visit.

There are several other middle schools that are also available to District 4 students and families. Through the District Middle School Choice Process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>. Please note that this directory is updated yearly.

There are currently 20 total schools serving middle school grades in District 4, including three charter schools. At scale, eight of these schools will be middle schools, three will be secondary schools serving grades 6-12, eight will be K-8 schools, and one, The New York City Center for Autism Charter School, will be K-12.

In the District 4 Middle School Choice Process, students rank their preferences from among the seventeen District 4 choice middle schools. These options include:

- unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school);
- unzoned, choice middle schools with an unscreened or limited unscreened application processes (Note: limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session)

Students with IEPs participate in the middle school admissions process in the same manner as their non-disabled peers. The DOE will support schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions process in the same manner as their non-ELL peers. ELL students are placed according to the same criteria as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the school to which they are matched.

Impact on Over-the-Counter Placement in District 4 Middle Schools

If students do not participate in the Middle School Choice process, their placement is determined by the DOE's over-the-counter (OTC) process. This 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 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; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);⁶ or
- Students who did not participate in the Middle School Choice process for some other reason.

When a student eligible for middle school needs an over-the-counter 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 districts without zoned middle schools (including District 4), 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.

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 unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an over-the-counter placement are guaranteed a seat at that zoned school. 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 has the right to return if they

⁶ 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.

so choose.

In addition, screened and audition middle and high schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 4 Middle School Choice Process. Should this proposal to expand LVA to serve students in kindergarten through second grade in addition to students in fifth through eighth grade in M045 be approved, there would be no impact on the existing admissions processes of any District 4 school.

Impact on Future High School Students in District 4

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference. Coalition admits students as part of the High School Admissions Process, through the Education Option (“Ed. Opt.”). Schools that use the Ed. Opt. method have a certain proportion of seats based on scores attained on the seventh grade English Language Arts reading exam for students from high, medium, and low reading levels. From the applicant pool, half the students are chosen by the school administration and half are selected randomly.

Students who are currently enrolled in the eighth grade and are interested in applying to Coalition would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2012. Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round 1: All eighth grade and interested first-time ninth grade students participate in this round. All students will receive match results at the end of February. Additionally, students who took the Specialized High Schools Admissions Test and/or auditioned for Fiorello H. LaGuardia High School of Music & Art and Performing Arts (LaGuardia) will be notified about test and/or audition results at the end of February.

Round 2: All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning this year, any student who received a match in Round 1 may reapply to available programs in Round 2. The available programs for Round 2 include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April.

For more information about the High School Admissions Process, please visit <http://schools.nyc.gov/ChoicesEnrollment/High>.

Non-District 75 high school students with Individualized Education Plans (“IEPs”) and ELLs are admitted to high schools in the same manner as general education students. Schools are expected to create programs that meet the needs of all students and ensure appropriate exposure to a general education curriculum. Therefore, the placement process for students with IEPs and ELLs is the same process as described above.

In addition to the High School Admissions Process, some students receive placement into the school through the OTC process, as described previously in this EIS.

Screened programs (those that have academic criteria), which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools,

transfer schools, international schools and alternative programs are offered to OTC students through referral.⁷ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools. Should this proposal to expand LVA to serve students in kindergarten through second grade in addition to students in fifth through eighth grade in M045 be approved, there would be no impact on the existing admissions processes of any District 4 high school.

B. Schools

Building M045 has adequate capacity to accommodate the expanded LVA, M.S. 45, and Coalition. Collectively, they are projected to enroll an estimated 1071 – 1260 students in 2014-2015. At that point, the projected utilization for building M045 would be approximately 84% - 98%.

The estimated enrollment for all organizations in M045 over the next several years are shown in Sections II and IV.

As described in more detail in the attached Building Utilization Plan (“BUP”) that accompanies this EIS, there will be sufficient instructional space in M045 for the expanded LVA, M.S. 45, and Coalition. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee shall also meet a minimum of four times per year and report back to the Building Council regarding the implementation of the BUP. Any unallocated space would be equitably distributed among the schools based on a number of factors, including but not limited to student enrollment.

If this proposal is approved, there will be sufficient space to accommodate the expanded LVA, M.S. 45, and Coalition, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while the LVA elementary grades gradually phase in. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools (available in the Key Documents section): <http://schools.nyc.gov/community/planning/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching section and a 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 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.

⁷International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age. (These students are called “over age and under-credited.”)

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, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

C. Community

The proposed expansion of LVA to serve students in kindergarten through second and fifth through eighth grade would more efficiently utilize space in building M045. LVA has earned A grades on its Progress Reports.⁸ In 2011, LVA earned an A and scored in the 99th percentile of all middle schools. In 2011, Harlem Village Academies middle schools were the two highest performing open enrollment schools in Districts 4 and 5 on both the seventh and eighth grade New York State Math and English Language Arts exams. Ninety-eight percent of its eighth grade students across both middle schools passed the Integrated Algebra Regents exam. The DOE believes that LVA will continue this record of success and this expansion will provide an additional high-quality elementary school option in District 4.

The grade expansion of LVA may have a mild impact on the enrollment at these other District 4 schools. By 2014-2015, LVA will serve 303 – 370 students in kindergarten through second grade in building M045. If all 303 – 370 students come from District 4, there could be a slight decrease in enrollment at other District 4 elementary schools. However, there is no way to know which District 4 elementary schools would be impacted, or by how many seats.

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 expansion of LVA to serve students in kindergarten through second in addition to fifth through eighth grade in M045 is intended to meet those goals by providing more high-quality elementary school seats in District 4.

As previously noted, M045 has space to enroll additional students. This expansion proposal would result in more students being served within M045 and thus more efficient use of building space within District 4, while simultaneously providing parents and students with additional choices.

As discussed above, the expansion of LVA may have a mild impact on the enrollment at other elementary schools. However, at present there is no way to reliably predict which elementary schools would be impacted, or by how many seats.

As mentioned earlier, this proposal is not expected to impact the three CBOs in M045: City Year, El Faro Beacon, and Harlem Family Institute.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M045.

⁸ 2009-2010 Progress Report and 2010-2011 Progress Report

IV. Enrollment, Admissions and School Performance Information

LVA

Admissions Data

Current Admissions	5-8: Charter School Lottery Application Process
Admissions after Grade Reconfiguration is Completed	K-2; 5-8: Charter School Lottery Application Process

Enrollment Data

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-	-	90	78	79	52	299
2012-13 (proj.)	113 - 138	-	-	-	-	69 - 85	59 - 73	64 - 78	62 - 76	367 - 450
2013-14 (proj.)	113 - 138	99 - 121	-	-	-	69 - 85	54 - 66	55 - 67	59 - 72	449 - 549
2014-15 (proj.)	113 - 138	99 - 121	91 - 111	-	-	69 - 85	54 - 66	50 - 62	50 - 62	526 - 645

Demographic Data⁹

Percentage of Students Receiving ICT or SC Services ¹⁰	0%
Percentage of Students with Individualized Education Plans ¹¹	10%
Percentage of English Language Learner Students ¹²	3%
Percentage of Students Eligible for Free or Reduced Lunch ¹³	74%

School Performance Data

Leadership Village Academy Charter School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score ¹⁴			
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	86%	51%	52%
Math % Proficient (Levels 3 and 4)	96%	85%	85%
Other Key Performance Indicators			
Attendance Rate	97.4%	97.8%	97.8%

2010-2011 State Accountability Status	Subject to Charter School Law Provisions
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⁹ Demographic data for LVA reflect grades five through eleven. LVA students in ninth through eleventh grade are served private space located in District 4.

¹⁰ Students receiving ICT and SC services as percentage of total students from the 2011 audited register

¹¹ Students with Individualized Education Plan as percentage of total students from the 2011 audited register

¹² English Language Learner students as percentage of total students from the 2011 audited register

¹³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

¹⁴ Please note that not every school receives a Quality Review Score. For more information on the Quality Review Score criteria rubric, see <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>.

M.S. 45/S.T.A.R.S. Prep

Admissions Data

Current Admissions	Grades 6-8: District 4 Middle School Choice Process
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Enrollment Data

04M045	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	32	88	121	241
2012-13 (proj.)	25 - 35	85 - 95	115 - 125	225 - 255
2013-14 (proj.)	25 - 35	85 - 95	115 - 125	225 - 255
2014-15 (proj.)	25 - 35	85 - 95	115 - 125	225 - 255

Demographic Data

Percentage of Students Receiving ICT or SC Services	25%
Percentage of Students with Individualized Education Plans	30%
Percentage of English Language Learner Students	22%
Percentage of Students Eligible for Free or Reduced Lunch	95%

School Performance Data

M.S. 45/S.T.A.R.S. Prep Academy	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Quality Review Score		P	
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	36%	10%	10%
Math % Proficient (Levels 3 and 4)	47%	14%	19%
Other Key Performance Indicators			
Attendance Rate	89.2%	89.0%	89.3%

2010-2011 State Accountability Status ¹⁵	Restructuring (advanced) Comprehensive
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Coalition

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process
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Enrollment Data

04M409	Total Enrollment
2011-12 (audited)	339
2012-13 (proj.)	320 - 360
2013-14 (proj.)	320 - 360
2014-15 (proj.)	320 - 360

Demographic Data

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with Individualized Education Plans	26%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	84%

¹⁵ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Website at <http://www.p12.nysed.gov/irs/accountability>.

School Performance Data

M409 Coalition School for Social Change	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	P	P	UD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	51%	71%	74%
4 Year Graduation Rate	68%	68%	51%
6 Year Graduation Rate	73%	60%	69%
% Graduating with a Regents Diploma	12%	38%	28%
Attendance Rate	81%	80%	78%
2010-2011 State Accountability Status			
In Good Standing			

V. Initial Costs and Savings

The DOE is not expected to incur any additional charges resulting from the LVA’s proposed expansion. Although the Division of School Facilities may provide available furniture on a case by case basis, the DOE does not generally provide furniture to charter schools occupying DOE space. Additionally, the cost of voice and data lines are wholly covered by the charter organization.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. At this time, the DOE has not received any requests for capital improvements to M045 related to this co-location.

VI. Effect on Personnel Needs, Costs of Instruction, 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 M.S. 45 or Coalition, nor is it expected to significantly alter the duties of current staff at those schools.

LVA may need to hire additional teachers during its grade expansion as the total number of students enrolled in the school increases in 2012-2013. The precise number of positions needed for the 2012-2013 school year would be determined once annual enrollment projections are released in the spring of 2012.

Administrative staff and non-pedagogical positions at LVA may also be added over the course of the grade reconfiguration. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for M.S. 45 and Coalition are determined by the same Fair Student Funding (FSF) per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for elementary schools is \$4,085.30, for middle schools is \$4,412.45, and for high schools is \$4,207.47.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools are entitled to receive an additional \$1,633.71 per pupil for each ELL student they enrolled. At the elementary level, supplemental funds are awarded for each student who is an ELL, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an ELL, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, the schools in building M045 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll, measured as the percent of students eligible for free lunch. LVA, M.S. 45, and Coalition are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their Title I funding awards will grow or shrink as the school populations grow or shrink.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of

their special education students as defined by their IEPs. All schools in building M045 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on fiscal year 2011 entitlements and are subject to variation based on adjustments to the DOE's overall operating budget.

The General Education Charter School per-pupil rate is determined by the New York State Education Department ("NYSED"), and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures ("AOE") by Total Allowable Pupil Units ("TAPU"). Special Education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

C. Administration

No change in school supervisory or administrator positions is expected as a result of this proposal at M.S. 45 or Coalition.

LVA may hire school supervisory and/or administrative personnel as needed as a result of its grade expansion.

D. Transportation

There will be no change to existing transportation practices at LVA, M.S. 45, or Coalition due to this proposal.

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

E. Other Support Services

Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

Building	M045	
Type of Building	Junior High-Intermediate-Middle	
Year Built	1958	
Overall BCAS rating	2.43	
2010-2011 Target Building Utilization	83%	
2010-2011 Target Building Capacity	1282	
FY 2011 Maintenance Costs	Labor	\$22,370
	Materials	\$30,952
	Maintenance and repair contracts	\$57,740
	Service contracts	\$0
	Custodial operations costs—Materials	\$12,563
	Custodial operations costs—Custodial Allocation	\$380,310
FY 2011 Energy Costs	Electric	\$217,135
	Gas	\$155,921
	Oil	\$0
Projects completed during the current or prior school year		Ansul System, IP Surveillance Cameras, Ext Masonry/Roofs/Parapets, IEH PO 18-Rm 248
Projects proposed in the capital plan		Exterior Masonry, Parapets, Roofs, IP Surveillance Camera Installation, Walk-in Freezer Replacement
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art rooms, Auditorium, Cafeteria, Computer rooms, Gymnasium, Library, Nurse's Office, Science Labs, & Pool