

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of One Grade of Harlem Success Academy Charter School 4 (84M386) with Existing Schools P.S. 149 Sojourner Truth (03M149), Harlem Success Academy Charter School (84M351), and P811M@M149 (75M811), a District 75 School, in M149/M207 for the 2012-2013 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate one grade of Harlem Success Academy Charter School 4 (84M386, “HSA 4”) in Tandem Buildings M149 and M207 (“M149/M207”), located, respectively, at 34 West 118th Street, New York, NY 10026 and 41 West 117th Street, New York, NY 10026 in Community School District 3 for the 2012-2013 school year.¹ “Tandem Buildings” are two separate buildings with separate entrances, which are joined by a central core containing large shared spaces, such as auditoriums, gymnasiums, and/or cafeterias. If this proposal is approved, HSA 4 would serve its fifth grade students in M149/M207 in 2012-2013. The single grade cohort of HSA 4 would be co-located in M149/M207 with existing schools P.S. 149 Sojourner Truth (03M149, “P.S. 149”), a district elementary school that serves students in kindergarten through eighth grades and offers a pre-kindergarten program, Harlem Success Academy Charter School (84M351, “HSA 1”), a public charter school that currently serves students in kindergarten through sixth grades,² and P.S. 811 Mickey Mantle School (75M811, “P811M@M149”),³ a District 75 school serving students with autism or who are emotionally disturbed.⁴ 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.

HSA 4 currently serves students in kindergarten through fourth grade in Building M113 (“M113”) located at 240 West 113th Street, New York, NY 10026, where it is co-located with P.S. 241 (03M241, “P.S. 241”), and Opportunity Charter School (84M279, “Opportunity Charter”). M113 is 0.5 miles southwest walking distance from M149/M207. HSA 4 is currently authorized to serve students in kindergarten through fifth grades. However, there are not sufficient classrooms available in M113 to accommodate HSA 4’s fifth grade, in addition to its current grade-span.

HSA 1 currently serves students in kindergarten through sixth grades in M149/M207. In a separate

¹ Harlem Success Academy Charter School 4 is currently undergoing a formal name change process. The new name of the school will be Success Academy Charter School – Harlem 4, if the name change is approved by the school’s charter authorizer.

² Harlem Success Academy Charter School is currently undergoing a formal name change process. The new name of the school will be Success Academy Charter School – Harlem 1, if the name change is approved by the school’s charter authorizer.

³ P811M also serves students in M075 (located at 735 West End Avenue), M163 (located at 163 West 97th Street), M841 (located at 466 West End Avenue), all in Community School District 3, and M101 (located at 141 East 111th Street) in Community School District 4. This proposal will have no impact on the other locations of P811M.

⁴ 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>.

educational impact statement (“EIS”) that was posted on December 10, 2010 and approved on February 1, 2011, the DOE proposed the re-siting of HSA 1’s current fifth and sixth grades, and future fifth through eighth grades, as the school expands to full-scale, to building M088 beginning in 2012-2013. As a result of the proposal, in 2012-2013 and future years, HSA 1 will serve only students in kindergarten through fourth grades in M149/M207.

Under this proposal, HSA 4’s fifth-grade students would be served in M149/M207 alongside students of HSA 1, which will serve students in kindergarten through fourth grades in M149/M207 beginning in 2012-2013. This co-location of HSA 4’s fifth grade is being proposed for one year. The DOE will consider all long-term options to accommodate HSA 4’s fifth grade in the future and, if necessary, will propose those options in a separate EIS.

HSA 4 is an existing charter school authorized by the State University of New York Charter Schools Institute (“SUNY”) and operated by Success Academy Charter Schools (“Success Academies”), a charter management organization (“CMO”) that currently operates six schools in Manhattan and nine schools Citywide. As noted above, HSA 4 is currently authorized to serve students in kindergarten through fifth grades. However, when its charter is up for renewal in 2013, HSA 4 intends to apply to expand the grades served at the school to kindergarten through eighth grades. SUNY and the State Board of Regents would have the authority to approve or deny that request. HSA 4 admits students in kindergarten through second grades through a lottery. HSA 4 lottery priorities are detailed in Section III.C.

P.S. 149 is a zoned district school that serves students in kindergarten through eighth grades and offers a pre-kindergarten program. Students are currently admitted to P.S. 149 in kindergarten according to Chancellor’s Regulation A-101 and in sixth grade through the District 3 Middle School Choice process. Admissions methods are detailed in Section III.A.

P811M@M149 serves elementary-age students with autism or who are emotionally disturbed. Students are placed in District 75 programs based on their individual needs and recommended special education services.

The community-based organization (“CBO”) Harlem Children’s Zone (“HCZ”) also has rooms allocated to it in M149/M207 where it operates a pre-kindergarten program.

M149/M207 has the capacity to serve 1,120 students.⁵ Currently, the building serves 1,216 students,⁶ yielding a utilization rate of 109%.⁷ These capacity and enrollment figures exclude both the space allocated to HCZ and the enrollment in the HCZ pre-kindergarten program.

Taking into account the already-approved re-siting of HSA 1’s fifth through seventh grades to M088, in 2012-2013, when HSA 4’s fifth grade students would be co-located in M149/M207, there would be approximately 1,090-1,269 students served in the building, yielding an estimated building utilization rate of 97-113%.

⁵ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

⁶ 2011-2012 Audited Register.

⁷ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates 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.

II. Proposed or Potential Use of Building

The charts below provide the current and projected enrollment and building utilization during the co-location.

Grades Spans				
DBN	School Name	2011-12	2012-13	2013-14
03M149	P.S. 149 Sojourner Truth	K-8	K-8	K-8
75M811	P.S. M811 Mickey Mantle School	K-5	K-5	K-5
84M351	Harlem Success Academy Charter School	K-6	K-4	K-4
84M386	Harlem Success Academy Charter School 4	-	5	-

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
P.S. 149 Sojourner Truth	383	336 - 426	331 - 421
P.S. M811 Mickey Mantle School	95	90 - 100	90 - 100
Harlem Success Academy Charter School 1	738 ⁸	615 - 681	615 - 681
Harlem Success Academy Charter School 4	-	49 - 62	-
Total Building Enrollment	1,216	1,090 – 1,269	1,036 – 1,202
Utilization	109%	97% - 113%	93% - 107%

⁸ As reported in the 2011 Basic Educational Data System Survey from school-reported information.

In 2012-2013, once HSA 1's fifth and sixth grades have been re-sited to M088 and while HSA 4 is temporarily co-located, there will be approximately 1,090-1,269 total students served in the building. The projected utilization for M149/M207 at that point is approximately 97-113%.

Although a projected utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. As described in more detail in the Building Utilization Plan that accompanies this EIS, there is sufficient space for P.S. 149, P811M@M149, HSA 1 elementary school grades, and the fifth grade of HSA 4 to receive at least their baseline allocations of space pursuant to the Citywide Instructional Footprint (the "Footprint"). As a result, there is enough space available in the Tandem Buildings to accommodate the co-location of the fifth grade of HSA 4 in 2012-2013.

As described in more detail in the Enrollment, Capacity, Utilization Report ("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 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, maximum goal classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's 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. In addition, charter school enrollment plans frequently contemplate larger class sizes than target capacity. While this has the effect of bringing building utilization over 100%, it does not effect the allocation of rooms to the schools in the building.

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

A. Students

HSA 4 is an existing charter school that currently serves kindergarten through fourth grades in M113. The HSA 4 students served in M149/M207 during this co-location will enter from HSA 4's fourth grade, which will continue to be co-located in M113. M149/M207 is located 0.5 miles away from M113. HSA 4's fifth grade will be served with HSA 1's kindergarten through fourth grades, which operate under the same philosophy and curriculum. As such, HSA 1 and HSA 4 will effectively function as one school organization, and HSA 4's fifth-grade students will participate in all of HSA 1's programming.

Impact on Students Currently Attending Schools in the M149/M207 Building

The proposed co-location of HSA 4 is not expected to impact current or future student enrollment or instructional programming at P.S. 149 or P811M@M149. The number of HSA 4 students proposed to be served in M149/M207 represents a small increase relative to anticipated total enrollment in the building, due to the re-siting of the fifth and sixth grades of HSA 1. Additionally, these students will be supervised by the HSA 1 administration. As a result, the impact of these additional students on students attending other schools in the building is expected to be minimal. The space available for P.S. 149 and P811M@M149 will not change from the room allocations set out in the M149 Building Utilization Plan that was approved in June 2011, which allocates more space to P.S. 149 than a school of its enrollment and grade span is typically allocated. However, the schools may have slightly less use of shared spaces. Additional detail about space allocation is provided in Section III. B. and in the revised Building Utilization Plan (“BUP”) attached to this EIS.

P.S. 149 serves general education students and students requiring special education services, including students currently enrolled in special education self-contained classes (“SC”), Integrated Co-Teaching (“ICT”) classes, and Special Education Teacher Support Services (“SETSS”). In addition, P.S. 149 currently has a District 75 inclusion program, which means that some of the children enrolled in P811M@M149 have the opportunity to be served alongside their peers at P.S. 149. The DOE does not anticipate that this proposal will impact the ability of P.S. 149 to continue this program. All students with IEPs will continue to receive mandated services.

P.S. 149 provides English as a Second Language (“ESL”) services for English Language Learner (“ELL”) students. All students will continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). All students requiring ELL services will continue to receive these services.

P811M@M149 is a District 75 school serving students in multiple locations. Students are admitted to P811M according to the classification of their IEPs. P811M@M149 serves students with autism and students who are emotionally disturbed. All P811M students have an IEP for SC, meaning they are served in classes of six to twelve students and require a special education certified teacher. P811M@M149 will continue to provide the services required by its students’ IEPs.

HSA 1 students will receive ELL and special education services in accordance with their IEPs.

The DOE does not anticipate that this proposal will impact the existing special programs and initiatives, extracurricular activities, or partnerships of the schools in M149/M207.

P.S. 149 currently offers the following special programs and initiatives, extracurricular activities, and partnerships:⁹

Partnerships:

- Harlem Children's Zone
- Leadership Program
- Dunlevy Milbank Center
- Asphalt Green
- Fordham University's Women's Basketball Team
- Shubert Theater Foundation
- Harlem Swing Dance
- EPIC/Each Person Influences Children
- Art Beyond Sight
- Community Works

⁹ School-reported data.

- Love Our Children USA
- Stomp Out Bullying
- Monroe College
- Mercy College
- Pencil.org

School-wide Activities/Extracurricular Activities:

- Sports: Swimming; Flag Football; Girl's Basketball; Boy's Basketball; Soccer
- Road Runner's Club
- Chess Club/Tournaments
- Drama/Playwriting/Improvisation Instruction
- Scrapbooking Club
- Saturday Academy
- Book Club
- Swim Dance Instruction
- Diversity Prep Day/ Harlem Fine Arts Show
- I WILL GRADUATE DAY
- Career Day
- College Visitation(s)
- Science Fair
- Language Arts Fair
- PS/MS 149 Public Displays of Student Artwork
- Holiday Performances
- Monthly Awards Ceremonies
- Black History Celebration
- Multicultural Celebration
- Fall Harvest Family Celebration
- Spring Family Celebration
- Field Day
- Spring Concert (featuring Alumni)

HSA 1 currently does not offer special programs and partnerships outside of the school day.¹⁰

As noted, the DOE does not anticipate that this proposal will impact these current partnerships or program offerings. Similarly, it is not anticipated that the proposed co-location of HSA 4 will impact the ability of P.S. 149, HSA 1, or P811M@M149 to continue to offer special programs or extracurricular activities based on student interests, available resources, and staff support for those programs. Students will continue to have the opportunity to participate in a variety of special programs and extracurricular activities, though the specific offerings at a given school are always subject to change. That is true for any City student, as all schools modify their offerings annually based on student demand and available resources.

Impact on Community Based Organizations in M149/M207

As discussed above, the building currently offers space to HCZ, which operates a pre-kindergarten program. This proposal will not impact the CBO's operations.

¹⁰ School-reported data.

Impact on Future Elementary School Students in M149/M207

The proposal to co-locate one grade of HSA 4 in M149/M207 is not expected to impact the future student enrollment at P.S. 149, HSA 1, or P811M@M149. P.S. 149 is a zoned elementary school and admits students into elementary grades according to Chancellor's Regulation A-101. HSA 1 admits students in kindergarten through second grades through a lottery method. P811M@M149 enrolls students according to the classifications on their IEPs.

P.S. 149 will continue to be a zoned school and will continue to admit—in priority order—zoned siblings of current students, zoned students, out-of-zone siblings of current students, out-of-district siblings of current students, students zoned for other District 3 schools, and finally, students residing in other districts, in accordance with Chancellor's Regulation A-101 regarding elementary school admissions.

Future students with IEPs will continue to receive mandated services at P.S. 149. Students with IEPs are admitted to elementary schools in the same manner as their non-disabled peers. The DOE will support elementary schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure such students have access to the general education curriculum to the greatest extent possible as appropriate to their individual needs. Any students with IEPs will continue to receive appropriate services at the elementary school in which they are enrolled.

Current and future ELL students at P.S. 149 will continue to receive mandated services. In accordance with DOE policy, ELL students are admitted to schools in the same manner as their non-ELL peers.

The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment, and the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 149 in 2012-2013, subject to continuing funding and demand.

All future kindergarten students in Community School District 3 will retain all elementary school options currently available to them, including the opportunity to enter the charter application lottery process to enroll in kindergarten, first, or second grade at HSA 1. HSA 1's charter provides lottery preferences in the following order: (1) returning students; (2) siblings; (3) applicants zoned to attend failing schools¹¹ and/or applicants who are deemed ELL students who reside in the Community School District ("CSD") of location of the charter school; (4) applicants zoned to attend failing schools and/or applicants who are deemed ELL students who do not reside within the CSD of location of the charter school; (5) other applicants who reside within the CSD of location of the charter school; (6) other applicants who reside outside of the CSD of the charter school.

The DOE has been advised that HSA 1 has sought authorization from its charter authorizer to change the lottery for HSA 1 to provide preferences for: (1) returning students, (2) siblings of current or accepted students, (3) ELL students (prioritizing in-district ELLs before out-of-district ELLs), and (4) applicants who reside in-district. If this request is approved, HSA 1 will set aside a certain percentage of seats for ELL students that will be relatable to the average ELL percentage at traditional public elementary schools within the City and/or the CSD in which the school is located. With respect to the remaining seats and the waitlist, HSA 1 will provide lottery priority to in-district applicants, with any further remaining seats to go to out-of-district applicants. P.S. 149 will also continue to serve "over-the-counter" ("OTC") students. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;

¹¹ A "failing school" is defined as a school that received a letter grade of "D" or "F" in the Student Performance section of the DOE's Progress Report for the preceding academic year.

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

The District 75 program in M149/M207, P811M@M149, will continue to admit future students in a manner consistent with current practice. Students will continue to be placed in District 75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier-free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. For additional information about District 75 programs, please visit the DOE website at <http://schools.nyc.gov/Offices/District75/default.htm>.

The students who would be enrolled at HSA 4 in M149/M207 would be continuing from HSA 4's existing lower grades, and therefore would not draw enrollment away from other schools.

Impact on Future Middle School Students in M149/M207

The proposal to co-locate one grade of HSA 4 in M149/M207 is not expected to impact the middle school admissions processes at P.S. 149 or HSA 1.

P.S. 149 middle school admits students through the District 3 Middle School Choice Process, where fifth-grade students rank in order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. P.S. 149 gives priority to continuing fifth graders, and then to students and residents of District 3.

Through the District 3 Middle School Choice Process, students are offered the opportunity to apply to a range of middle schools within their district, as well as schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. 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.

In the District 3 Middle School Choice Process, students rank their preferences from among District 3 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 process (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)

There are currently 17 district schools serving middle school grades in District 3 (including P.S. 149), two charter schools that admit students at sixth grade, and two schools that are located in District 3, but offer Citywide admission.

Students with IEPs participate in the middle school admissions process in the same manner as their non-disabled peers. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure such students have access to the general education curriculum to the greatest extent possible as appropriate to their individual needs. Any students with IEPs will continue to receive appropriate services at the middle school to which they are matched.

In accordance with DOE policy, ELL students participate in the middle school choice 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 middle school to which they are matched, including any future ELL students in P.S. 149.

If students do not participate in the middle school choice process, their placement is determined by the DOE's OTC process, described above.

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

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 an over-the-counter placement who are zoned to an elementary or middle school 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 so choose.

In addition, screened and audition middle 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.

HSA 1 admits students in kindergarten through second grade via a lottery. As noted, this proposal will not alter HSA 1's admissions process.

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 3 Middle School Choice Process. Should this proposal to co-locate HSA 4 in M149/M207 be approved, there would be no impact on the admissions processes at the existing schools in the building. The co-location of HSA 4 is also not expected to have an impact on enrollment at other District 3 schools.

B. Schools

The proposed co-location of one grade of HSA 4 in M149/207 for the 2012-2013 school year allows current HSA 4 fourth graders to attend the school through at least fifth grade.

M149/M207 has adequate capacity to accommodate P.S. 149, P811M@M149, HSA 1 elementary school grades, and the fifth grade of HSA 4. Collectively, they are projected to enroll an estimated 1,090-1,269 students in 2012-2013. At that point, the projected building utilization for M149/M207 would be approximately 97-113%.

The projected enrollment for all organizations over the period of this proposal are shown in Sections II and IV.

As described in more detail in the Building Utilization Plan that accompanies this EIS, there will be sufficient space to accommodate P.S. 149, P811M@M149, HSA 1 elementary school grades, and the fifth grade of HSA 4, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period that HSA 4 students are enrolled in M149/M207. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

For elementary schools serving kindergarten through fifth grades (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 kindergarten through fifth grades 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 rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

As described in more detail in the attached BUP, as in other situations where schools are co-located, the schools may need to share large common and specialty rooms in the building. 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’s Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. Any unallocated space will continue to be equitably distributed among the schools based on factors such as student enrollment and the physical location of the space in the building.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of one grade of HSA 4 in M149/207 for the 2012-2013 school year is intended to meet those goals by providing space for HSA 4 to continue serving its current students and continue to admit the same number of new students in its entry grades.

Success Academies, the CMO that operates HSA 4, currently manages a total of nine charter schools in Manhattan, Brooklyn, and the Bronx. All four of the Success Academies schools that received a Progress Report in 2010-2011 earned an overall score of A, including HSA 4. The DOE believes in HSA 4’s and Success Academies’ records of success and supports the placement of one grade of HSA 4 in M149/207 for the 2012-2013 school year in order to continue providing educational opportunities for students and families.

HSA 4 admits students in kindergarten through second grades via a lottery. HSA 4’s charter provides lottery preferences in the following order: (1) returning students; (2) siblings; (3) applicants zoned to attend failing schools¹² and/or applicants who are deemed ELL students who reside in-district; (4) applicants zoned to attend failing schools and/or applicants who are deemed ELL students who reside out-of-district; (5) other applicants who reside in-district; and (6) other applicants who reside outside out-of-district.

The DOE has been advised that HSA 4 has sought authorization from its charter authorizer to change the lottery for HSA 4 to provide preferences for: (1) returning students, (2) siblings of current or accepted students, (3) ELL students (prioritizing in-district ELLs before out-of-district ELLs), and (4) applicants who reside in-district. If this request is approved, HSA 4 will set aside a certain percentage of seats for ELL students that will be relatable to the average ELL percentage at traditional public elementary schools within the City and/or the CSD in which the school is located. With respect to the remaining seats and the wait list, HSA 4 will provide lottery priority to in-district applicants, with any further remaining seats to go to out-of-district applicants.

Aside from HSA 4 and HSA 1, other existing charter schools serve or have charters to serve elementary school grades in District 3:

District Charter Options

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ¹³	Admissions Method
84M329	Harlem Link Charter School	K-5	K-5	299	Lottery
84M483	New York French American Charter School	K-3	K-12	190	Lottery
84M523	Upper West Success Academy	K-1	K-5	165	Lottery
84M702	Sisulu-Walker Charter School Of Harlem	K-5	K-5	263	Lottery

¹² A “failing school” is defined as a school that received a letter grade of “D” or “F” in the Student Performance section of the DOE’s Progress Report for the preceding academic year.

¹³ Based on headcount as of October 1, 2011 and 2011-2012 BEDS data.

84M861	Future Leaders Institute Charter School	K-8	K-8	346	Lottery
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Detailed information about charter schools will also be published annually and will be available in print or on the DOE website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M149/M207.

IV. Enrollment, Admissions and School Performance Information

P.S. 149

Admissions Data

Current Admissions	PK: Universal Pre-Kindergarten Admissions K-5: Zoned 6-8: District 3 Middle School Choice
Admissions in 2012-2013	No Change

Enrollment Data

	Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	36	28	56	49	32	45	29	42	33	33	383
2012-13 (proj.)	36	25 - 35	25 - 35	50 - 60	45 - 55	25 - 35	40 - 50	25 - 35	35 - 45	30 - 40	336 - 426
2013-14 (proj.)	36	25 - 35	25 - 35	25 - 35	50 - 60	45 - 55	25 - 35	40 - 50	25 - 35	35 - 45	331 - 421

Demographic Data

Percentage of Students Receiving ICT or SC Services¹⁴	16%
Percentage of Students with Individual Education Plans¹⁵	25%
Percentage of English Language Learner Students¹⁶	7%
Percentage of Students Eligible for Free or Reduced Lunch¹⁷	82%

¹⁴ Students Receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

¹⁵ Students with Individual Education Plans as percentage of total students from the 2011-2012 Audited Register.

¹⁶ English Language Learner students as percentage of total students from the 2011-2012 Audited Register.

¹⁷ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

P.S. 149 Sojourner Truth	2008-2009	2009-2010¹⁸	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Quality Review Score	P	-	-
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	54%	29%	25%
Math % Proficient (Levels 3 and 4)	73%	34%	30%
Other Key Performance Indicators			
Attendance Rate	90.3%	90.6%	89.6%
2010-2011 State Accountability Status		In Good Standing	

¹⁸ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percentage of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

P811M@M149

Admissions Data

Current Admissions	Students are enrolled in District 75 schools and programs according to the classifications on their Individualized Education Plans.
Admissions in 2012-2013	No change

Enrollment Data¹⁹

	Total Enrollment
2011-12 (audited)	95
2012-13 (proj.)	90 - 100
2013-14 (proj.)	90 - 100

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individual Education Plans	100%
Percentage of English Language Learner Students	13%
Percentage of Students Eligible for Free or Reduced Lunch²¹	86%

¹⁹ Excludes pre-kindergarten enrollment.

²⁰ P811M demographic data for students across all locations, not just students located in the M207/M149 building.

²¹ Percentage of Students Eligible for Free or Reduced Lunch from 2011-2012 Audited Register.

School Performance Data²²

P.S. 811 Mickey Mantle	2008-2009	2009-2010 ²³	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	F	C
Quality Review Score	P	-	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	-	2%	1%
English Language Arts % Proficient (Levels 3 and 4) – Alternate Assessment	-	85%	100%
Math % Proficient (Levels 3 and 4)	-	3%	3%
Math % Proficient (Levels 3 and 4) – Alternate Assessment	-	84%	100%
Other Key Performance Indicators			
Attendance Rate	-	92%	86% ²⁴
2010-2011 State Accountability Status		In Good Standing	

²² P811M performance data for students across all locations, not just students located in the M207/M149 building.

²³ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percentage of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

²⁴ Attendance rate based on Period Attendance Reporting (“PAR”) process, which is available at <http://schools.nyc.gov/AboutUs/data/stats/attendance/default.htm>. The PAR attendance rate is calculated through a different process than Progress Report attendance rates.

HSA 1

Admissions Data

Current Admissions	Lottery: K-2 nd grades
Admissions in 2012-2013	No Change

Enrollment Data²⁵

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
2011-12 (audited)	96	122	182	136	112	50	40	738
2012-13 (proj.)	110 - 122	110 - 122	137 - 151	134 - 148	124 - 138	-	-	615 - 681
2013-14 (proj.)	110 - 122	110 - 122	137 - 151	134 - 148	124 - 138	-	-	615 - 681

Demographic Data

Percentage of Students Receiving ICT or SC Services²⁶	7%
Percentage of Students with Individual Education Plans²⁷	14%
Percentage of English Language Learner Students²⁸	6%
Percentage of Students Eligible for Free or Reduced Lunch²⁹	78%

²⁵ These data reflect the enrollment only of grades that would be co-located in M149/M207. Enrollment figures for the grades that are being re-sited to M088 in 2012-2013 are not reflected.

²⁶ 2011-2012 audited enrollment as reported in the 2011 Basic Educational Data System Survey from school-reported information.

²⁷ Students Receiving ICT and SC services as percentage of total students from school-reported information.

²⁸ Students with Individualized Education Plans as percentage of total students from school-reported information.

²⁹ English Language Learner students as percentage of total students from school-reported information.

School Performance Data

Harlem Success Academy Charter School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	A	A
Quality Review Score	-	-	-
Performance Data³⁰			
English Language Arts % Proficient (Levels 3 and 4)	95%	88%	86%
Math % Proficient (Levels 3 and 4)	100%	95%	99%
Other Key Performance Indicators			
Attendance Rate	-	96.2%	96.6%

2010-2011 State Accountability Status	In Good Standing
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HSA 4

Admissions Data

Current Admissions	Lottery: K-2 nd grades
Admissions in 2012-2013	No Change

Enrollment Data³¹

	Grade 5	Total Enrollment
2011-12 (audited)	-	-
2012-13 (proj.)	49 - 62	49 - 62
2013-14 (proj.)	-	-

³⁰ Available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

³¹ These data reflect only the enrollment of grades that would be co-located in M149/M207. Enrollment figures for the grades that would remain at M113 are not reflected.

Demographic Data

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with Individual Education Plans	16%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data³²

Harlem Success Academy 4 Charter School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	-	A
Quality Review Score	-	-	-
Performance Data³³			
English Language Arts % Proficient (Levels 3 and 4)	-	-	82.3%
Math % Proficient (Levels 3 and 4)	-	-	91.9%
Other Key Performance Indicators			
Attendance Rate	-	-	95.9%

2010-2011 State Accountability Status	In Good Standing
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V. Initial Costs and Savings

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

³² HSA 4 opened in September 2008 and has limited performance data.

³³ Available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

improvements or facilities upgrades; any such capital improvements or facilities upgrades in excess of five thousand dollars would be subject to the New York State Charter School Act of 1998.

Any capital improvements or facilities upgrades that would require matching funds would be the result of the previously approved co-location of HSA 1. The proposal to temporarily co-locate one grade of HSA 4 is not expected to increase the matching funds expense that might be required.

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

A. Personnel Needs

The proposed co-location of one grade of HSA 4 in M149/M207 for one year is not expected to change the number of personnel positions assigned to P.S. 149 or P811M@M149, nor is it expected to significantly alter the duties of current staff in those organizations.

Success Academies may need to hire additional personnel to serve the fifth-grade students from HSA 4.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S. 149 or P811M@M149. The basic operating budget for those schools is determined by the same Fair Student Funding (“FSF”) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil allocation for elementary schools is \$4,085.30 and for middle schools is \$4,412.45. 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, middle schools receive an additional \$2,043.69 per pupil for each ELL student they enrolled, and elementary schools receive an additional \$1,633.71 per pupil for each ELL student they enroll. At the middle school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. At the elementary level, supplemental funds are awarded for each student who is an ELL student, who requires special education services, or who is eligible for free or reduced-price lunch. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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

As with all other schools Citywide, P.S. 149 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. P.S. 149 is currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

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. P.S. 149 and P811M@M149 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 2012 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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

C. Administration

No change in school supervisory or administrator positions at P.S. 149 or P811M@M149 is expected as a result of this proposal.

HSA 4 will be supervised by HSA 1's existing administration in M149/M207.

D. Transportation

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>.

There will be no change to existing transportation practices at HSA 1, P.S. 149, or P811M@M149 as a result of this proposal.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided, consistent with Citywide policy. Changes to existing support services are not expected as a result of this proposal.

VII. Building Information

Building	M149/M207 ³⁴	
Type of Building	Secondary School/K-8	
Year Built	1968	
Overall BCAS rating	2.39	
2010-2011 Target Building Utilization	103%	
2010-2011 Target Building Capacity	1,120	
FY 2011 Maintenance Costs	Labor	\$64,437
	Materials	\$42,625
	Maintenance and repair contracts	\$298,096
	Service contracts	\$3,900
	Custodial operations costs—Materials	\$8,811
	Custodial operations costs—Custodial Allocation	\$292,493
FY 2011 Energy Costs	Electric	\$224,680
	Gas	\$138
	Oil	\$157,695
Projects completed during the current or prior school year	IEH PO18-Room 127/PBX Installation	
Projects proposed in the capital plan	No projects identified	
Accessibility of the building	1st floor functionally programmatically accessible	
Building attributes	Tandem Buildings M149/207, Art Room, Auditorium, Cafeteria, Gymnasium, Library, Multipurpose Room, Nurse's Office, and Science Lab	

³⁴ Tandem Buildings.