

EDUCATIONAL IMPACT STATEMENT:

The Proposed Re-siting and Co-location of Harlem Success Academy Charter School 3 (84M385) with M.S. 224 Manhattan East School for Arts & Academics (04M224), Renaissance Charter High School for Innovation (08M433), Academy of Environmental Science Secondary High School (04M635), and Harlem Prep Charter School (84M708) in Building M099 Beginning in the 2013-2014 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site Harlem Success Academy Charter School 3 (84M385, “HSA 3”), an existing public charter school serving students in kindergarten through fourth grades, to building M099 (“M099”) located at 410 East 100 Street, New York, NY 10029 in Manhattan’s Community School District 4.¹ The proposed re-siting would begin with kindergarten in the 2013-2014 school year. One additional grade level would be co-located in M099 each year through 2017-2018, when HSA 3 would serve students in kindergarten through fourth grades in M099.

If this proposal is approved, HSA 3 would be co-located indefinitely in M099 with M.S. 224 Manhattan East School for Arts & Academics (04M224, “Manhattan East”), an existing middle school that serves students in grades six through eight; Academy of Environmental Science Secondary High School (04M635, “AES”), an existing high school which currently serves students in grades ten through twelve and is in the process of phasing out; and Renaissance Charter High School for Innovation (84M433, “Innovation”), an existing public charter high school that currently serves students in grades nine through ten and will expand to serve students in grades nine through twelve. For the 2013-2014 school year, HSA 3 would also be co-located with the kindergarten through third grades of Harlem Prep Charter School (84M708, “Harlem Prep”), an existing public charter school that currently serves students in kindergarten through fifth grades.² A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

The phase-out of AES was approved by the Panel for Educational Policy (“PEP”) on February 1, 2011. AES no longer admits new students and will close in June 2014. Innovation is currently phasing in, adding a new grade of students each year until it reaches full scale and serves students in grades nine through twelve in the 2013-2014 school year.

Currently, Renaissance School for the Arts (04M377, “Renaissance”) is located in M099 and serves students in grades six through eight. On February 28, 2012, the DOE proposed to re-site Renaissance in building M155 (“M155”) located at 319 East 117th Street, New York, NY 10035, in Community School District 4. The PEP will vote on this proposal on April 26, 2012. If Renaissance’s re-siting is delayed beyond the beginning of the 2012-2013 school year, the DOE would consider alternate options and, if necessary, address the proposed re-siting and co-location of HSA 3 in M099 in a new or revised proposal.

¹ Harlem Success Academy Charter School 3 is currently undergoing a formal name change process. The new name of the school will be Success Academy Charter School – Harlem 3, if the name change is approved by the school’s authorizer.

² The temporary re-siting of Harlem Prep to M099 has been proposed in a separate Educational Impact Statement (“EIS”) posted on March 5, 2012. The Panel for Educational Policy must separately approve that proposal in order for Harlem Prep to move to M099. In order to present the most complete possible description of the M099 space, the space allocations and data tables in this EIS include Harlem Prep in M099.

In a separate EIS, the DOE has also proposed to temporarily site multiple grades of Harlem Prep in M099 for two years, beginning in 2012-2013. Harlem Prep currently serves students in kindergarten through fifth grades in private space, building M174 (“M174”), located at 240 East 123rd Street, New York, NY 10035 in Community School District 4. If that proposal is approved, Harlem Prep will serve students in kindergarten through second grades in M099 in 2012-2013 and kindergarten through third grades in 2013-2014. Harlem Prep would continue to serve students in third through fifth grades in M174 in 2012-2013 and fourth and fifth grades in 2013-2014. Harlem Prep will also expand to serve students in sixth through eighth grades by adding one grade each year over the next three years. The DOE will consider all long-term options to accommodate the anticipated expansion of Harlem Prep in the future and, if necessary, will propose those options in a separate EIS.

HSA 3 is an existing public charter school serving students in kindergarten through fourth grade in building M101 (“M101”), located at 141 East 111th Street, New York, NY 10029, in Community School District 4, approximately one mile from M099. HSA 3 is co-located with two other schools in the M101 building: Mosaic Preparatory Academy (04M375, “Mosaic”), a choice elementary school that serves students in kindergarten through fifth grade and offers a pre-kindergarten program; and P811M@P101M (75M811, “P811M@P101M”), one site of a multi-site District 75 school.

If this proposal is approved, beginning in 2013-2014, HSA 3 will serve its incoming classes of kindergarten students only in M099. Those new kindergarten students will remain in building M099 as they articulate through fourth grade, and new incoming kindergarten classes are added in M099. HSA 3 would reach its full scale in M099 during the 2017-2018 school year, when it will serve students in kindergarten through fourth grades in the building. During this period, HSA 3 would not admit any new classes of kindergarten students into building M101. However, students being served in M101 during the 2012-2013 school year would remain in the building as they articulated to higher grade levels. The long-term change in grades served by HSA 3 in M101 will be addressed in a separate EIS.

Success Academy Charter Schools (“Success Academies”) is a charter management organization (“CMO”) that operates nine public charter schools in New York City. The State University of New York (“SUNY”) Charter Schools Institute has authorized HSA 3 to serve students in kindergarten through fifth grade.³ If this proposal is approved, HSA 3 would serve 84-90 students in kindergarten in 2013-2014, 150-174 students in kindergarten through first grade in 2014-2015, 210-236 students in kindergarten through second grades in 2015-2016, 266-300 students in kindergarten through third grades in 2016-2017, and 320-360 students in kindergarten through fourth grades in 2017-2018 in M099. The school would admit students via the charter lottery application process, with preference given to District 4 residents.⁴

According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), M099 has the capacity to serve 1,301 students. Currently, the building serves 865 students,⁵ yielding a building utilization rate of 66%.⁶ If this proposal is approved, the building would serve approximately 982-1,176 students and

³ HSA 3 is currently authorized to serve kindergarten through fifth grades. When this charter is up for renewal in 2013, HSA 3 intends to apply to expand the grades served at the school to kindergarten through eighth grades. SUNY has the authority to approve or deny that request.

⁴ 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>.

⁵ 2011-2012 Audited Register. This figure represents enrollment at Manhattan East, Renaissance Charter High School, AES, and Renaissance.

⁶ 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.

have a utilization rate of 75%-90% in 2017-2018 when HSA 3 is fully re-sited. As discussed in Section III.B and in the attached Building Utilization Plan (“BUP”), the building has sufficient space to provide all these schools with at least their baseline room allocations under the Citywide Instructional Footprint (“Footprint”). Therefore, M099 has the capacity to accommodate Harlem Prep, Manhattan East, AES, and Innovation in addition to the proposed addition of HSA 3.

As mentioned above, Success Academies currently manage a total of nine public charter schools in Manhattan, Brooklyn and the Bronx. Success Academies schools have a strong track record of academic achievement: each of the four Success Academies elementary schools that received a Progress Report in 2010-2011 learned an overall score of A and earned A grades in each of the three subsections: Student Performance, Student Progress, and School Environment. Three of these schools currently serve students in kindergarten through fourth grades and one serves students in kindergarten through sixth grades.

In 2010-2011, 71.7% of third grade students at HSA 3 achieved proficiency on the New York State English Language Arts exam and 92.8% achieved proficiency on the mathematics exam. By contrast, the District 4 average third grade English Language Arts proficiency rate in 2010-2011 was 40.9% and the District 4 average third grade math proficiency rate in 2010-2011 was 48.4%.

The DOE believes that HSA 3’s record of success supports the growth of the school. This proposal to re-site HSA 3 to M099 would allow the school to continue providing high-quality educational opportunities for District 4 students and families. It would also allow HSA 3 to serve students in grades five through eight in M101. As mentioned above, this proposed change to the grades served by HSA 3 in M101, along with its impact, will be described in a forthcoming EIS.

II. Proposed or Potential Use of Building

There is sufficient space in M099 to accommodate the proposed co-location of HSA 3 in the building along with Harlem Prep, Manhattan East, AES, and Innovation. M099 has a combined target capacity to serve 1,301 students. The concept of “target capacity” and the related concept of “utilization rate” are explained below.

Target Capacity and Projected Utilization	
Total Capacity (2010-11)	1,301
Current Enrollment (2011-12)	865
Utilization %	66%

The current and proposed grade spans for the schools in M099 are as follows:

Grade Spans								
DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
04M224	M.S. 224 Manhattan East School for Arts & Academics	6-8	6-8	6-8	6-8	6-8	6-8	6-8

04M377	Renaissance School of the Arts	6-8	-	-	-	-	-	-
04M635	Academy of Environmental Science Secondary High School	10-12	11-12	12	-	-	-	-
84M708	Harlem Prep Charter School	-	K-2	K-3	-	-	-	-
84M385	Harlem Success Academy Charter School 3	-	-	K	K-1	K-2	K-3	K-4
84M433	Renaissance Charter High School for Innovation	9-10	9-11	9-12	9-12	9-12	9-12	9-12

The current and projected enrollments for the schools in M099 are as follows:

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
M.S. 224 Manhattan East School for Arts & Academics	246	215 - 245	210 - 240	210 - 240	210 - 240	210 - 240	210 - 240
Renaissance School of the Arts	193	-	-	-	-	-	-
Academy of Environmental Science Secondary High School	186	75 - 115	30 - 70	-	-	-	-
Harlem Prep Charter School	-	134 - 172	182 - 233	-	-	-	-
Harlem Success Academy Charter School 3	-	-	84 - 90	150 - 174	210 - 236	266 - 300	320 - 360
Renaissance Charter High School for Innovation	240	338 - 432	450 - 577	452 - 576	452 - 576	452 - 576	452 - 576
Total Building Enrollment	865	762 - 964	956 - 1,210	812 - 990	872 - 1,052	928 - 1,116	982 - 1,176

Utilization	66%	59% - 74%	73% - 93%	62% - 76%	67% - 81%	71% - 86%	75% - 90%
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HSA 3 would serve 320-360 students in kindergarten through fourth grades when it completes its re-siting in 2017-2018. As stated above, AES is in the process of phasing out, and no longer admits new students; it will close in June 2014. In addition, Innovation is currently phasing in, adding a new grade of students each year until it reaches full scale and serves students in grades nine through twelve in the 2013-2014 school year. The DOE projects that the enrollment of Manhattan East will remain at or close to its current level.

Once HSA 3 completes its re-siting in 2017-2018, there will be approximately 982-1,176 students served in the building, yielding a building utilization rate of 75%-90%. 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 standards for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s estimated 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 classroom capacity, etc.) remain constant. Thus, estimated 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 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.

If this proposal is approved, though more total students would occupy M099, each school would continue to receive at least its baseline room allocation pursuant to the Footprint after the co-location is implemented. Therefore, the building has adequate capacity to accommodate the co-location of HSA 3, along with the existing schools. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school. The BUP sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in the building to provide a more complete picture of the availability of space.

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

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

A. Students

Impact on Students Currently Attending Schools in M099

The proposed re-siting and co-location of HSA 3 is not expected to impact current or future instructional programming at Manhattan East, Innovation, AES or Harlem Prep.

Manhattan East serves general education students and students requiring special education services, including students currently enrolled in self-contained (“SC”) special education classes and students receiving Special Education Teacher Support Services (“SETSS”). Innovation serves general education students, students enrolled in Collaborative Team Teaching (“CTT”), and students requiring special education services, including students receiving SETSS. AES serves general education students and students requiring special education services, including students currently enrolled in SC special education classes and students receiving SETSS and CTT. Harlem Prep admits students through a lottery regardless of special education or language needs. Harlem Prep serves students receiving SETSS and CTT. Students with disabilities receive services in accordance with the individualized education plan (“IEP”) developed for each student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learner (“ELL”) students receive English as a Second Language (“ESL”) or transitional bilingual services. All students enrolled at Manhattan East, Innovation, AES, and Harlem Prep will continue to receive their mandated special education and/or ELL services.

The DOE does not anticipate that this proposal would impact the existing partnerships of the schools in M099 or HSA 3. All school organizations currently in the building could continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location 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.

Manhattan East currently offers the following programs and partnerships:⁷

- **Special Programs and Initiatives:** Visual and Performing Arts, Environmental Action, Jewelry Making, Jazz Ensemble, Sewing and Quilting, Sports Conditioning, Studio Art, Yearbook Publishing, Ban, Ceramics, Chorus, Dance, Drama, Family Living, Magazine and Publishing, Origami
- **Higher Education Partnerships:** Fordham University, Hunter College, New York University, Teachers College Columbia University
- **Program Partnerships:** General Electric Foundation, Mount Sinai Medical Center, Japan Society, China Institute
- **Clubs and Activities:** Afterschool Peer Mentoring, Music, Math, Recycling Club
- **Sports:** Basketball (Boys), Outdoor Track (Co-ed)

Innovation currently offers the following special programs and partnerships:⁸

- **Afterschool Program:** 4:00pm to 6:00pm daily
- **Extracurricular Activities:** Power Writers, Robotics, Music Club, Basketball, Boxing, Track,

⁷ Compiled from the 2011-2012 Middle School Directory.

⁸ Compiled from the 2011-2012 Directory of NYC Charter Schools.

College Bound Program

AES currently offers the following special programs and partnerships:⁹

- **Sports:** PSAL Basketball (Boys) and Softball (Girls)
- **Extracurricular Activities:** Dancing Classroom/Dance Club, Environthon, Mural Drawing, Knitting Club, Film Club
- **Partnerships:** Mt. Sinai Adolescent Clinic (referrals), Metropolitan Hospital (referrals), Union Settlement House

HSA 3 currently does not offer special programs and partnerships outside of the school day.¹⁰

If this proposal is approved, M099 will serve elementary school students, middle 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; 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.

Impact on Future Elementary Students in District 4

All future kindergarten students in Community School District 4 will retain all elementary school options currently available to them, including the opportunity to enter the charter application lottery process to enroll in kindergarten at HSA 3. HSA 3's charter provides lottery preferences in the following order: (1) returning students, (2) siblings, (3) applicants zoned to attend failing schools and/or applicants who are deemed ELL students who reside in the Community School District (“CSD”) of the location of the charter school (“in-district”), (4) applicants zoned to attend failing schools and/or applicants who are deemed ELL students who do not reside in the CSD of the location of the charter school (“out-of-district”), (5) other applicants who reside in-district, and (6) other applicants who reside out-of-district.¹¹

The DOE has been advised that HSA 3 has sought authorization from SUNY to change their respective lotteries 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 authorization is approved by SUNY, HSA 3 will set aside a 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 Community School District in which the school is located. With respect to the remaining seats and the wait list, HSA 3 will provide lottery priority to in-district applicants, with any further remaining seats to go to out-of-district applicants. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE's website here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal will have a slight impact on future elementary school students in District 4 in 2012-2013.

⁹ School-reported information.

¹⁰ School-reported data.

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.

HSA 3 currently serves 614 students in grades kindergarten through four in M101. If this proposal is approved, HSA 3's overall enrollment would be 320-360 students at full scale, meaning that its current enrollment would decrease by 254-294 students. However, the reduction in elementary seats offered by SCN in District 4 would have a negligible impact on future elementary school students given the significant excess capacity of elementary seats in District 4. Additionally, HSA 3's kindergarten enrollment at M099 will remain the same as their current kindergarten enrollment in M101.

HSA 3 will begin serving kindergarten students only in M099 in 2013-2014 and add one grade each year until it reaches full scale. As HSA 3's kindergarten through fourth grades phase in at M099 adding one grade per year, those grades will no longer be served at M101. It is anticipated that, as the kindergarten through fourth grades phase into M099, the HSA 3 grades served at M101 will phase up. As such, in a future EIS, the DOE will propose that beginning in 2013-2014, M101 would serve grades first through fifth. Once the phase-in is completed in 2017-2018, HSA 3 would serve its kindergarten through fourth grades at M099 and its fifth through eighth grades at M101. As suggested above, this proposal and related impact on M101 would be described in a forthcoming EIS. It should also be noted that no current HSA 3 students will have to move to M099 at any point in the future as a result of this proposal.

Impact on Future Middle School Students in District 4

The proposed co-location of HSA 3 in M099 is not anticipated to impact middle schools in District 4.

Manhattan East admits its students through the District 4 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. Manhattan East maintains screened academic programs, each with a focus in arts and academics.

Through the District 4 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 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 4 Middle School Choice Process, students rank their preferences from among 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 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)

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 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 middle school to which they are matched.

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District Middle School Choice Process.

Enrollment Impact for Future High School Students – High School Admissions Process

The proposed co-location of the kindergarten through fourth grades of HSA 3 is not expected to impact current students in high school grades in District 4. As stated above, since AES has been approved for phase-out, it no longer admits students, and Innovation admits students through a lottery-based application.

In New York City, high school admissions to non-charter schools are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference.

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2012.

For information about the High School Admissions Process, visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students with disabilities ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the high school to which they are matched.

Enrollment Impact for Future Middle and High School Students – Over-the-Counter

In addition to the Middle School Choice Process and the High School Admissions Process, some students will continue to receive placement in a middle school or high school through the OTC process.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. Most of 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);¹² or
- Students who did not participate in the Middle School Choice Process or High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interests, home address and which schools have available seats, and, where applicable, transfer guidelines. For middle school, 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. For middle school in un-zoned districts and for high school, the student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, middle school students may simply report to their zoned middle school at the start of the year.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

For elementary and middle school, students seeking an OTC placement who are zoned to an elementary or middle school are given priority for a seat at that zoned school. In zoned districts Citywide, 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.

For high school, screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC 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 through referral.¹³ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 388 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 92 to 119.

This proposal is not expected to have an impact on OTC enrollment at the schools in M099.

B. Schools

M099 has adequate capacity to accommodate HSA 3, Manhattan East, Innovation, AES, and Harlem Prep.

¹² As detailed in 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.

¹³ International 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 students 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”).

Collectively, they are projected to enroll an estimated 956-1,210 students in 2013-2014. At that point, the projected utilization for M099 would be approximately 73%-93%. Once HSA 3 has completed its re-siting, Innovation has fully phased in, AES has fully phased out, and Harlem Prep has moved to its permanent location, the projected utilization for M099 would be approximately 75%-90%.

As described in the attached BUP, if this proposal is approved, there will be sufficient space in M099 as AES phases out; as Harlem Prep is temporarily sited; and as HSA 3, Manhattan East, and Innovation are at full scale, pursuant to the Footprint. Please visit the DOE's website to access the Footprint:

http://schools.nyc.gov/NR/ronlyres/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 grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

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

As described in more detail in the attached BUP, 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, the auditorium, 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's Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on student enrollment.

C. Community

If the re-siting of Renaissance is approved, space will be available in M099. In order to use the space in the building as efficiently as possible, the DOE is proposing to use the space to support expanded educational opportunities for District 4 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. As stated above, Success Academies

plans to seek approval from SUNY to expand HSA 3 to serve students in kindergarten through eighth grades. If this proposal is approved and SUNY approves HSA 3’s expansion, the DOE may consider siting HSA 3’s expanded grades in M101 as HSA 3’s re-siting in M099 is completed.

As stated above in Section III.A, this proposal will result in a slight decrease in the number of elementary school seats in District 4. Additionally, no students currently enrolled in HSA 3 will be re-sited to M099 at any point in the future as a result of this proposal. However, re-siting the school across the district changes the geographical distribution of elementary school seats in District 4.

IV. Enrollment, Admissions and School Performance Information

Manhattan East

Admissions Data

Current Admissions	Grades 6-8: District 4 Middle School Choice, Admissions Method: Screened: Academic, Priority for students and residents of District 4
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Enrollment Data

04M224	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	77	79	90	246
2012-13 (proj.)	70 - 80	70 - 80	75 - 85	215 - 245
2013-14 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2014-15 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2015-16 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2016-17 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁴	7%
Percentage of Students with Individualized Education Plans ¹⁵	9%
Percentage of English Language Learner Students ¹⁶	2%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁷	52%

School Performance Data

M.S. 224 Manhattan East School for Arts & Academics	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)	90%	70%	65%
Math % Proficient (Levels 3 and 4)	91%	72%	77%
Other Key Performance Indicators			
Attendance Rate	94.4%	93.8%	93.6%

2010-2011 State Accountability Status	Improvement (year 1) Basic
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AES

Admissions Data

Current Admissions	N/A – Phasing Out
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¹⁴ Students Receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.
¹⁵ Students with Individualized Education Plan 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.

Enrollment Data

04M635	Total Enrollment
2011-12 (audited)	186
2012-13 (proj.)	75 - 115
2013-14 (proj.)	30 - 70
2014-15 (proj.)	-
2015-16 (proj.)	-
2016-17 (proj.)	-

Demographic Data

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Plans	20%
Percentage of English Language Learner Students	14%
Percentage of Students Eligible for Free or Reduced Lunch	66%

School Performance Data

Academy of Environmental Science Secondary High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	D	F	-
Quality Review Score	UPF	-	-
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	62%	59%	59%
4 Year Graduation Rate	51%	44%	46%
6 Year Graduation Rate	68%	62%	61%
% Graduating with a Regents Diploma	22%	25%	23%
Attendance Rate	84%	82%	83%

2010-2011 State Accountability Status	Corrective Action (year 1) Comprehensive
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Harlem Prep

Admissions Data

Current Admissions	All Grades: Continuing students and lottery with preference first for siblings, then for students and residents of District 4
Admissions in 2012-2013 and 2013-2014	All Grades: Continuing students and lottery with preference first for siblings, then for students and residents of District 4

Enrollment Data

84M708	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (audited)	51	48	50	53	35	24	261
2012-13 (proj.)	46 - 59	43 - 55	45 - 58	-	-	-	134 - 172
2013-14 (proj.)	46 - 59	43 - 55	45 - 58	48 - 61	-	-	182 - 233
2014-15 (proj.)	-	-	-	-	-	-	-
2015-16 (proj.)	-	-	-	-	-	-	-
2016-17 (proj.)	-	-	-	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Plans	15%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁸	59%

¹⁸ Percentage of Students Eligible for Free or Reduced Lunch from 2011-2012 Audited Register.

School Performance Data

Harlem Prep Charter School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	D
Quality Review Score	-	-	-
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	51%	22%	26%
Math % Proficient (Levels 3 and 4)	71%	25%	44%
Other Key Performance Indicators			
Attendance Rate	94.1%	93.6%	93.1%

2010-2011 State Accountability Status	In Good Standing
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HSA 3

Admissions Data

Current Admissions	K-4: Charter lottery application (students admitted K-3)
Admissions after Co-location	K-5: Charter lottery application (students admitted K-3)

Enrollment Data

84M385	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2011-12 (audited)	-	-	-	-	-	-
2012-13 (proj.)	-	-	-	-	-	-
2013-14 (proj.)	84 - 90	-	-	-	-	84 - 90
2014-15 (proj.)	70 - 90	80 - 84	-	-	-	150 - 174
2015-16 (proj.)	62 - 82	68 - 74	80	-	-	210 - 236
2016-17 (proj.)	74	58 - 80	62 - 70	72 - 76	-	266 - 300
2017-18 (proj.)	62 - 68	65 - 80	65 - 76	60 - 64	68 - 72	320 - 360

Demographic Data

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with IEPs	14%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	65%

School Performance Data

HSA 3	2008-2009	2009-2010 ¹⁹	2010-2011
School Performance and Progress²⁰			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	N/A	N/A	N/A
Performance Data²¹			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	71.7%

¹⁹ 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 Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City's students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁰ Source: Progress Report.

²¹ Available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

Math % Proficient (Levels 3 and 4)	N/A	N/A	92.8%
Other Key Performance Indicators			
Attendance Rate ²²	N/A	N/A	95.9%

2010-2011 State Accountability Status	In Good Standing
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[Innovation](#)

[Admissions Data](#)

Current Admissions	Grades 9 and 10: Lottery Method
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[Enrollment Data](#)

84M433	Total Enrollment
2011-12 (audited)	240
2012-13 (proj.)	338 - 432
2013-14 (proj.)	450 - 577
2014-15 (proj.)	452-576
2015-16 (proj.)	452-576
2016-17 (proj.)	452-576

[Demographic Data](#)

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Plans	35%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	67%

²² Source: Progress Report.

School Performance Data

The Renaissance Charter High School for Innovation²³	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	N/A	84%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	N/A	100%
2010-2011 State Accountability Status		N/A	

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 in excess of five-thousand dollars 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 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 (as amended).

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

A. Personnel Needs

HSA 3 may need to hire additional teachers during the proposed co-location as the total number of students enrolled in the school increases in 2012-2013 and as students are served across multiple sites.

²³ Innovation opened in the 2010-2011 school year, so limited school performance data is available.

Administrative staff and non-pedagogical positions at HSA 3 may also be added over the course of the co-location. Those decisions would be made by the school based on need and budgetary considerations.

The proposed co-location is not expected to change the number of personnel positions at Manhattan East, Innovation, AES, and Harlem Prep, nor is it expected to significantly alter the duties of current staff at those schools.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at Manhattan East and AES. 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. 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 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 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, Manhattan East and AES 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. Manhattan East and AES are 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. Manhattan East and Harlem Prep 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 FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

Innovation, HSA 3, and Harlem Prep are funded through the General Education Charter School per-pupil rate which 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. This proposal will not alter the existing funding formula for Innovation, Harlem Prep, or HSA 3.

The co-location of one grade of HSA 3 in M099 will not affect the costs of instruction at Manhattan East, Innovation, AES, or Harlem Prep.

C. Administration

HSA 3 may hire school supervisory and/or administrative personnel as needed as a result of the schools' growth and co-location.

No change in school supervisory or administrator positions at the co-located schools is expected as a result of HSA 3's co-location with Manhattan East, Innovation, AES, and Harlem Prep.

D. Transportation

There will be no change to existing transportation practices at Manhattan East, Innovation, AES, and Harlem Prep 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>. HSA 3 does not provide busing.

E. Other Support Services

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

VII. Building Information

Building	M099	
Type of Building	Junior High-Intermediate-Middle	
Year Built	1924	
Overall BCAS rating	2.59	
2010-2011 Target Building Utilization	69%	
2010-2011 Target Building Capacity	1,301	
FY 2011 Maintenance Costs	Labor	\$86,578
	Materials	\$33,244
	Maintenance and repair contracts	\$27,790
	Service contracts	\$0
	Custodial operations costs—Materials	\$8,141
	Custodial operations costs—Custodial Allocation	\$302,856
FY 2011 Energy Costs	Electric	\$119,135
	Gas	\$97,348
	Oil	\$0
Projects completed during the current or prior school year		Ansul System, IP Surveillance Cameras
Projects proposed in the capital plan	No projects identified	
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	