

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Expansion of Esperanza Preparatory Academy (04M372) to a 6-12 School Beginning in 2012-2013

I. Summary of Proposal

The DOE is proposing to expand Esperanza Preparatory Academy (04M372, “EPA”) to serve sixth through twelfth grades. EPA is an existing choice middle school serving students in sixth through eighth grades in building M117 at 240 East 109th Street, New York, NY 10029, in Community School District 4. EPA is co-located with another middle school, Global Neighborhood Secondary School (04M381, “Global Neighborhood”), TAG Young Scholars (04M012, “TAG”), a Citywide Gifted and Talented school serving students in kindergarten through eighth grade, and P138M (75M138, “P138M@M117”), a District 75 school. 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.

Both EPA and Global Neighborhood currently admit sixth graders through the District 4 Middle School Choice Process. Both schools admit students through a limited unscreened process, and EPA also offers a dual language program that is screened for language requirements. TAG admits students through the Citywide Gifted and Talented admissions process in the elementary grades and through a school-based application process in the middle grades. (Admissions procedures are discussed in more detail in section II below.) P138M@M117 is one location of P138M, which serves 475 students in grades K-12 and is split-sited across nine locations.¹ P138M@M117 currently serves approximately 35 students in grades 6-8.²

EPA currently serves students in sixth through eighth grade. If this proposal is approved, EPA would begin enrolling ninth-grade students for the 2012-2013 school year and continue to add one grade each year until 2015-2016, when it would reach full scale and serve sixth through twelfth grades. The high school portion of EPA would be entirely Spanish dual language.

EPA opened in September 2008 and graduated its first eighth-grade cohort in June 2011. If this proposal is approved, eighth-grade students enrolled in EPA would be able to stay at EPA for ninth grade and continue their dual language education, or choose to apply to other high schools through the Citywide High School Admissions process. Other eighth-grade students throughout New York City could also enroll in EPA for ninth grade, depending on seat availability at EPA. Priority for the new EPA high school seats would be given to EPA’s eighth-grade students.

Global Neighborhood currently serves students in sixth through eighth grade. When Global Neighborhood opened in September 2008, it was intended to serve sixth through twelfth grades at scale. The school decided not to open high school grades and instead serve only sixth through eighth grades. Therefore, the additional space in M117 that had been intended for Global Neighborhood’s high school grades can be used to serve EPA’s proposed high school grades.

The M117 building has a capacity of 1,313 students and served 981 students in 2010-2011, yielding a utilization rate of 75%. If this proposal is approved, the building would serve approximately 1,239-1,453 students and have a utilization rate of 94-111% in 2015-16 when EPA reaches full scale. As discussed in section III.B., the building has sufficient space to provide all three schools with at least their baseline room allocations. Therefore, the M117 building has the capacity to accommodate all existing schools along with the proposed addition of high school grades of EPA.

¹ 2010-11 Audited Register and School-Reported data

² School-reported data

The proposal to expand EPA initially came from the school community. In May 2011, a grade expansion team composed of EPA teachers and administrators submitted a formal application to expand the grades served by the school. This grade expansion would allow EPA to serve both middle and high school grades at full scale.

II. Proposed or Potential Use of Building

There is sufficient space in building M117 to accommodate EPA’s proposed expansion to serve students in sixth through twelfth grade. According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), building M117 has a target capacity to serve 1,313 students. (The concept of “target capacity” and the related concept of “utilization rate” are explained in section III below.)

Target Capacity and Projected Utilization	
Total Target Capacity (2010-11) ³	1,313
Projected Enrollment (2011-12)	984
Utilization % ⁴	75%

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

DBN	School Name	Grades Spans				
		2011-12	2012-13	2013-14	2014-15	2015-16
04M372	Esperanza Preparatory Academy	6-8	6-9	6-10	6-11	6-12
04M381	Global Neighborhood Secondary School	6-8	6-8	6-8	6-8	6-8
04M012	Tag Young Scholars	K-8	K-8	K-8	K-8	K-8
75M138	P138M@M117	6-8	6-8	6-8	6-8	6-8

³ The official target capacity and utilization rates for the 2011-2012 school years and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. As discussed below, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include LTAs.

⁴ The utilization rate is based on 2011-12 enrollment projections and excludes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

School Name	2010-2011 Audited Register	2011-2012 Projected Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
Esperanza Preparatory Academy	280	266	335 - 375	420 - 470	505 - 565	590 - 660
Global Neighborhood Secondary School	197	188	180 - 210	180 - 210	180 - 210	180 - 210
Tag Young Scholars	504	495	460 - 550	460 - 550	455 - 545	445 - 535
P138M@M117	N/A	35	24 - 48	24 - 48	24 - 48	24 - 48
Total Building Enrollment	981	984	999 - 1,183	1,084 - 1,278	1,164 - 1,368	1,239 - 1,453
Utilization	75%	75%	76% - 90%	83% - 97%	89% - 104%	94% - 111%

EPA would serve 590-660 students in sixth through twelfth grade when it completes its expansion and achieves full scale in 2015-2016. The DOE projects that the enrollment of the other three schools in M117 will remain at or close to their current levels.

Once EPA completes its expansion, there will be approximately 1,239-1,453 students served in the building, yielding a building utilization rate of 94-111%. 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 UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE's projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for the 2011-2012 school year and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded 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. In District 4, five

other buildings currently have utilization rates above 100%, ranging from 107% to 122%.⁵ In addition, if this proposal is approved, though more total students would occupy M117, each school would receive at least its baseline room allocation pursuant to the DOE's Citywide Instructional Footprint ("Footprint") after the grade expansion is completed. Therefore, the building has adequate capacity to accommodate the full expansion of EPA, Global Neighborhood, TAG, and P138M@M117.

There are currently two Community-Based Organizations ("CBOs") in building M117, the Mount Sinai School-Based Health Clinic and the YMCA OST. This proposal is not expected to impact these CBOs.

For more detail on the Footprint and room allocations, see section III.B. below. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools (available in the Key Documents section): <http://schools.nyc.gov/community/planning/default.htm>.

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

A. Students

Impact on Students Currently Attending Schools in the M117 Building

EPA's grade expansion would create approximately 335-375 additional high school seats in District 4 and would allow current EPA students to continue their dual language education at the school.

EPA will continue to serve middle school students who are admitted to the school through the district-wide Middle School Choice Process, which is described in more detail below. Families seeking to enroll their children into EPA for sixth grade can visit the following website to learn more about eligibility and the District 4 Choice Process:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>.

The proposed expansion of EPA is not expected to impact current or future instructional programming at Global Neighborhood, TAG, or P138M@M117.

The DOE does not anticipate that this proposal would impact the partnerships of the other schools in the M117 building. Similarly, all school organizations in the building would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed 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.

EPA currently offers the following special programs and partnerships:⁶

- Spanish Dual Language Program
- District 75 Inclusion
- Advisory
- Socratic Seminars
- Technology, Art, and Music Classes
- Regents Classes in Integrated Algebra, Living Environment, and Spanish

⁵ 2010-2011 Blue Book

⁶ Compiled from the 2012-13 Middle School Directory

- Partnerships with Cultural Organizations (Roundabout Theatre Company, Urban Arts Partnership, Epic Theatre Ensemble)
- Partnerships with Community-Based Organizations (Children's Aid Society; The Leadership Program; Per Scholas, Inc.; Urban Communication Foundation; 21st Century Community Learning Center; Urban Arts Partnership; Girls on the Run)
- Extracurricular Programming including:
 - After-school Program
 - Student Council
 - Academic Study Groups
 - Extended Day Program (Photography, Theater, Dance, Step, Capoeira),
 - Yearbook Club
 - Co-ed Basketball, Field & Track, Rugby

Global Neighborhood currently offers the following special programs and partnerships:⁷

- Summer Burst
- Advisory
- Town Hall
- Individual Learning Plans
- College Preparatory Program
- Spanish as a Foreign Language and Spanish Native Language Arts Classes
- Partnerships with Higher Education Institutions (The City College of New York (CCNY) School of Education, Princeton University, Hofstra University)
- Program Partnerships with Academy for Educational Development (AED), Coalition of Essential Schools (CES), Community Association of Progressive Dominicans (ACDP), Princeton–Blairstown Center, YMCA, Urban Advantage, Mount Sinai Medical Center
- Resource Partnerships with GE Foundation, Bill & Melinda Gates Foundation
- Extracurricular Programming Including:
 - Youth Council
 - School Partnership/Leadership Team
 - After-school Tutoring/Homework Help
 - Dance
 - Media Arts
 - Technology
 - Science
 - Newspaper
 - Karate
 - Capoeira

TAG currently offers the following special programs and partnerships:⁸

- Biology, Algebra, and Spanish Regents
- National Honor Society
- Instrumental Music Instruction (Grades 5-8)
- Violin Instruction (Grades 1-4)
- Small Group Instruction
- Specialized High School Admissions Test Preparation
- After-School and Vacation Programming by YMCA OST

⁷ Compiled from the 2012-13 Middle School Directory

⁸ School-reported data.

- Collaborations with Community-Based Organizations (YMCA, Urban Advantage, CA Technologies (PENCIL Partner), 92nd Street Y, Museum of Natural History, CEI-PEA Boost Program, Randall's Island Sports)
- Extracurricular Programming Including:
 - Basketball
 - Volleyball
 - Glee Club
 - Theater Club
 - Orchestra
 - Latin Jazz Band
 - Drumming Club

P138M@M117 currently offers an inclusion program in conjunction with EPA.⁹

Impact for Future High School Students

If the proposal to expand EPA in M117 is approved, all current eighth graders residing in New York City will have the opportunity to apply via the High School Admissions Process to enroll in ninth grade at EPA in September 2012. EPA's high school, which will follow a Spanish dual language instructional model, will be screened for language requirements, with priority given to continuing eighth-grade students. Although EPA's middle school will continue to offer both dual language and non-dual language programs, students in both programs will be prepared for the demands of a dual language high school and will have priority to continue in the high school.

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

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

If this proposal is approved, EPA would be an option in Round 2 of the 2012-2013 High School Admissions Process, and would be an option in Round 1 (and Round 2 if seats remain available) in future years.

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

In addition to the programs and partnerships currently offered at the EPA middle school, EPA high school

⁹ School-reported data.

intends to offer programs and partnerships with community-based organizations and local colleges and universities to prepare students for college and the workforce.

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

In accordance with DOE policy, English Language Learners (“ELL”) participate in the middle and high school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same criteria as their English-speaking peers. Any students requiring ELL services will continue to receive appropriate services at the school to which they are matched.

If students do not participate in the Middle School Choice or High School Admissions processes, their placement is determined by the DOE’s over-the-counter (OTC) process. This is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

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

When a student eligible for middle or high 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 placement who are zoned to an elementary or middle school seeking an over-the-counter placement are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

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

¹⁰ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

Impact for Future Middle School Students in District 4

The proposed expansion of EPA is not expected to impact future student enrollment at EPA middle school, Global Neighborhood, TAG, or P138M@M117.

EPA currently admits sixth-grade students through the District 4 Middle School Choice Process, where District 4 fifth graders rank in order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. The school is open to District 4 residents and students attending District 4 elementary schools, and uses a limited unscreened admissions process that gives priority to students who demonstrate interest by signing in at one or several of the following events: Information Session, School Tour, Open House or Middle School Fair, then to other students and residents of District 4. EPA also offers a screened Spanish dual language program, which offers priority to ELLs, students continuing from elementary dual-language programs, and heritage speakers of Spanish. Additionally, EPA has an inclusion program through which students from P138M@M117 participate in EPA general education classes.

It is possible that the expansion of EPA to serve students in sixth through twelfth grades will attract a larger number of sixth grade applications than in the past, as families may be particularly interested in the option of staying in one school for both middle and high school. However, because this proposal does not change the number of middle school students served by EPA or EPA's middle school admission policies, we do not anticipate that this will impact other middle schools in District 4.

Global Neighborhood also admits students through the District 4 Middle School Choice Process using a limited unscreened admissions process that is open to District 4 residents and students attending District 4 elementary schools, and gives priority to students who demonstrate interest by signing in at one or several of the following events: Information Session, School Tour, Open House or Middle School Fair, then to other students and residents of District 4.

TAG, which serves grades K-8, will continue to admit future students through the Citywide Gifted & Talented admissions process for grades K-5, and through a school-based admissions process for any available seats in grades 6-8.

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

There are currently 20 total schools serving middle grades in District 4, including three charter schools. At scale, eight of these schools will be middle schools, three will be secondary schools serving grades 6-12, eight will be K-8 schools, and one, The New York City Center for Autism Charter School, will be K-12. In the District 4 Middle School Choice Process, students rank their preferences from among District 4 choice middle schools. These options include:

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

As described above, students with IEPs and ELLs participate in the middle school choice process in the same manner as their non-IEP or English-speaking peers. Students who did not participate in the Middle School Choice Process will be assigned to a school following the OTC guidelines described above.

The District 75 program in the M117 building, P138M@M117 will continue to admit future students in a manner consistent with current practice. D75 students who receive D75 SETSS or are in a self-contained program in elementary school and are articulating into middle school work with District 75 school and placement staff to identify the middle school program that best meets their needs. 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.

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 4 Middle School Choice Process. Should this proposal to expand EPA in the M117 building be approved, there would be no impact on the admissions processes at the existing schools in the building, Global Neighborhood, TAG, and P138M@M117.

B. Schools

The proposed expansion of EPA to serve sixth through twelfth grades would more efficiently utilize space in the M117 building. EPA's middle school has earned A grades on its Progress Reports.¹¹ The DOE believes that EPA will continue this record of success and this expansion will provide an additional high-quality high school option in District 4. Currently, there are very few Spanish dual language programs available in New York City at the high school level. This expansion of EPA would provide an option for students from dual language middle school programs, including EPA's, and other Spanish-speaking students to further their dual language education in high school and become biliterate. The expansion would also create additional opportunities for students from East Harlem to remain in their community for high school, which they have historically sought to do.

M117 has adequate capacity to accommodate Global Neighborhood, TAG, P138M@M117, and EPA at full scale. Collectively, they are projected to enroll an estimated 1,239-1,453 students in 2015-2016. At that point, EPA would be at full scale and the projected utilization for M117 would be approximately 94-111%.

¹¹ 2009-2010 Progress Report and 2010-2011 Progress Report

The 2010-2011 audited enrollment and the estimated enrollment for all four organizations in M117 over a five year period are shown in the below table.

School Name	2010-2011 Audited Register	2011-2012 Projected Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
Esperanza Preparatory Academy	280	266	335 - 375	420 - 470	505 - 565	590 - 660
Global Neighborhood Secondary School	197	188	180 - 210	180 - 210	180 - 210	180 - 210
Tag Young Scholars	504	495	460 - 550	460 - 550	455 - 545	445 - 535
P138M@M117	N/A	35	24 - 48	24 - 48	24 - 48	24 - 48

If this proposal is approved, there will be sufficient space to accommodate Global Neighborhood, TAG, P138M@M117, and EPA, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while the EPA high school grades gradually phase in. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools (available in the Key Documents section): <http://schools.nyc.gov/community/planning/default.htm>.

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

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

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

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.

According to the building walk-through conducted by the Director of Space Planning on October 14, 2011,

M117 has a total of 66 full-size rooms, 22 half-size rooms, and 3 quarter-size rooms, and the full-size equivalent of 5.25 designed administrative spaces.

Of this total, the dance room occupies two full-size spaces. Two full-size designed administrative spaces are allocated to a CBO (Mount Sinai School-Based Health Clinic) and the School-Based Support Team. One half-size room is allocated to the YMCA, which offers after-school programming, one half-size designed administrative space is allocated to the custodian and one quarter-size room is allocated to school safety. Therefore, these spaces are not available to be allocated to the schools. This leaves 64 full-size rooms, 21 half-size room, and 2 quarter size rooms, and 2.75 full-size equivalent designed administrative spaces available to be allocated to schools.

M117 also has the following rooms: a cafeteria, auditorium, gymnasium, and library. These spaces, along with the dance room, will be shared by all schools.

If this proposal were approved, in 2012-2013, EPA would serve 335-375 students in 12 general education/ICT sections and four self-contained sections in grades six through nine. Per the Footprint, EPA would be allocated an adjusted baseline space allocation of 15 full-size classrooms, 3 half-size classrooms, and 3.25 full-size equivalent administrative spaces.

Global Neighborhood would serve 180-210 students in six general education/ICT sections and two self-contained sections in grades six through eight. Per the Footprint, Global Neighborhood would be allocated nine full-size classrooms, one half-size classroom, and two administrative spaces in 2012-2013.

TAG would serve 460-550 students in 19 general education sections in grades kindergarten through eight. Per the Footprint, TAG would be allocated 22 full-size classrooms, two half-size classroom, and 3.5 administrative spaces in 2012-2013.

P138M@M117 would serve 24-48 students in four self-contained sections and one inclusion class in grades six through eight. Per the Footprint, P138M@M117 would be allocated five full-size classrooms, one half-size classroom, and 1.5 administrative spaces in 2012-2013.

Because of insufficient half-size rooms, most of which are allocated to schools as administrative space, EPA, Global Neighborhood, and P138M@M117's baseline allocations are adjusted to include full-size rooms in lieu of half-size rooms for their self-contained classes.

The 2012-2013 adjusted baseline allocation of space is detailed in the chart below:

DBN	School Name	Full-Size Rooms	Half-Size Rooms	TOTAL Admin Full-Size Equivalent	Designed Admin FSE	FS Admin Rooms	HS Admin Rooms	QS Admin Rooms
04M372	Esperanza Preparatory Academy	15	3	3.25	0	0	6	1
04M381	Global Neighborhood Secondary School	9	1	2	0	0	4	0
04M012	Tag Young Scholars	22	2	3.5	1.5	0	4	0
75M117	P138M@M117	5	1	1.5	1.25	0	0	1
TOTAL		51	7	10.25	2.75	0	14	2

After EPA, Global Neighborhood, TAG, and P138M@M117 have received the baseline allocation of full-size classrooms, half-size classrooms, and administrative space according to the Footprint, 13 full-size rooms would remain to be allocated between the schools based on factors such as projected enrollment, expected future growth, and location in the building. Administrative space needs can be fully met with designed administrative space, half-size rooms, and quarter-size rooms.

The allocation of excess space in the building will be made by the Building Council—consisting of the principal of each co-located school—with assistance from the Office of Space Planning.

Currently, EPA operates with 18 full-size rooms, 2 half-size rooms, and 2.25 full-size equivalent administrative spaces. As a result, the DOE believes that EPA would be able to operate effectively with the addition of the ninth grade in its current space allocation. The building council may, however, decide to reallocate some of the excess space currently being used by Global Neighborhood to EPA in anticipation of future growth and space needs. Currently, Global Neighborhood operates with approximately 8.75 more cluster, resource, support and administrative full-size equivalent spaces than a school of its scale and grades would typically have; this excess had been allocated in anticipation of Global Neighborhood’s originally planned expansion to high school.

EPA would continue to add one grade per year until 2015-16, when it reaches full scale and serves grades 6-12. At this point, EPA would serve 590-660 students in 21 general education sections and seven self-contained sections in grades six through twelve. Per the Footprint, EPA would be allocated an adjusted baseline space allocation of 25 full-size classrooms, 3 half-size classrooms, and 3.25 administrative spaces.

No substantial changes are anticipated in the enrollments of TAG, Global Neighborhood, or P138M@M117. Therefore, no changes are anticipated in their respective baseline allocations.

The 2015-2016 adjusted baseline allocation of space is detailed in the chart below:

DBN	School Name	Full-Size Rooms	Half-Size Rooms	TOTAL Admin Full-Size Equivalent	Designed Admin FSE	FS Admin Rooms	HS Admin Rooms	QS Admin Rooms
04M372	Esperanza Preparatory Academy	25	3	3.25	0	0	6	1
04M381	Global Neighborhood Secondary School	9	1	2	0	0	4	0
04M012	Tag Young Scholars	22	2	3.5	1.5	0	4	0
75M117	P138M@M117	5	1	1.5	1.25	0	0	1
TOTAL		61	7	10.25	2.75	0	14	2

After EPA, Global Neighborhood, TAG, and P138M@M117 have received the baseline allocation rooms according to the Footprint, three full-size rooms would remain to be allocated between the schools based on factors such as total enrollment and location in the building.

The allocation of excess space in the building will continue to be made by the Building Council—consisting of the principal of each co-located school—with assistance from the Office of Space Planning.

As mentioned above, Global Neighborhood currently operates with approximately 8.75 more cluster, resource, support and administrative full-size equivalent spaces than a school of its scale and grades would typically have. Additionally, TAG currently operates with approximately three more cluster, resource, support and administrative full-size equivalent spaces than a school of its scale and grades would typically have. If this proposal were approved, by 2015-16, Global Neighborhood would lose the use of at least 5.75 full-size equivalent spaces, and TAG may lose the use of some or all of its three additional full-size equivalent spaces. Despite the loss of these rooms, Global Neighborhood and TAG would continue to receive at least their baseline allocations of space in the building. As a result, the DOE believes that Global Neighborhood and TAG would be able to operate effectively in their new space allocations.

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 expansion of EPA to serve high school grades in M117 is intended to meet those goals by providing a high-quality high school with a dual language program in District 4. There are currently very few high schools with dual language Spanish programs in New York City. Unlike bilingual programs which are targeted at ELLs or students whose home language is not English, Spanish dual language programs enroll both native Spanish and native English speakers such that both groups of students become biliterate.¹² The expansion of EPA to serve high school grades would allow the students in its Spanish dual language middle school program to continue their dual language education in high school.

As previously noted, M117 has space to enroll additional students. The expansion proposal would result in

¹² Directory of New York City Public High Schools, 2011-2012.

more students being served within M117 and thus more efficient use of building space within the District, while simultaneously providing parents and students with additional choices.

As discussed above, the expansion of EPA may have a mild impact on the enrollment at other high schools. However, at present there is no way to reliably predict which high schools would be impacted, or by how many seats, particularly given that EPA has only graduated one eighth grade class.

EPA students may choose to remain at the school for high school, or they may choose to enroll at another high school through the Citywide High School Choice Process. Eighth-grade students from other middle schools may choose to apply to EPA through the Citywide High School Choice Process, but they would be admitted depending on seat availability at EPA because priority will be given to EPA’s eighth-grade students.

There are currently two Community-Based Organizations (“CBOs”) in building M117, the Mount Sinai School-Based Health Clinic and the YMCA OST. This proposal is not expected to impact these CBOs.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M117.

IV. Enrollment, Admissions and School Performance Information

EPA

Admissions Data

Current Admissions	6-8: District 4 Middle School Choice Process
Admissions after Grade Reconfiguration is Completed	6-8: District 4 Middle School Choice Process

Enrollment Data

04M372	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2011-12 (proj.)	91	91	84	-	-	-	-	266
2012-13 (proj.)	85 - 95	85 - 95	85 - 95	80 - 90	-	-	-	335 - 375
2013-14 (proj.)	85 - 95	85 - 95	85 - 95	85 - 95	80 - 90	-	-	420 - 470
2014-15 (proj.)	85 - 95	85 - 95	85 - 95	85 - 95	85 - 95	80 - 90	-	505 - 565
2015-16 (proj.)	85 - 95	85 - 95	85 - 95	85 - 95	85 - 95	85 - 95	80 - 90	590 - 660

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹³	27%
Percentage of Students with Individualized Education Programs ¹⁴	35%
Percentage of English Language Learner Students ¹⁵	28%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁶	93%

School Performance Data

EPA ¹⁷	2008-2009	2009-2010 ¹⁸	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	A	A
Quality Review Score	N/A	WD	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	36.6%	14.5%	26.8%
Math % Proficient (Levels 3 and 4)	41.7%	21.2%	32.7%
Other Key Performance Indicators			
Attendance Rate	95%	93%	92%
2010-2011 State Accountability Status			
In Good Standing			

¹³ Students Receiving ICT and SC services as percentage of total students from the 2010 Audited Register.

¹⁴ Students with Individualized Education Program as percentage of total students from the 2010 Audited Register.

¹⁵ English Language Learner students as percentage of total students from the 2010 Audited Register.

¹⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

¹⁷ Source: Progress Report

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 Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent 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.

Global Neighborhood

Admissions Data

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

04M381	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (proj.)	64	66	58	188
2012-13 (proj.)	60 - 70	60 - 70	60 - 70	180 - 210
2013-14 (proj.)	60 - 70	60 - 70	60 - 70	180 - 210
2014-15 (proj.)	60 - 70	60 - 70	60 - 70	180 - 210
2015-16 (proj.)	60 - 70	60 - 70	60 - 70	180 - 210

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁹	34%
Percentage of Students with Individualized Education Programs ²⁰	38%
Percentage of English Language Learner Students ²¹	9%
Percentage of Students Eligible for Free or Reduced Lunch ²²	88%

¹⁹ Students Receiving ICT and SC services as percentage of total students from the 2010 Audited Register.

²⁰ Students with Individualized Education Program as percentage of total students from the 2010 Audited Register.

²¹ English Language Learner students as percentage of total students from the 2010 Audited Register.

²² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

Global Neighborhood²³	2008-2009	2009-2010²⁴	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	C	B
Quality Review Score	N/A	P	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	53.2%	13.1%	9.6%
Math % Proficient (Levels 3 and 4)	44.7%	20.2%	15.2%
Other Key Performance Indicators			
Attendance Rate	92%	92%	89%
2010-2011 State Accountability Status			
In Good Standing			

²³ Source: Progress Report

²⁴ 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 percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent 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.

TAG

Admissions Data

Current Admissions	Grades K-8: Per Citywide Gifted & Talented process
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Enrollment Data

04M012	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2010-11 (proj.)	77	59	47	58	56	60	50	43	54	504
2011-12 (proj.)	50	75	54	50	59	60	55	50	42	495
2012-13 (proj.)	45 - 55	45 - 55	70 - 80	50 - 60	45 - 55	55 - 65	55 - 65	50 - 60	45 - 55	460 - 550
2013-14 (proj.)	45 - 55	45 - 55	45 - 55	70 - 80	50 - 60	45 - 55	55 - 65	55 - 65	50 - 60	460 - 550
2014-15 (proj.)	45 - 55	45 - 55	45 - 55	45 - 55	70 - 80	50 - 60	45 - 55	55 - 65	55 - 65	455 - 545
2015-16 (proj.)	45 - 55	45 - 55	45 - 55	45 - 55	45 - 55	70 - 80	50 - 60	45 - 55	55 - 65	445 - 535

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁵	0%
Percentage of Students with Individualized Education Programs ²⁶	2%
Percentage of English Language Learner Students ²⁷	0%
Percentage of Students Eligible for Free or Reduced Lunch ²⁸	63%

²⁵ Students Receiving ICT and SC services as percentage of total students from the 2010 Audited Register.

²⁶ Students with Individualized Education Program as percentage of total students from the 2010 Audited Register.

²⁷ English Language Learner students as percentage of total students from the 2010 Audited Register.

²⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

TAG ²⁹	2008-2009	2009-2010 ³⁰	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	B
Quality Review Score	N/A	N/A	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	97.8%	85.9%	87.8%
Math % Proficient (Levels 3 and 4)	99.4%	90.8%	94.0%
Other Key Performance Indicators			
Attendance Rate	96%	95%	95%
2010-2011 State Accountability Status			
In Good Standing			

²⁹ Source: Progress Report

³⁰ 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 percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent 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.

P138M@M117

Admissions Data

Current Admissions	Grades 6-8: Per District 75 Referral Process
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Enrollment Data

	Total Enrollment³¹
2011-12 (proj.)	35
2012-13 (proj.)	24 - 48
2013-14 (proj.)	24 - 48
2014-15 (proj.)	24 - 48
2015-16 (proj.)	24 - 48

Demographic Data

Percentage of Students Receiving ICT or SC Services ³²	100%
Percentage of Students with Individualized Education Programs ³³	100%
Percentage of English Language Learner Students ³⁴	9%
Percentage of Students Eligible for Free or Reduced Lunch ³⁵	61%

³¹ P138M@M117 serves students in mixed grade classes according to their Individualized Educational Programs (IEPs). Therefore, grade-level enrollment is not applicable.

³² Students Receiving ICT and SC services as percentage of total students from the 2010 Audited Register.

³³ Students with Individualized Education Program as percentage of total students from the 2010 Audited Register.

³⁴ English Language Learner students as percentage of total students from the 2010 Audited Register.

³⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data³⁶

P138M ³⁷	2008-2009	2009-2010 ³⁸	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	A	TBD
Quality Review Score	P	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	23.4%	14.6%	6.1%
Math % Proficient (Levels 3 and 4)	47.8%	18%	30.3%
Other Key Performance Indicators			
Attendance Rate	83%	84%	83%
2010-2011 State Accountability Status			
In Good Standing			

V. Initial Costs and Savings

The expansion of a school creates the need for additional supplemental funding to cover any additional textbooks and supplies that may be required as each additional grade is added. The per capita allocation to offset these costs has historically been \$80. Since EPA’s grade expansion is expected to create approximately 335-375 high school seats, the DOE estimates that EPA would receive total supplemental funding of approximately \$26,800-\$30,000.

If grade appropriate furniture is not available onsite, the school may receive additional furniture packages. In FY 2011, the cost of a furniture package for each high school class section was approximately \$5,650. Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

³⁶ Data reflects entire P138M enrollment across all locations, including but not limited to P138M@M117

³⁷ Source: Progress Report

³⁸ 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 percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent 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.

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

A. Personnel Needs

EPA may need to hire additional teachers during its grade expansion as the total number of students enrolled in the school increases in 2012-2013. The precise number of positions needed for the 2012-2013 school year would be determined once annual enrollment projections are released in the spring of 2012. Similarly, the number of new positions created to serve students in high school grades would be determined based on annual enrollment projections available as the school grows to serve that grade.

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

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budgets for EPA, Global Neighborhood, TAG, and P138M@M117 are determined by the same Fair Student Funding (FSF) per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for elementary schools is \$4,085.30, for middle schools is \$4,412.45, and for high schools is \$4,207.47.

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

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

As with all other schools Citywide, the schools in the M117 building may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll, measured as the percent of students eligible for free lunch. EPA, Global Neighborhood, and P138M are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their Title I funding awards will grow or shrink as the school populations grow or shrink.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. All schools in the M117 building, including the District 75 school P138M@M117, 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 FY11 entitlements and are subject to variation based on adjustments to the DOE's overall operating budget.

C. Administration

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

No change in school supervisory or administrator positions is expected as a result of this proposal at Global Neighborhood, TAG, or P138M@M117.

D. Transportation

There will be no change to existing transportation practices at EPA, Global Neighborhood, TAG, or P138M@M117 due to this proposal.

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

E. Other Support Services

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

VII. Building Information

Building		M117
Type of Building		Junior High-Intermediate-Middle
Year Built		1958
Overall BCAS rating		2.62
2010-2011 Target Building Utilization		76%
2010-2011 Target Building Capacity		1313
FY 2011 Maintenance Costs	Labor	\$54,232
	Materials	\$56,901
	Maintenance and repair contracts	\$58,330
	Service contracts	\$4,822
	Lease	\$0
	Custodial operations costs—Materials	\$12,348
	Custodial operations costs—Custodial Allocation	\$352,416
FY 2011 Energy Costs	Electric FY2011	\$83,590
	Gas FY2011	\$1,909
	Oil FY2010	\$0
Projects completed during the current or prior school year		PO 18 - 1st Floor Hallway
Projects proposed in the capital plan		N/A
Accessibility of the building		Fully programmatic accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Rooms, Library, Science Labs