

**EDUCATIONAL IMPACT STATEMENT:
The Proposed Co-location of a New Public Charter School
Success Academy Charter School Brooklyn 5 (84KTBD) with
Existing Schools Dr. Susan S. McKinney Secondary School of
the Arts (13K265) and a District 75 Inclusion Program
P369K@265K (75K369) in Building K265 Beginning in 2013-2014**

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to site Success Academy Charter School Brooklyn 5 (84KTBD, “SA- Brooklyn 5”), a new public charter school that will serve students in kindergarten through fifth grade in building K265 (“K265”), 101 Park Avenue, Brooklyn, NY 11205, in Community School District 13 beginning in 2013-2014. If this proposal is approved, SA- Brooklyn 5 would open in September 2013 and would serve 164-210 students in kindergarten and first grade, and would add one grade each year until it reaches full scale in 2017-2018. At that time, SA- Brooklyn 5 would serve approximately 434-556 students in kindergarten through fifth grade.

SA- Brooklyn 5 would be co-located in K265 with Dr. Susan S. McKinney Secondary School of the Arts (13K265, “McKinney”), an existing secondary school that serves students in sixth through twelfth grades and a District 75 (“D75”) inclusion program, P369K@265K¹ (“P369K@265K”), in building K265. P369K@265K serves students in sixth through twelfth grade who attend general education classes at McKinney. Students at P369K@265K receive Special Education Teacher Support Services (“SETSS”) from staff of K369. K265 also houses the District 13 School Food Field Office and the community-based organization, Partnerships with Kids. 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.

In a D75 inclusion program, students with disabilities receive special education services in a general education classroom along with general education students. Thus, students at P369K@265K are enrolled in general education classes at McKinney based on their Individualized Education Program (“IEP”) recommendations and receive SETSS as well.

SA- Brooklyn 5 is a new public charter school that is authorized by its charter authorizer, the State University of New York Charter Schools Institute (“SUNY”), to serve grades K-5. Success Academy Charter Schools (“SACS”) is a charter management organization that currently operates 12 public elementary charter schools in New York City. SACS has been authorized by SUNY to operate six new public elementary charter schools starting in 2013-2014, including SA- Brooklyn 5. The four SACS elementary schools that received a Progress Report for the 2010-2011 school year received an overall grade of A.

¹ 75K369 is an existing District 75 school currently sited at ten locations in Brooklyn, including K265. Other sites of this organization include: building K389 located at 383 State Street, Brooklyn, NY 11217; building K005 located at 820 Hancock Street, Brooklyn, NY 11233; building K056 located at 170 Gates Avenue, Brooklyn, NY 11238; building K067 located at 41 Saint Edwards Street, Brooklyn, NY 11205; building K117 located at 300 Willoughby Avenue, Brooklyn, NY 11201; building K261 located at 314 Pacific Street, Brooklyn, NY 11201; building K313 located at 283 Adams Street, Brooklyn, NY 11212; building K327 located at 111 Bristol Street, Brooklyn, NY 11212; and building K580 located at 105 Johnson Street, Brooklyn, NY 11201.

If this proposal is approved, SA- Brooklyn 5 would open in September 2013 and would serve 164-210 students in kindergarten and first grade, and would add one grade each year until it reaches full scale in 2017-2018. At that time, SA- Brooklyn 5 would serve approximately 434-556 students in kindergarten through fifth grade. The school would admit students via the charter lottery application process, with preference given to District 13 residents, and a set aside, described in more detail below, for English Language Learners.²

K265 has been identified as an underutilized building. K265 has the capacity to serve 1,035 students, but in 2012-2013, McKinney and P369@265K are only projected to serve 470 students.³ This yields a building utilization rate of approximately 45%,⁴ which demonstrates that the building is “underutilized” and has space to accommodate additional students. In 2017-2018, SA- Brooklyn 5, McKinney and P369@265K would collectively serve 864-1,060 students in the building, which yields a projected utilization rate of 83% - 102%. As discussed in Section III.B, and in the attached Building Utilization Plan (“BUP”), while the anticipated utilization rate is in excess of 100%, all schools will receive space that meets all of their instructional needs.

The DOE supports SA- Brooklyn 5’s placement in District 13 and anticipates that it will provide excellent educational opportunities for students.

II. Proposed or Potential Use of Building

K265 has the capacity to serve 1,035 students, but in 2012-2013, the building is projected to serve only 470 students, yielding a utilization rate of just 45%.

Over the next six years, the proposed grade spans for the existing schools in the building and SA- Brooklyn 5 are as follows:

Grade Spans							
DBN	School Name	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
84KTBD	SA- Brooklyn 5	-	K-1	K-2	K-3	K-4	K-5
13K265	Dr. Susan S. McKinney Secondary School of the Arts	6-12	6-12	6-12	6-12	6-12	6-12
75K369	P369K@265K	6-12	6-12	6-12	6-12	6-12	6-12

If this proposal is approved, in 2013-2014, SA- Brooklyn 5 will open in the building and will serve

² 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>.

³ Based on the 2012-2013 Budget Register Projections

⁴ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Enrollment, Capacity and Utilization Report (“Blue Book”) and enrollment data from the 2012-2013 budgeted enrollment projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

kindergarten through first grade students. SA- Brooklyn 5, McKinney, and P369K@265K will collectively serve 594-714 students in 2013-2014, yielding a projected building utilization rate of 57%-69%.

The table below demonstrates the projected enrollment of each school and the building’s projected utilization rates, if this proposal is approved:^{5,6}

DBN	School Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
84KTBD	SA- Brooklyn 5	-	164 - 210	197 - 250	313 - 400	373 - 478	434 - 556
13K265	Dr. Susan S. McKinney Secondary School of the Arts	448	410 - 480	410 - 480	410 - 480	410 - 480	410 - 480
75K369	P369K@265K	22	20 - 24	20 - 24	20 - 24	20 - 24	20 - 24
Total Building Enrollment		470	594 - 714	627 - 754	743 - 904	803 - 982	864 - 1,060
Utilization		45%	57% - 69%	61% - 73%	72% - 87%	78% - 95%	83% - 102%

If this proposal is approved, in 2017-2018, once SA- Brooklyn 5 is fully phased in, it is projected to serve 434-556 students. That year, McKinney is projected to serve 410-480 students, and P369K@265K is projected to serve 20-24 students. There will then be approximately 864-1,060 students total served in K265, which yields a projected utilization rate of 83%-102%. As discussed in Section III.B, and in the attached Building Utilization Plan (“BUP”), while the anticipated utilization rate is in excess of 100%, all schools will receive space that meets all of their instructional needs, and the building has space to accommodate McKinney, P369K@265K and K-5 grades of SA- Brooklyn 5.

As described in more detail in 2010-2011 Enrollment, Capacity and Utilization Report (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 goal 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).

⁵ All projections referenced for SA- Brooklyn 5 for the 2013-2014 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

⁶ All projections referenced for McKinney and P369K@265K for 2013-2013 and beyond are based on the 2012-2013 Budget Register Projections, reflect the forward promotion of the current sixth through eighth grade cohorts, and assume that high school enrollment is sustained.

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE's projected utilization rates for the 2012-2013 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 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for goal 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, as described below. In addition, charter school enrollment plans frequently contemplate larger class sizes than target capacity, as well as school models that permit greater space efficiency, contributing to building utilizations above 100%.

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

A. Students

The proposed co-location of SA- Brooklyn 5's K-5 grades with McKinney and P369K@265K is not expected to impact current or future student enrollment or instructional programming at McKinney and P369K@265K. If this proposal is approved, SA- Brooklyn 5's K-5 grades will be co-located in K265 and the school will enroll kindergarten and first grade students through its charter lottery beginning in 2013-2014. The charter lottery will give preference to District 13 residents, and a set aside, described in more detail below, for English Language Learners.

Impact on Students Currently Attending Schools in K265 Building

McKinney currently offers Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and SETSS. The existing ICT and SC special education classes and SETSS will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. If this proposal is approved, current and future students with IEPs will continue to receive appropriate special education services at McKinney.

McKinney also has an English as a Second Language program for its English Language Learner ("ELL") students. If this proposal is approved, ELL students at McKinney will also continue to receive mandated services.

According to the Middle School and High School Directories, McKinney currently has the following partnerships:

- Alvin Ailey American Dance Theater;
- Brooklyn College;
- Brooklyn Community Health Van;
- Brooklyn Hospital Center;
- Carnegie Hall;
- Chrysalis Empowerment, Inc.;
- City College of New York;

- Creative Outlet Dance Theatre of Brooklyn;
- Georgetown University;
- Goodwill, Inc. (Beacon Program);
- Helen Keller Institute;
- Jazz-A-Matazz, Inc.;
- Long Island University;
- Martha Stewart;
- National Junior Honor Society;
- New York City College of Technology;
- New York University;
- Northwest University;
- NYU Langone Medical Center;
- Partnership With Children, Inc.;
- Princeton University;
- Rotunda Gallery, Inc.;
- Scholar’s Table, Studio in a School;
- St. Francis College;
- Stanford University;
- Teachers College Columbia University;
- The Noel Pointer Foundation; and
- Yale University.

The DOE does not anticipate that this proposal will impact the continuation of those partnerships.

According to the Middle School and High School Directories, McKinney also currently offers the following special programs and initiatives:

- Advancement Via Independent Determination (AVID);
- College Now;
- Concert and Jazz Bands;
- Dance;
- Drama;
- Fine Arts;
- Junior Statesmen Summer School;
- Marching;
- McKinney After-school Academic Program (McK ASAP)
- Read to Achieve;
- Regents Classes in Integrated Algebra and Living Environment;
- Technical Theatre;
- The Noel Pointer Foundation String Program;
- Urban Advantage;
- Visual Arts; and
- Vocal and Instrumental Music.

The DOE does not anticipate that the proposed co-location of SA- Brooklyn 5 would impact McKinney’s ability to continue to offer extracurricular activities based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours.

According to the Middle School and High School Directories, McKinney offers the following extracurricular activities and sports:

- Extracurricular Activities - Advanced Placement Course Support; Cheerleading; Chess; Comedy Improv; Debate Team; Entrepreneurial Leadership; Marching Band; McKinney Marching Band; McKinney Steppers; McKinney Scribes; MOUSE Squad; National Honor Society; National Junior Honor Society; Poetry and Writers Institute; Project Male; Robotics; SAT, PSAT and Regents Preparation; Sister-to-Sister; Student Government; Think Quest NYC; and Young “Women” Leadership Group.
- Sports - Boys’ Basketball; Boys’ Cross Country; Boys’ Outdoor Track; Girls’ Basketball; and Girls’ Cross Country.

Students will 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.

The co-location will not impact Partnerships with Kids, the community-based organization that is currently located in K265.⁷

P369K@265K is a District 75 school that serves students in sixth through twelfth grades. P369 currently has ten sites in Brooklyn, including the one at McKinney. P369K@265K serves 22 students with a range of disabilities and IEPs. A student's placement in a D75 program, including a D75 inclusion program, is based on his or her individual needs and the corresponding recommendations within his or her IEP. Inclusion students at P369K@265K attend most general education classes alongside McKinney students, but also receive pull-out services or SETTTS classes to support their IEPs. These students receive the pull-out services in a room designated for P369@265K in the K265 building. As SA- Brooklyn 5 phases in, student enrollment at P369K@265K is expected to remain constant. This proposal is not expected to impact P369K@265K students currently attending school in K265, and they will continue to receive all mandated services per their IEPs.

Students at P369K@265K have the opportunity to participate in all of McKinney's campus sports teams, extracurricular activities and clubs. As described above, this proposal is not expected to have an impact on those sports and extracurricular activities. P369K@265K does not currently have any partnerships. The DOE does not anticipate that this proposal would change P369K@265K's students' ability to participate in McKinney's campus sport teams or extracurricular activities.

Impact for Future Elementary School Students in District 13

If this proposal is approved, elementary school age students in District 13 will have the opportunity to enter the charter application lottery process to enroll in SA- Brooklyn 5 starting in April of 2013. SA- Brooklyn 5 will provide the following lottery preferences: (1) siblings of current or accepted students, (2) ELL students, and (3) applicants who reside within District 13.

SA- Brooklyn 5 sets aside a certain percentage of seats for ELL students that is relatable to the average ELL percentage at traditional public elementary schools within the City and/or District 13. With respect to the remaining seats and the waitlist, SA Brooklyn - 5 provides a lottery preference to applicants who reside within the CSD.

There are also several existing public charter schools in District 13 that provide a preference to District 13 students in the charter lottery process. Those schools are listed below in Section III.C.

Impact for Future Middle School Students in District 13

There are currently twelve choice middle schools in District 13. In the District 13 Middle School Choice process, students rank their preferences from among District 13 choice middle schools. These options include:

- (1) Un-zoned, choice middle schools with a screened or audition application process (admission is based on criteria designated by the school); and
- (2) Un-zoned, choice middle schools with a limited-unscreened⁸ application processes.

If this proposal is approved, students with IEPs will continue to participate in the middle school admissions

⁷ Information can be found in the 2012- 2013 New York City High School Directory and 2012-2013 New York City Middle School Directory.

⁸ Limited-unscreened admission 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.

process in the same manner as their non-disabled peers.⁹ The DOE will continue to support District 13 middle schools in 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 consistent with their IEPs. The specific services provided may vary from year to year depending on students' individual needs. However, students with disabilities will continue to receive all mandated services in accordance with their IEPs.

In accordance with DOE policy, ELL students participate in the middle school admissions process in the same manner as their peers who are not ELL students. ELL students are placed according to the same placement criteria as their non-ELL peers. Students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched. This proposal will not affect ELL students' participation in the middle school admissions process or receipt of ELL services.

Currently, McKinney's middle school grades admit students through the District 13 Middle School choice process via an audition admissions method. McKinney reviews applicants' attendance and punctuality and grades and test scores, and administers a diagnostic test and performance audition. More information can be found in the 2012-2013 Middle School Directory. This proposal is not anticipated to impact McKinney's admissions method.¹⁰

District 13 middle schools also accept students through the over-the-counter ("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 New York City school at the time the school year 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);¹¹ or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school arrives for an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school 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 limited unscreened, educational option or unscreened. 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 the student so chooses.

If this proposal is approved, future rising sixth grade students will continue to have access to a broad range of middle school options through the District 13 Middle School Choice process. Additional information regarding special programs and courses offered by District 13 middle schools are available in the online Middle School Directory which is updated yearly and is available at

⁹ This process does not apply to D75 students. This process is later described in the EIS.

¹⁰ Source: Middle School Directory

¹¹ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

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

Additionally, as demonstrated in the table in Section III.C, there are several other charter schools that are also available to District 13 students and families. These charter schools give preference to District 13 students in their respective lotteries and District 13 students will continue to have the option to participate in the lotteries. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE Web site here:

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

Admissions Impact for High School Students

Currently, McKinney admits students in grades nine through twelve in the following priority order:

- Priority to continuing eighth graders,
- Then to District 13 students or residents,
- Then to New York City residents.

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference. For high school admissions for the 2013-2014 school year, 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 in February 2013.

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 2013.

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

High school students with IEPs recommending placement in a community school are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education environment 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 in accordance with DOE policy.

In addition, McKinney holds auditions for five different specialized programs: Visual Arts, Vocal Music, Dance, Drama, and Instrumental Music. The auditions are held in ninth and tenth grade and occur during October-December. More audition information can be found in the 2012-2013 High School Directory.

In addition to the High School Admissions Process, some students receive placement in a high school through the OTC process, as described above. There is a peak enrollment period occurring just prior to and

into the beginning of the school year 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.

Screened programs (those that have academic criteria) that have a two-year track record of not filling projected enrollment targets through the High School Admissions Process are "de-screened" for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered to OTC students through referral.¹² In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

Additionally, as mentioned above and described in the table in Section III.C, there are several other charter schools that are also available to District 13 students and families. These charter schools give preference to District 13 students in their respective lotteries and District 13 students will continue to have the option to participate in the lotteries. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE Web site here:

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

Enrollment Impact for Future District 75 Students

As previously stated, students in the D75 inclusion program at P369K@265K are served in McKinney's general education classes. P369K@265K currently serves 22 students with a wide range of disabilities. Students are placed in D75 programs based on their individual needs and recommended special education services.

The DOE anticipates that if this proposal is approved, there will be no impact on current students at P369K@265K.

Future D75 students will enroll through the District 75 placement process, consistent with current practice. District 75 high school students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on the geographic location of their residence, the programs outlined in their IEPs, and seat availability.

District 75 students who receive District 75 SETSS in middle school participate in an application process administered by District 75 for a high school inclusion program. For more information regarding this application process please refer to the following Website:
<http://schools.nyc.gov/Offices/District75/default.htm>.

B. Schools

Collectively, the three schools are projected to enroll an estimated 864-1,060 students in 2017-2018. At that point, SA- Brooklyn 5 will be at full grade scale in K265, and the projected utilization rate for K265 will be approximately 83%-102%.

The estimated enrollments for McKinney, P369K@265K, and SA- Brooklyn 5 are shown in Section IV below.

¹² 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").

As described in more detail in the attached BUP that accompanies this EIS, if this proposal is approved, all schools will receive space that meets their instructional needs pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while SA- Brooklyn 5 gradually phases in. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools.¹³

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 would remain constant. The Representative 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 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.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of principals from all co-located schools. A Shared Space Committee would also meet a minimum of four times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

C. Community

K265 is currently underutilized. This means that the space in the building is not being used as efficiently as possible and could be used to create new educational opportunities for District 13 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. The proposed co-location of SA- Brooklyn 5 is intended to meet those goals by providing an additional option for students in District 13.

The DOE supports the permanent placement of a SACS charter school in District 13. If this proposal is approved, SA- Brooklyn 5 will add approximately 434-556 kindergarten through fifth grade seats in District 13. The four Success Academy elementary schools that received a Progress Report for the 2010-2011 school year received an overall grade of A. Further, students at SACS schools have performed well on

¹³ The Footprint is available at: <http://schools.nyc.gov/community/planning/default.htm> under “Key Documents.”

Statewide standardized tests.¹⁴ At these schools, 97% of students scored proficient or better on the 2011-2012 New York State Math test, and 88% scored proficient or better on the 2011-2012 New York State English Language Arts test.

If this proposal is approved, SA- Brooklyn 5 will join six other existing charter schools in District 13:

District Charter Options

DBN	School Name	Grade Span 2012-13	Grade Span at Scale	Projected Enrollment 2012-13 ¹⁵
84K417	Urban Dove Charter School	N/A ¹⁶	N/A	110
84K508	Achievement First Endeavor Charter School	K-2;5-11	K-12	685
84K517	Leadership Prep Bedford Stuyvesant Charter School	K-7	K-8	545
84K536	Community Roots Charter School	K-6	K-8	350
84K702	Community Partnership Charter School	K-8	K-8	427
84K780	Brooklyn East Collegiate Charter School	5-7	5-8	210

Detailed information about charter schools will also be published annually and would be available in print or on the DOE’s Web site here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K265. This proposal is not expected to impact the functional site accessibility of K265.

¹⁴ Students start taking State English Language Arts and Math tests in grade 3.

¹⁵ Based on 2012-2013 Budget Register Projections

¹⁶ Urban Dove will serve students between the ages of 16 and 21 and will not organize students by grade.

IV. Enrollment, Admissions and School Performance Information

Dr. Susan S. McKinney Secondary School of the Arts Admissions Data

Current Admissions	Grades 6-8: Audition ¹⁷ Grades 9-12: High School Admissions Process ¹⁸
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Enrollment Data

	Grade 6	Grade 7	Grade 8	Grades 9 - 12	Total Enrollment
2012-13 (projections)	57	54	62	275	448
2013-14 (projections)	50-60	50-60	50-60	260-300	410-480
2014-15 (projections)	50-60	50-60	50-60	260-300	410-480
2015-16 (projections)	50-60	50-60	50-60	260-300	410-480
2016-17 (projections)	50-60	50-60	50-60	260-300	410-480
2017-18 (projections)	50-60	50-60	50-60	260-300	410-480

Demographic Data¹⁹

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Price Lunch	79%

School Performance Data (Middle School)²⁰

Dr. Susan S. McKinney Secondary School of the Arts	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	B
Progress Report Progress Grade	B	D	B
Progress Report Performance Grade	A	D	C
Progress Report Environment Grade	B	C	C

¹⁷ Source: Middle School Directory

¹⁸ Source: High School Directory

¹⁹ All figures reflect a percentage of total students from the 2011 audited register.

²⁰ Source: Progress Report

Quality Review Score ²¹	N/A ²²	P	N/A
Performance Data²³			
English Language Arts % Proficient (Levels 3 and 4)	53%	21%	27%
Math % Proficient (Levels 3 and 4)	61%	13%	27%
Other Key Performance Indicators			
Attendance Rate	88.8%	87.5%	87.1%

2010-2011 State Accountability Status²⁴	Improvement (year 1) Comprehensive
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School Performance Data (High School)

Dr. Susan McKinney Secondary School of the Arts	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	A	B
Progress Report Progress Grade	B	A	A
Progress Report Performance Grade	B	A	B
Progress Report Environment Grade	D	D	D
Quality Review Score		P	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	62%	94%	93%
4 Year Graduation Rate	54%	84%	80%
6 Year Graduation Rate	79%	84%	69%
% Graduating with a Regents Diploma	44%	54%	71%
Attendance Rate	78%	82%	85%
2010-2011 State Accountability Status			
Improvement (year 1) Comprehensive			

²¹ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²² Not all schools receive a Quality Review every year.

²³ In 2010, the New York State Education Department adjusted the “cut scores” on annual Mathematics and English Language Arts exams, raising the score required for students to achieve 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.

²⁴ <http://www.p12.nysed.gov/irs/accountability/>

**P369K@265K
Admissions Data**

Proposed Admissions	District 75 Placement Process
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School Performance Data

This D75 school does not receive a Progress Report because Progress Report Scores are only given to those that serve at least 50 students in grades 3-8 who annually take New York State Math and ELA exams.

75K369 received a Quality Review Score of Proficient in 2008-2009.

Enrollment Data

	Total Enrollment Grades 6-12
2012-13 (projections)	22
2013-14 (projections)	20-24
2014-15 (projections)	20-24
2015-16 (projections)	20-24
2016-17 (projections)	20-24
2017-18 (projections)	20-24

Demographic Data^{25, 26}

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	100%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	83%

²⁵ Note that demographic data here represent the 75K369 program as a whole and are not specific to P369K@265K

²⁶ All figures reflect a percentage of total students from the 2011 audited register.

SA- Brooklyn 5 Admissions Data

Admissions	Grades K-5: Charter Lottery Application (students admitted K-3)
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Enrollment Data

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (projections)	-	-	-	-	-	-	-
2013-14 (projections)	94-120	70-90	-	-	-	-	164-210
2014-15 (projections)	40-50	90-115	67-85	-	-	-	197-250
2015-16 (projections)	70-90	94-120	86-109	63-81	-	-	313-400
2016-17 (projections)	70-90	70-90	89-114	81-104	63-80	-	373-478
2017-18 (projections)	70-90	70-90	70-90	85-108	78-100	61-78	434-556

Demographic Data

There are no demographic data available for the school because SA- Brooklyn 5 has not yet opened.

School Performance Data

There are no performance data available for the school because SA- Brooklyn 5 has not yet opened.

V. Impact on Budget and Cost of Instruction

Please refer to the Fair Student Funding (“FSF”) Guide and Fiscal Year 13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 13K265. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf. The FY13 School Allocation Memorandum is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by the 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.

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

This proposal is not expected to impact initial costs or allocations at McKinney or P369K@265K.

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

A. Personnel Needs

The proposed co-location of SA- Brooklyn 5 in K265 is not expected to change the number of personnel positions assigned to McKinney and P369K@265K, nor is it expected to significantly alter the duties of current staff in K265.

If this proposal is approved, new administrative staff and non-pedagogical positions will be created at SA- Brooklyn 5 over the course of the school's phase-in. SA- Brooklyn 5 is expected to hire additional teachers as each new grade is added and as the total number of sections increases as the school phases in.

B. Administration

No change in school supervisory or administrator positions at McKinney or P369K@265K is expected as a result of this proposal.

If this proposal is approved, SA- Brooklyn 5 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:

<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at McKinney or P369K@265K if this proposal is approved.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as SA- Brooklyn 5 phases in, if this proposal is approved.

VII. Building Information

Building		K265
Type of Building		MIDDLE
Year Built		1958
Overall BCAS rating		2.76
2010-2011 Target Building Utilization		48%
2010-2011 Target Building Capacity		1035
FY 2011 Maintenance Costs	Labor	\$26,999
	Materials	\$10,548
	Maintenance and repair contracts	\$22,432
	Service contracts	\$0
	Custodial operations costs—Materials²⁷	\$9,979
	Custodial operations costs— Custodial Allocation²⁸	\$289,395
FY 2012 Energy Costs	Electric	\$126,718
	Gas	\$1,581
	Oil	\$112,276
Projects completed during the current or prior school year		Science Lab
Projects proposed in the capital plan		Science Lab Upgrade
Accessibility of the building		Building is not Functionally Programmati cally Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office

²⁷ Custodial operations - material allocation costs reflect fiscal year 2012 data.

²⁸ Custodial operations - custodial allocation costs reflect fiscal year 2012 data.