SECOND REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Public Charter School, Success Academy Charter School – Manhattan 2 (84MTBD), with Existing Schools Business of Sports School (02M393), Urban Assembly Gateway School for Technology (02M507), and High School of Graphic Communication Arts (02M625) in Building M625 in the 2013-2014 School Year

I. Summary of Proposal

On September 21, 2012, the New York City Department of Education ("DOE") issued an Educational Impact Statement ("EIS") and Building Utilization Plan ("BUP") proposing to site the kindergarten through fifth grades of Success Academy Charter School – Manhattan 2 (84MTBD, "SA-Manhattan 2") in building M625 ("M625"), located at 439 West 49th Street, New York, NY 10019 in Community School District 2, and to co-locate SA - Manhattan 2 with Business of Sports School (02M393, "BOSS"), an existing high school that serves students in grades nine through twelve; High School of Graphic Communication Arts (02M625, "Graphics"), an existing high school that serves students in grades nine through twelve; Urban Assembly Gateway School for Technology (02M507, "Gateway"), an existing high school that currently serves students in grades nine through ten, and an Alternate Learning Center (88M992, "ALC"), which provides an educational setting for students in grades nine through twelve who are on a Superintendent's suspension for up to 90 days. 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.

On September 25, 2012, the DOE substantially revised this proposal in response to public input. This revised EIS corrected performance data listed in Section III.A and in Section IV and changed the reference to Urban Assembly Gateway School for Technology's colloquial name. In addition, the proposed shared space plan in the attached BUP was revised with respect to the building's three physical education spaces.

On October 18, 2012, the DOE amended the revised BUP to clarify SA – Manhattan 2's use of a multi-purpose room and the effect of that use on the revised proposed shared space plan. An amended revised EIS updated references to the revised BUP and corrected a typographical error on school enrollment ranges in Section II, but did not significantly revise the proposal.

The BUP has now been further revised to correct errors in the description of the current allocation of space in M625 and to allocate the space that will be vacated by the ALC when it moves out of the building beginning with the 2013-2014 school year. This EIS has been revised to include update references to the second revised BUP.

If this proposal is approved, SA - Manhattan 2 would be co-located in M625 with BOSS, an existing high school that serves students in grades nine through twelve; Graphics, an existing high school that serves students in grades nine through twelve and is gradually scaling back its enrollment; and Gateway, an existing high school that currently serves students in grades nine through ten and is in the process of phasing in, gradually growing to full scale as it adds a new grade of students annually. Gateway will serve students in grades nine through twelve when it reaches full scale in 2014-2015. Graphics offers two Career and Technical Education ("CTE") programs for incoming ninth-grade students, and is in the process of phasing out two additional CTE programs currently serving students in grades ten through twelve.

Graphics, BOSS and Gateway each admit students through the Citywide High School Admissions Process, and each offers CTE programs. Additional information about CTE programming and the High School Admissions Process are contained in Section III of this proposal. 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 addition, M625 houses two Community Based Organizations ("CBOs"), SPARK Drug Prevention and the Association of Progressive Dominicans, and an ALC, which provides an educational setting for students in grades nine through twelve who are on a Superintendent's suspension for up to 90 days. This proposal is not expected to impact the continued siting of the CBOs. In the 2013-2014 school year, the ALC will re-locate to building M859 ("M859"), located at 512 W 182nd St, New York, NY 10033 within the geographical confines of Community School District 6.

SA - Manhattan 2 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 - Manhattan 2. The four SACS elementary schools that received a progress report for the 2010-2011 school year each received an overall grade of A.

If this proposal is approved, SA - Manhattan 2 would open in September 2013, serving 164-210 students in kindergarten and first grade, and would add one grade each year until it reached full scale in 2017-2018. At that time, SA - Manhattan 2 would serve approximately 412-528 students in kindergarten through fifth grade. The school would admit students via its charter lottery application process, with preference given to District 2 residents, and a set aside, described in more detail in Section III, for English Language Learners.[1]

According to the 2010-2011 Enrollment, Capacity and Utilization Report[2] (the "Blue Book"), M625 has the capacity to serve 2,139 students. Currently, the building serves 1,912 students,[3] yielding a building utilization rate of 89%.[4] If this proposal is approved, the building would serve approximately 2,222 – 2,528 students and have a utilization rate of 104% - 118% in 2017-2018 when all schools, including SA - Manhattan 2, are at full scale. As discussed in Section III.B, and in the attached second revised BUP, while the anticipated utilization rate is in excess of 100%, as detailed in the second revised BUP, all schools will receive space that meets their instructional needs, and the building has space to accommodate Graphics, BOSS, Gateway, and K-5 grades of SA - Manhattan 2.

As mentioned above, SACS currently operates a total of 12 public elementary charter schools in Manhattan, Brooklyn, and the Bronx. The DOE supports opening an additional SACS public charter school in District 2 as a way to increase access to high-quality schools for District 2 families and to provide an additional elementary school option. Families residing in District 2 will be given preference for admission to SA - Manhattan 2. SACS schools have a strong track record of academic achievement: each of the four SACS elementary schools that received a Progress Report in 2010-2011 earned an overall grade of A, and earned A grades in each of the three subsections: Student Performance, Student Progress, and School

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[1] For more information about the charter school lottery application process, please consult the DOE's directory of NYC Charter Schools, which can be accessed on the DOE's website: http://schools.nyc.gov/community/planning/charters/For+Parents.

[2] The Enrollment, Capacity and Utilization Report is an annual document that provides information on school organization and school building utilization. The utilization data is derived by using information from the Annual Facilities Survey where principals report on how spaces are being used during a given school year.

[3] 2012-2013 Budget Register Projections. This figure represents enrollment at BOSS, Graphics, Gateway, and the ALC.

[4] All references to building utilization rates in this document are based on target capacity data from the 2010-2011 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 will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

Environment.

II. Proposed or Potential Use of Building

There is sufficient space in M625 to accommodate the proposed opening and co-location of SA - Manhattan 2 in the building along with BOSS, Graphics, Gateway, and the ALC. M625 has a target capacity of 2,139 students. (The concept of "target capacity" and the related concept of "utilization rate" are explained below.)

The current and proposed grade spans for the existing schools in M625 and SA - Manhattan 2 are as follows:

		Grade Spans					
DBN	**School Name**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
02M393	Business of Sports School	9-12	9-12	9-12	9-12	9-12	9-12
02M507	Urban Assembly Gateway School for Technology	9-10	9-11	9-12	9-12	9-12	9-12
02M625	High School of Graphic Communication Arts	9-12	9-12	9-12	9-12	9-12	9-12
88M992	Alternative Learning Center	9-12	9-12	9-12	9-12	9-12	9-12
84MTBD	Success Academy Charter School - Manhattan 2	-	K-1	K-2	K-3	K-4	K-5

As reflected in the chart below, Graphics is in the process of gradually scaling back its enrollment while Gateway gradually phases in. In the 2017-2018 school year, SA - Manhattan 2 would serve 412-528 students in kindergarten through fifth grades and combined enrollment from the four schools and the ALC would range from 2,222 – 2,528, yielding a building utilization rate of approximately 104% - 118%.

The projected enrollments for the existing schools in M625 and SA - Manhattan 2 as well as the building utilization rates for 2012-2013 through 2017-2018, are as follows:

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**
02M393	Business of Sports School	400	420-460	420-460	420-460	420-460	420-460
02M507	Urban Assembly Gateway School for Technology	257	350 - 380	455 - 495	440 - 480	420 - 460	420 - 460

02M625	High School of Graphic Communication Arts[5]	1,175	1,025 – 1,075	900 - 1000	900 - 1000	900 - 1000	900 - 1000
88M992	Alternative Learning Center[6]	80	70 - 80	70 - 80	70 - 80	70 - 80	70 - 80
84MTBD	Success Academy Charter School - Manhattan 2	-	164 - 210	195 - 250	280 - 360	348 - 446	412 - 528
Total Building Enrollment		1,912	2,029-2,205	2,040-2,285	2,110-2,380	2,158-2,446	2,222-2,528
Utilization		89%	95%-103%	95%-107%	99%-111%	101%-114%	104%-118%

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 school organizations in the building by the aggregated target capacities of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier, the 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 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 over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. 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%.

[5] High School of Graphic Communication Arts is in the process of a planned enrollment reduction.

[6] While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, projected ALC enrollment is 80 students, even though enrollment may be lower at given times throughout each school year.

Furthermore, construction in the building may increase the building's capacity and reduce the building's utilization rate. The attached second revised BUP sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

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

A. Students

Impact on Students Currently Attending Schools in M625

SA - Manhattan 2 is a new public charter school that would open in September 2013. If this proposal is approved, SA - Manhattan 2 would add approximately 412 – 528 additional kindergarten through fifth grade seats in District 2 when it reaches full scale. SA - Manhattan 2 would admit kindergarten students via lottery, with preference given to District 2 residents, and a set aside for ELLs.

The proposed co-location of SA - Manhattan 2 is not expected to impact current or future student admissions, enrollment, or instructional programming at BOSS, Graphics, or Gateway. These schools admit students as part of the Citywide High School Admissions Process. More information about the admissions method used by each of these schools is described in the "Enrollment Impact for Future High School Students – High School Admissions Process" subsection below. This proposal will also not affect the admissions, enrollment, or instructional programming of the ALC program in M625.

The high schools located in M625 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, and students receiving Special Education Teacher Support Services. Students with disabilities will receive services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the needs of individual students with disabilities and, as such, may vary from year to year. In addition, ELL students are enrolled and receive English as a Second Language or transitional bilingual services. All students enrolled in schools in M625 who currently receive mandated special education and/or ELL services will continue to receive such services if this proposal is approved.

If this proposal is approved, M625 will serve elementary school students and high school students. Currently, there are other DOE campuses where elementary schools are co-located with high schools, including the Julia Richman Educational Complex, which houses Ella Baker (a K-8 school), four high schools, and part of a District 75 special education program; building M013, which houses Central Park East I Elementary School, Central Park East High School, a middle school, and another elementary school; the Adlai Stevenson Campus which houses eight high schools, an ALC, and the full-day pre-kindergarten sections of elementary school P.S. 138; and the Brandeis Campus, which serves five high schools and Success Academy Charter School – Upper West (an elementary school). The DOE, in consultation with the Building Council, will, where possible, allocate contiguous and dedicated space to the elementary students to ensure the safety of all students.

Career and Technical Education ("CTE") Programs

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education,

further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 Career Pathways, [7] which are themselves grouped into 16 career clusters identified at the federal level. Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma that includes an industry-recognized certification upon graduation.

BOSS offers the following CTE program:

- Entrepreneurship/Entrepreneurial Studies[8]

Gateway offers the following CTE programs[9]:

- Information Technology
- Health Information Technology
- Digital Design and Animation

Graphics offers the following CTE programs:

- Commercial Photography[10]
- Commercial Art Production

"Approved" CTE programs of study have been reviewed and approved by the DOE and the New York State Education Department ("SED"), which qualifies the school to award diplomas with CTE endorsements to students who complete the program. Programs that are "in development" are in the process of developing a CTE program of study, but have not yet received official state approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can continue to do so.

State approval of CTE programs requires the following four stages:

1. Notification of intent to apply for program approval and initial self-assessment
2. Formal self-evaluation of the quality of CTE program and submission to the DOE
3. External review and validation of application by the DOE
4. SED consideration for program approval

This proposal is not anticipated to affect the admissions, enrollment or availability of the CTE programs in M625.

Impact on Community Partnerships and Extracurricular Programs at Existing Schools

The DOE does not anticipate that this proposal will affect the extracurricular activities or partnerships currently offered at the existing schools in building M625. These schools 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

[7] "Career Pathways" is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation's current and emerging workforce.

[8] This program is not yet approved by the New York State Education Department ("SED"), but the school intends to submit an application for approval.

[9] These programs are not yet approved by SED, but the school intends to submit applications for approval.

[10] This program is awaiting SED approval.

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 generally true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. In particular, the ongoing enrollment reduction at Graphics, which is not impacted by this proposal, could affect the availability of specific programs at that school.

According to the High School Directory, BOSS currently offers the following partnerships:[11]

Higher Education Institutions	Not-for-Profit	Corporate or Financial Institutions
▪ Borough of Manhattan Community College ▪ St. John's University	▪ New Visions for Public Schools ▪ FEGS Health and Human Services System ▪ Network for Teaching Entrepreneurship (NFTE) ▪ Big Brothers Big Sisters of New York City	▪ ESPN The Magazine ▪ The Crons Brand ▪ Ernst & Young

BOSS currently offers the following sports:

- Public School Athletic League ("PSAL") Sports – Boys: Baseball, JV Baseball, Basketball, JV Basketball
- PSAL Sports – Girls: Basketball, Softball
- PSAL Sports – Co-ed: Bowling, Handball

BOSS also offers the following extracurricular activities and clubs:

Extracurricular Activities	Clubs:
▪ Student Government ▪ College Guidance ▪ Navy JROTC ▪ SAT Prep ▪ Dance ▪ Photography ▪ Visual Art ▪ Music (Afro-Latin Jazz Academy)	▪ Future Business Leaders of America (FBLA) ▪ Computer Tech ▪ School Store ▪ Journalism ▪ Internships

[11] http://schools.nyc.gov/schoolsearch/ and http://www.nycboss.org/Partners-and-Supporters

According to the High School Directory, Graphics currently offers the following partnerships:[12]

Community-Based Organizations	Higher Education Institutions	Cultural/Arts Organizations	Corporate	Not-for-Profit
▪ Midtown Community Court ▪ Association of Progressive Dominicans ▪ Navy League of the United States ▪ Floating the Apple ▪ Ryan/Chelsea Clinton Community Health Center	▪ Manhattan Community College ▪ John Jay College ▪ New York City College of Technology ▪ Lehman College	▪ Jewish Museum ▪ Lithographers Union	▪ Kirkpatrick & Lockhart ▪ Graphic Advisory Commission	▪ Justice Resource Center

Graphics currently offers the following sports:

- PSAL Sports – Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Outdoor Track, Soccer, Volleyball
- PSAL Sports – Girls: Basketball, Outdoor Track, Softball, Volleyball

Graphics also offers the following extracurricular activities and clubs:

Extracurricular Activities	Clubs
▪ Naval Junior Reserve Officers' Training Corps (NJROTC) ▪ Spark ▪ National Honor Society ▪ College Now ▪ Opening Act drama program ▪ Champions Club through Sports and Arts in Schools Foundation ▪ Cheerleading	▪ Black and White Photography Club ▪ Crochet Club ▪ Student Government ▪ Weight Lifting Club ▪ Youth and Government and Yearbook

[12] http://schools.nyc.gov/schoolsearch/

According to the High School Directory, Gateway currently offers the following partnerships:[13]

Community-Based Organizations	Higher Education Institutions	Cultural/Arts Organizations	Corporate
▪ Iridescent Learning ▪ Educational Video Center ▪ Sponsors for Educational Opportunity ▪ Stoked	▪ Polytechnic Institute of New York University ▪ Brooklyn Media eXperimental Center	▪ Urban Arts Partnership	▪ WNET Channel 13 ▪ The Hospital for Special Surgery ▪ Stoked Skateboards

Gateway currently offers the following sports:

- PSAL Sports – Boys: Baseball, Basketball, Bowling, Handball, Outdoor Track
- PSAL Sports – Girls: Basketball, Bowling, Handball, Outdoor Track, Softball, Volleyball
- School Sports: Skateboarding through Stoked Skateboards

Gateway also offers the following extracurricular activities:

Extracurricular Activities	
▪ Student Advisory Council ▪ ROTC ▪ After-school Tutoring ▪ Homework Help ▪ Regents Preparation ▪ MOUSE Squad ▪ Gamer Haven ▪ Robotics ▪ Yearbook	▪ Technovation Challenge (App-Design for Girls) ▪ Music Production ▪ Skateboarding ▪ Film Production ▪ Dance ▪ Animation ▪ Digital Photography ▪ Drama

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

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, the two rounds of the High School Admissions Process will proceed as follows:

> **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.

[13] http://schools.nyc.gov/schoolsearch/

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.

All existing schools in M625 admit students as part of the Citywide High School Admissions Process. The proposed co-location of SA - Manhattan 2 with BOSS, Graphics, Gateway, and the ALC is not anticipated to impact the admissions processes of any of the existing schools in M625.

BOSS and Gateway both have limited unscreened admissions methods. This means that admission would be available to all students, regardless of past academic history, with priority given to students who demonstrate interest by signing in at one or several of the following events: Information Session, School Tour, Open House or High School Fair.

Graphics has an educational option ("Ed. Opt.") admissions method for its visual arts and photography programs. Ed. Opt. programs are designed to attract a wide range of academic performers. Students applying to an Ed. Opt. program are categorized into one of three groups based upon the results of their seventh grade standardized reading test score: top 16%, middle 68%, and bottom 16%. From the applicant pool, half of the students are chosen by the school administration and half are selected randomly. However, students who score in the top 2% on the seventh grade English Language Arts ("ELA") exam will automatically be matched to the Ed. Opt. program if they listed it as their first choice. If a child is in the top 2%, it is indicated on his/her application next to the ELA score.

Students with IEPs recommending placement in a community school are admitted to high school 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 environment to the greatest extent appropriate consistent with their IEPs. Similarly, any students with IEPs will continue to receive required services at the school to which they are matched.

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.

A full list of City high schools with more detailed information about admissions and programs is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm.

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

In addition to the High School Admissions Process, some students will continue to receive placement in Graphics, BOSS, or Gateway 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. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned (based on the guidelines outlined in Chancellor's Regulation A-101);[14] or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, his/her home address, which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs.

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.

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

Screened programs (those that have academic criteria) that have a two-year track record of not meeting their enrollment targets through the High School Admissions Process are "de-screened" for the OTC process in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,[15] international schools,[16] and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 388 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 92 to 120.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website: http://schools.nyc.gov/ChoicesEnrollment/High/Publications.

Because this proposal will not affect the enrollment at any of the existing high schools in M625, the DOE believes that the proposal will not have an effect on OTC enrollment.

Impact on ALC Program

M625 houses an ALC, which currently enrolls approximately 80 students who are on Superintendent's suspension. ALCs provide a safe and high-quality instructional program that encompasses social and

[14] As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats.

[15] Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

[16] International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

emotional development to prepare students for their return to their home schools. ALCs offer the same core curriculum materials that traditional schools offer for consistency of instruction for students. They also provide intervention measures that build students' capacity to return to school better able to be productive and engaged members of their school communities.

In the 2013-2014 school year, the ALC will re-locate to building M859 ("M859"), located at 512 W 182nd St, New York, NY 10033 within the geographical confines of Community School District 6.

Enrollment Impact for Future Elementary School Students in District 2

The DOE is proposing to locate SA - Manhattan 2 in M625 in response to the growing need for new elementary school seats in District 2, and to create a permanent home for what the DOE believes is a high-potential elementary school option that would give preference to District 2 students. SA - Manhattan 2 would provide an extended school day with sports, arts, chess, science, and many other activities available to its students.

District 2 is comprised of several zoned elementary schools that are in high demand. During the 2011-2012 school year, several District 2 elementary schools maintained kindergarten waitlists and others are anticipated to have waitlists if current enrollment trends continue. SA - Manhattan 2 will not only provide a new option for District 2 residents but, if approved, it is anticipated that it will partially address the need for additional elementary school seats in District 2. As mentioned above, SACS currently operates a total of 12 public elementary charter schools located in Manhattan, Brooklyn, and the Bronx. SACS schools have a strong track record of academic achievement: each of the four SACS elementary schools that received a Progress Report in 2010-2011 earned an overall score of A.[17]

SACS reports that on the 2011-2012 New York State exams, third through fifth grade students at Success Academy Charter School – Harlem 1 (the only SACS charter school with complete student achievement data in grades three through five) earned an average ELA proficiency rate of 90.4% (measured as the percentage of students achieving levels 3 and 4) and an average Math proficiency rate of 95.9%. By contrast, the District 2 average third through fifth grade ELA proficiency rate was 72% and the District 2 average third through fifth grade Math proficiency rate was 83%.

Similarly, on the 2011-2012 New York State ELA and Mathematics exams, third and fourth grade students at Success Academy Charter Schools – Harlem 2, 3 and 4 earned an average ELA proficiency rate of 86.3% and an average math proficiency rate of 96.4%. By contrast, the District 2 average third and fourth grade ELA proficiency rate in 2011-2012 was 73%, and the District 2 average third and fourth grade Math proficiency rate in 2011-2012 was 83%.

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

SA – Manhattan 2 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 2. With respect to the remaining seats and the waitlist, SA – Manhattan 2 provides a lottery preference to applicants who reside within the CSD.

Additionally, while there are no charter schools in District 2 currently serving elementary school students, SUNY has also approved SA - Charter School – Manhattan 1. In a separate Educational Impact Statement ("EIS") the DOE is proposing to site that school in District 2 as well.

[17] Source: Progress Report

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE's website here: http://schools.nyc.gov/community/planning/charters/Directory.htm.

B. Schools

The proposed co-location of SA - Manhattan 2 in M625 would increase the total number of students enrolled at the building by 164-210 students in the 2013-2014 school year.

As described below and in the attached BUP, M625 has adequate capacity to accommodate BOSS, Graphics, Gateway, the ALC, and SA - Manhattan 2. Collectively, they are projected to enroll an estimated 2,222 – 2,528 students in 2017-2018 when SA - Manhattan 2 reaches full scale. At that point, SA - Manhattan 2 would enroll approximately 412-528 students in grades kindergarten through five, and the projected utilization for M625 would be approximately 104% - 118%.

Although the projected utilization rate as of the 2017-2018 school year would exceed 100%, there will be sufficient space to accommodate BOSS, Graphics, Gateway, the ALC, and SA - Manhattan 2 pursuant to the Citywide Instructional Footprint ("Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm. The Footprint can be found in the "Key Documents" section.

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.

As described in more detail in the attached second revised BUP that accompanies this EIS, there will be sufficient instructional space in M625 for SA - Manhattan 2 to grow to scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee will

also meet a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on factors such as student enrollment and the physical location of space within the building.

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 in the M625 building; these capital improvements or facilities upgrades would be subject to the New York Charter Schools Act of 1998.

C. Community

As discussed above, District 2's zoned elementary schools are in high demand. During the 2011-2012 school year, several District 2 elementary schools maintained waitlists, while others are anticipated to have waitlists if current enrollment trends continue. SA - Manhattan 2 will not only provide a new option for District 2 residents but, if approved, the DOE anticipates that it will address the need for additional seats in the community given the continued increase in kindergarten and elementary school enrollment in District 2.

Further, and as discussed above, students at SACS schools have performed well on State standardized tests. SACS reports that 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.

The DOE supports the permanent placement of this public elementary charter school in District 2 to continue providing educational opportunities for students.

The estimated utilization rate for building M625 during the 2012-2013 school year is 89%. In 2017-2018, when SA - Manhattan 2 reaches full scale, M625 is projected to serve approximately 2,222 – 2,528 students and have a utilization rate of approximately 104% - 118%. This means that by 2017-2018, M625 would enroll more students, and the space would be more efficiently utilized than it was during the 2012-2013 school year.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M625. This proposal is not expected to impact the continued siting of the two CBOs, SPARK Drug Prevention and the Association of Progressive Dominicans.

IV. Enrollment, Admissions, and School Performance Information

BOSS

Admissions Data

Current Admissions	**Grades 9-12:** High School Admissions Process **Admissions Method:** Limited Unscreened
Admissions During and After Proposed Success Academy Manhattan 2 Phase-in	**Grades 9-12:** High School Admissions Process **Admissions Method:** Limited Unscreened

Enrollment Data[18]

	Total Enrollment
2012-13 (projections)	400
2013-14 (projections)	420-460
2014-15 (projections)	420-460
2015-16 (projections)	420-460
2016-17 (projections)	420-460
2017-18 (projections)	420-460

Demographic Data[19]

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	83%

School Performance Data[20]

[18] High school projections referenced for the 2012-2013 school year and beyond assume that grade level enrollment reflects the planned number of sections for the entry grade.
[19] All figures reflect a percentage of total students from the 2011 Audited Register.
[20] BOSS opened in 2009 and, therefore, has limited performance data.

BOSS	2008-2009	2009-2010	2010-2011
School Performance and Progress[21]			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	83%	77%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	88%	85%

2010-2011 State Accountability Status[22]	In Good Standing

Graphics

Admissions Data

Current Admissions	**Grades 9-12:** High School Admissions Process **Admissions Method:** Educational Option
Admissions During and After Proposed Success Academy Manhattan 2 Phase-in	**Grades 9-12:** High School Admissions Process **Admissions Method:** Educational Option

Enrollment Data[23]

	Total Enrollment
2012-13 (projections)	1175
2013-14 (projections)	1025-1075
2014-15 (projections)	900-1000

[21] Source: Progress Report
[22] This status is determined by the SED under the No Child Left Behind Act. For more information, please visit the SED's Web site at: http://www.p12.nysed.gov/irs/accountability.
[23] Graphics is currently undergoing a planned enrollment reduction.

2015-16 (projections)	900-1000
2016-17 (projections)	900-1000
2017-18 (projections)	900-1000

Demographic Data[24]

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	53%

School Performance Data

Graphics	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Quality Review Score	P	UPF	UD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	72%	82%	68%
4 Year Graduation Rate	44%	49%	56%
6 Year Graduation Rate	40%	48%	50%
% Graduating with a Regents Diploma	22%	27%	46%
Attendance Rate	75%	75%	77%

2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive

[24] All figures reflect a percentage of total students from the 2011 Audited Register.

Gateway

Admissions Data

Current Admissions	**Grades 9-10:** High School Admissions Process **Admissions Method:** Limited Unscreened
Admissions During and After Proposed Success Academy Manhattan 2 Phase-in	**Grades 9-12:** High School Admissions Process **Admissions Method:** Limited Unscreened

Enrollment Data[25]

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-13 (projections)	132	125	0	0	257
2013-14 (projections)	105-115	125-135	120-130	0	350-380
2014-15 (projections)	105-115	105-115	125-135	120-130	455-495
2015-16 (projections)	105-115	105-115	105-115	125-135	440-480
2016-17 (projections)	105-115	105-115	105-115	105-115	420-460
2017-18 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data[26]

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	76%

School Performance Data[27]

[25] The enrollment projections for a school that is not completely phased in are based on the planned number of sections for the entry grade. The ninth grade seat target for Gateway is 108 students.
[26] All figures reflect a percentage of total students from the 2011 Audited Register.
[27] Gateway opened in September 2011 and has no performance data.

Gateway	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	N/A	N/A
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	N/A	N/A

2010-2011 State Accountability Status	N/A

ALC

Admissions Data

Current Admissions	**Grades 9-12:** Students with a Superintendent's Suspension
Admissions During and After Proposed Success Academy Manhattan 2 Phase-in	**Grades 9-12:** Students with a Superintendent's Suspension

Enrollment Data[28]

	Total Enrollment
2012-13 (projections)	80
2013-14 (projections)	70-80
2014-15 (projections)	70-80
2015-16 (projections)	70-80
2016-17 (projections)	70-80
2017-18 (projections)	70-80

Demographic Data

As the enrolled population at the ALC is not constant, there are no school performance data available for the ALC.

School Performance Data

As the enrolled population at the ALC is not constant, there are no school performance data available for the ALC.

[28] While ALC enrollment can vary widely throughout the year, 80 students is the maximum allowable enrollment at any one time. Therefore, projected ALC enrollment is 80 students, even though enrollment may be lower at given times throughout each school year.

Success Academy Charter School - Manhattan 2 (84MTBD)

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Success Academy Manhattan 2 Phase-in	**Grades K-5:** Charter Lottery Application (students admitted K-3)

Enrollment Data[29]

	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)	55-70	70-90	70-90	-	-	-	195-250
2015-16 (projections)	70-90	70-90	70-90	70-90	-	-	280-360
2016-17 (projections)	70-90	70-90	70-90	70-90	68-86	-	348-446
2017-18 (projections)	70-90	70-90	70-90	70-90	68-68	64-82	412-528

Demographic Data

There is no demographic data for the school because SA - Manhattan 2 has not yet opened.

School Performance Data

There is no performance data available for the school because SA - Manhattan 2 has not yet opened.

V. Initial Impact on Budget and Cost of Instruction

The DOE already has a restructuring plan in place to convert the M625 building from a single school facility to an Educational Campus. A portion of this budget would be applied towards renovations to create a separate multi-purpose room for elementary students, and otherwise accommodate a fifth organization in the building. The capital program may also provide additional capacity by converting existing spaces into

[29] Enrollment projections are based on the school's charter application.

21st century instructional spaces and may provide Campus-wide enhancements for all organizations to increase functionality.

This proposal is not expected to impact the cost of instruction at BOSS, the ALC, Graphics and Gateway in building M625.

Please refer to the Fair Student Funding ("FSF") Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how any changes to FSF funding and other school allocations might be impacted as a result of register changes at BOSS, ALC, Graphics and Gateway.

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

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

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to BOSS, Graphics, Gateway, or the ALC, nor is it expected to significantly alter the duties of current staff at the aforementioned schools.

If this proposal is approved, new administrative staff and non-pedagogical positions will be created at SA - Manhattan 2 over the course of the school's phase-in. SA - Manhattan 2 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 BOSS, Graphics, Gateway, or the ALC is expected as a result of this proposal.

If this proposal is approved, SA - Manhattan 2 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/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf. There will be no change to existing transportation practices at BOSS, Graphics, Gateway, or the ALC if this proposal is approved.

D. Other Support Services

The provision of certain support services is described above. If this proposal is approved, other support services would be provided consistent with Citywide policy as SA - Manhattan 2 phases in.

E. Facilities Upgrades

As discussed above, the DOE is engaged in restructuring the M625 facility to accommodate multiple school organizations into an Educational Campus. The restructuring work will move forward regardless of whether or not another school (elementary, middle or high) phases into the building. Further, the utility of any restructuring work that has already been completed will not be lost as a result of this co-location. The only work that would be undertaken specifically related to the co-location of an elementary school is the conversion of a guidance suite into a new multi-purpose space. This renovation will not negatively impact the utility of any completed capital improvement projects.

We estimate that $500,000 would be applied towards this conversion to create a multi-purpose space for elementary students to use as a cafeteria and gymnasium, and otherwise accommodate a fifth organization in the building. This project qualifies for the matching provision described above; thus, the DOE would ensure that each of the other schools located in the building received equal matching expenditures. If the estimate of the work to accommodate SACS exceeds $500,000, the amount spent for each of the other co-located schools would correspondingly increase. It has not yet been determined what type of projects will be undertaken with the matching funds. This determination will be made in conjunction with the Office of Space Planning, School Construction Authority, and the principals of the co-located schools.

VII. Building Information

Building		M625
Type of Building		HS/PS
Year Built		1957
Overall BCAS rating		2.57
2010-2011 Target Building Utilization		89%
2010-2011 Target Building Capacity		2139
FY 2011 Maintenance Costs	Labor	$28,065
	Materials	$8,988
	Maintenance and repair contracts	$32,834
	Service contracts	$90,460
	Custodial operations costs—Materials [30]	$20,876
	Custodial operations costs—Custodial Allocation [31]	$479,632
FY 2012 Energy Costs	Electric	$251,774
	Gas	$2,195
	Oil	$149,878
Projects completed during the current or prior school year		Library Upgrade, Classroom Connectivity
Projects proposed in the capital plan		Walk-in Freezer Replacement
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

[30] Custodial operations - material allocations costs reflect fiscal year 2012 data.
[31] Custodial operations - custodial allocations costs reflect fiscal year 2012 data.