

# **EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of Manhattan Charter School II (84MTBD) with Existing Schools Henry Street School for International Studies (01M292), University Neighborhood Middle School (01M332), and Collaborative Academy of Science, Technology, and Language Arts Education (01M345) in Building M056 Beginning in 2012-2013**

## **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to open and site a new public charter school, Manhattan Charter School II (84MTBD, “MCS II”), in Building M056 (“M056”), located at 220 Henry Street, New York, NY 10002, in Community School District 1 beginning in 2012-2013. MCS II would be co-located in M056 with Henry Street School for International Studies (01M292, “Henry Street”), an existing district secondary school that serves students in grades six through twelve; University Neighborhood Middle School (01M332, “UNMS”), an existing district middle school that serves students in grades six through eight; and Collaborative Academy of Science, Technology, & Language-Arts Education (01M345, “CASTLE”), an existing district middle school that serves students in grades six through eight. 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.

Henry Street, UNMS, and CASTLE admit students in sixth grade through the District 1 Middle School Choice Process. For its high school grades, Henry Street admits students in ninth grade through the Citywide High School Admissions Process. Additional information about the District 1 Middle School Choice Process and the Citywide High School Admissions Process is described in further detail in Section III.A of this proposal.

MCS II will be a new public charter school that will serve students in kindergarten through fifth grades at full-scale. The charter for this school was authorized by the State University of New York (“SUNY”) Charter Schools Institute in June 2011. If this proposal is approved, MCS II would begin serving 80-100 students in kindergarten through first grade in the M056 building in the 2012-2013 school. MCS II would expand to serve a new grade of students each year until 2016-2017, when it would reach full scale and serve approximately 240-300 students in kindergarten through fifth grades.

M056 has a target capacity of 1,445 students.<sup>1</sup> In 2010-2011, 818 students were served in building M056, yielding a utilization rate of 57%.<sup>2</sup> Currently, the building serves approximately 775 students,<sup>3</sup> yielding a utilization rate of just 54%, which means the building is “under-utilized.” If this proposal is approved, MCS II would be co-located with Henry Street, UNMS, and CASTLE. Once MCS II has completed its expansion, there will be approximately 940-1,130 students served in the building by Henry Street, UNMS,

<sup>1</sup> 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”).

<sup>2</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

<sup>3</sup> 2011-2012 Audited Register.

CASTLE, and MCS II, yielding a building utilization rate of 65-78%. (The concepts of “capacity” and “utilization rate” are described in Section II below.) In addition, as discussed in section III.B. and in the attached Building Utilization Plan (“BUP”), the building has sufficient space to provide all four schools with at least their baseline room allocations. Therefore, the building has the capacity to accommodate MCS II and all existing schools when fully phased in.

Also, M056 houses the New York City Center for Space Science Education (NYCCSSE), which is part of the DOE’s Mathematics and Science Department in Teaching and Learning.

*Background on the DOE’s Decision-Making Process*

MCS II will follow the successful model of Manhattan Charter School (84M320, “MCS I”), an existing public charter elementary school located in District 1. MCS I serves 270 students in kindergarten through fifth grades. On the 2010-2011 Progress Report, MCS I received an A. Also in 2010-2011, MCS I students scored in the top 18% of elementary students Citywide on the state ELA test and in the top 22% of elementary students Citywide on the state math test. The MCS I model emphasizes a rigorous academic curriculum in an ethics-centered environment that reflects the diversity of New York City. The model includes an instructional focus on inquiry and experiential learning, with an extended school day and a small school size. Additionally, the model calls for a “Response to Intervention” process that guides services to at-risk students and an organizational design that targets resources toward instructional programming and permits the principal to focus exclusively on teaching and learning.

The DOE believes in the success of the MCS I model and supports the opening of MCS II in District 1 in order to continue providing excellent educational opportunities for students and families based on the MCS I model.

**II. Proposed or Potential Use of Building**

M056 has the capacity to serve 1,445 students.<sup>4</sup> In 2011-2012, the building only serves 775 students, yielding a utilization rate of just 54%.<sup>5</sup> Under this proposal, MCS II would be co-located with Henry Street, UNMS, and CASTLE throughout the time in which MCS II phases in.

The proposed grade spans that M056 will serve between 2011-2012 and 2016-2017 are as follows:

|            |   | <b>Grades Spans</b> |                |                |                |                |                |
|------------|---|---------------------|----------------|----------------|----------------|----------------|----------------|
| <b>DBN</b> | <b>School Name</b>                            | <b>2011-12</b>      | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| 84MTBD     | Manhattan Charter School 2                    | -                   | K-1            | K-2            | K-3            | K-4            | K-5            |
| 01M292     | Henry Street School for International Studies | 6-12                | 6-12           | 6-12           | 6-12           | 6-12           | 6-12           |
| 01M332     | University Neighborhood Middle School         | 6-8                 | 6-8            | 6-8            | 6-8            | 6-8            | 6-8            |

<sup>4</sup> 2010-2011 Blue Book.

<sup>5</sup> 2010-2011 Audited Register.

|        |   |     |     |     |     |     |     |
|--------|---|-----|-----|-----|-----|-----|-----|
| 01M345 | Collaborative Academy of Science, Technology, & Language-Arts Education | 6-8 | 6-8 | 6-8 | 6-8 | 6-8 | 6-8 |
|--------|---|-----|-----|-----|-----|-----|-----|

If this proposal is approved, the projected enrollment and building utilization rates for the schools in M056 between 2011-2012 and 2016-2017 are as follows:

| School Name   | 2011-2012 Audited Enrollment | 2012-2013 Projected Enrollment | 2013-2014 Projected Enrollment | 2014-2015 Projected Enrollment | 2015-2016 Projected Enrollment | 2016-2017 Projected Enrollment |
|---|------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Henry Street School for International Studies                           | 415                          | 355 - 425                      | 355 - 425                      | 355 - 425                      | 355 - 425                      | 355 - 425                      |
| University Neighborhood Middle School                                   | 115                          | 95 - 125                       | 105 - 135                      | 105 - 135                      | 105 - 135                      | 105 - 135                      |
| Collaborative Academy of Science, Technology, & Language-Arts Education | 245                          | 240 - 270                      | 240 - 270                      | 240 - 270                      | 240 - 270                      | 240 - 270                      |
| Manhattan Charter School 2  | -                            | 80 - 100                       | 120 - 150                      | 160 - 200                      | 200 - 250                      | 240 - 300                      |
| <b>Total Building Enrollment</b>  | 775                          | 770 - 920                      | 820 - 980                      | 860 - 1030                     | 900 - 1,080                    | 940 - 1,130                    |
| <b>Utilization</b>  | 54%                          | 53% - 64%                      | 57% - 68%                      | 60% - 71%                      | 62% - 75%                      | 65% - 78%                      |

MCS II would serve 240-300 students in kindergarten through fifth grades when it completes its expansion and achieves full scale in 2016-2017.<sup>6</sup> In 2011-2012, Henry Street enrolled 415 students, UNMS enrolled 115 students, and CASTLE enrolled 245 students.<sup>7</sup> The DOE projects that the enrollment of Henry Street and CASTLE will remain at or close to their current levels, and UNMS’s enrollment will continue to increase with a sustained enrollment level of its entering cohorts.<sup>8</sup> The projected utilization of the building and the room allocations in the BUP indicate there is room in the building to accommodate increased student enrollment at each of the co-located schools even if this proposal is approved.

<sup>6</sup> All projections referenced for the 2012-13 school year and beyond reflect the charter school’s authorized enrollment pursuant to its Charter application.

<sup>7</sup> 2011-2012 Audited Register.

<sup>8</sup> All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the audited October 31, 2011 register for the base year.

Once MCS II completes its expansion, there will be approximately 940-1,130 students served in the building, yielding a projected building utilization rate of 65-78%. Therefore, the building has adequate capacity to accommodate the full expansion of MCS II and its co-location with Henry Street, UNMS, and CASTLE.

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's target capacity is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

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

There are no proposed additional uses for the M056 building.

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

#### A. Students

MCS II is a new charter school that will open in September 2012. If this proposal is approved, MCS II will add approximately 240-300 additional kindergarten through fifth grade seats in District 1. In its first year, MCS II will admit kindergarten and first grade students via lottery, with a preference for District 1 residents. In its second year and beyond, MCS II will admit kindergarten through second grade students via lottery, with a preference for District 1 residents.

#### *Impact on Students Currently Attending Schools in the M056 Building*

The proposed co-location of MCS II is not expected to impact current or future student enrollment or instructional programming at Henry Street, UNMS, or CASTLE. Henry Street, UNMS, and CASTLE serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, students enrolled in self-contained ("SC") special education classes, and students receiving Special Education Teacher Support Services ("SETSS"). Upon

admission, the school works with parents to develop an individualized education program (“IEP”) that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learner (“ELL”) students receive English as a Second Language (“ESL”) or transitional bilingual services. All students enrolled at Henry Street, UNMS, and CASTLE will continue to receive their mandated special education and/or ELL services.

The DOE does not anticipate that this proposal would impact the partnerships of the other schools in the M056 building. Similarly, it is not anticipated that the proposed co-location would impact the ability of the other schools in the M056 building to continue to offer special programs or 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. Students would continue to have the opportunity to participate in a variety of special programs and extracurricular activities though the specific offerings at a given school are always subject to change. That is true for any City student as all schools modify their offerings annually based on student demand and available resources.

According to the 2011-2012 District 1 Middle School Directory, Henry Street currently offers the following special programs and initiatives, extracurricular activities, and partnerships:<sup>9</sup>

- **Special Programs & Initiatives:** Student Advisories, International Travel Opportunities, Specialized High Schools Admissions Test (SHSAT) preparation, Model United Nations (UN)
- **Enrichment Classes:** Music, Drama
- **Cultural Institutions:** Asia Society
- **Higher Education Institutions:** New York University (NYU)
- **Program Partners:** Net Aid, Children's Aid Society, United Nations (UN), New York Road Runners Foundation (NYRRF); Cooperative, Healthy, Active, Motivated, Positive Student (CHAMPS); Gouverneur Healthcare Services Turning Points Youth Counseling Program (on-site), Educational Alliance, Henry Street Settlement; Vision Urbana, Inc.; Hamilton-Madison House, Andrew Glover Youth Program, Lower East Side Family Union, Chinese-American Planning Council (CPC), Bellevue Hospital Center
- **Resource Partners:** Replications, Inc.
- **Clubs & Activities:** Youth Leadership After-school program, Model United Nations (UN), CHAMPS Program, Road Runners Team for Kids, Mathematics Through Cardplay Club, Fitness Club, Art Club, Drama Club, Table Tennis Team
- **Boys Sports:** Indoor Track, Outdoor Track
- **Girls Sports:** Outdoor Track

According to the 2011-2012 High School Directory, Henry Street currently offers the following additional programs, extracurricular activities, and partnerships at the high school level:<sup>10</sup>

- **Program Highlights:** Global/International Studies in core subjects, Literacy block schedule, personalized instruction in small classes, Student Advisories, and international travel opportunities. **Extracurricular Activities:** Model United Nations, and museum and performing arts visits.
- **Clubs:** Youth Leadership After-school Program
- **School Sports:** Sports Teams

<sup>9</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>

<sup>10</sup> <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>

According to the 2011-2012 District 1 Middle School Directory, UNMS currently offers the following special programs and initiatives, extracurricular activities, and partnerships:<sup>11</sup>

- **Special Programs & Initiatives:** Project Arts, Book Club, One-on-One Integrated Technology Program, Advanced Program Diploma, Weekly Town Hall Meeting
- **Higher Education Institutions:** New York University (NYU)
- **Program Partners:** Henry Street Settlement / 21st Century Community Learning Center (CLC) Grant
- **Resource Partners:** Vision Urban
- **Clubs & Activities:** ELL/SIFE Extended Day Program, Math Academy, Community Action Club, Project STOP, Student Council, Film Club, Games for Learning, Specialized High Schools Prep Course, Running Club
- **Co-ed Sports:** Basketball, Flag Football, Ultimate Frisbee

According to the 2011-2012 District 1 Middle School Directory, CASTLE currently offers the following special programs and initiatives, extracurricular activities, and partnerships:<sup>12</sup>

- **Special Programs & Initiatives:** Instrumental Music, Vocal Music, Keyboarding; Cooperative, Healthy, Active, Motivated, Positive Student (CHAMPS) Physical Education Program; Student Senate, CASTLE Radio, Youth Leadership Program
- **Higher Education Institutions:** New York University (NYU)
- **Program Partners:** CHAMPS, Vision Urbana, Big Brothers Big Sisters of America, New York City Center for Space Science Education and Science (NYCSSES)
- **Resource Partners:** Henry Street Settlement
- **Clubs & Activities:** Henry Street Settlement/Vision Urbana After-school Program, Big Brother Big Sisters, Fitness Training, Spanish Dance Club, Study Skills, Math Exploration
- **Co-ed Sports:** Basketball, Football, Rugby

### *Impact for Future Elementary School Students in District 1*

If this proposal is approved, all current and future age-appropriate students in District 1 will have the opportunity to enter the charter application lottery process to enroll in MCS II for kindergarten and first grade in the 2012-2013 school year. The MCS II charter provides lottery preferences in the following order: (1) returning students,<sup>13</sup> (2) siblings, (3) applicants who reside in the Community School District (“CSD”) of location of the charter school, and (4) applicants who do not reside in the CSD of location of the charter school.

The M056 building 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 1 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 opening and co-location of MCS II is intended to meet those goals by providing a new elementary school choice option for students in District 1.

### *Enrollment Impact for Future Middle School Students in District 1*

The proposed co-location of MCS II in M056 is not expected to impact the admissions process at the other schools in M056. Henry Street, UNMS, and CASTLE admit students through the District 1 Middle School Choice process, where fifth-grade students rank in order their middle school preferences on a centralized

<sup>11</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>

<sup>12</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>

<sup>13</sup> Returning student preference would not apply in 2012-2013.

application and are matched to schools through a computer-based matching process. All three schools maintain Screened: Academic programs each with a focus in Humanities. UNMS also offers a Screened: Language program for recent immigrants who are ELLs.

Through the District 1 Middle School Choice process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>. Please note that this directory is updated yearly.

In the District 1 Middle School Choice process, students rank their preferences from among District 1 choice middle schools. These options include:

- choice middle schools with a screened application process (admission is based on criteria designated by the school); and
- choice middle schools with an unscreened or limited-unscreened application processes (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who demonstrate interest in the school by attending a school's Information Session, School Tour, or Open House events or visiting the school's exhibit at a Middle School Fair. Students must sign in at these events in order to receive priority to the school's program(s)).

Students with IEPs will participate in the middle school admissions process in the same manner as their non-disabled peers. The DOE will support all of the existing schools in the M056 building 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. It is expected that these schools will continue to develop individualized programs to meet the needs of their future students with disabilities. 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 criteria as their English-speaking peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched, including any future ELL students at Henry Street, UNMS, and CASTLE.

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

The proposed opening and co-location of MCS II in M056 is not expected to have an impact on current students in high school grades attending Henry Street. For its high school grades, Henry Street admits ninth-grade students through the Citywide High School Admissions Process, and it maintains a limited unscreened program in the Humanities and Interdisciplinary interest area that gives priority to continuing eighth graders and students and residents in Manhattan.

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

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

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

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

For information about the High School Admissions Process, visit:

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

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

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

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

In addition to the Middle School Choice Process and the High School Admissions Process, some students will continue to receive placement in a middle school or high school through the 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 NYC school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>14</sup> 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 interests, home address and which schools have available seats, and, where applicable, transfer guidelines. For middle school, students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. For middle school in un-zoned districts and for high school, the student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, middle school students may simply report to their zoned middle school at the start of the year.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of

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<sup>14</sup> As detailed in Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

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

For elementary and middle school, students seeking an OTC placement who are zoned to an elementary or middle school are given priority for a seat at that zoned school, except in District 1 which is a choice district, meaning students are not zoned for elementary or middle school. In other districts Citywide, should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose. In addition, screened and audition middle schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

For high school, screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.<sup>15</sup> In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

## **B. Schools**

If this proposal is approved, the co-location of MCS II would mean that up to approximately 240-300 more students would be served in M056 when MCS II reaches full scale in 2016-2017 than are currently served at M056. The DOE would continue to monitor enrollment and capacity at M056 as MCS II enrolls each new grade level.

M056 has adequate capacity to accommodate MCS II in addition to all organizations currently in M056. Collectively, they are projected to enroll an estimated 940-1,130 students in 2016-2017. At that point, the projected building utilization for M056 would be approximately 65-78%.

The estimated enrollment for all organizations in M056 over the next several years are shown in Sections II and IV.

As described in more detail in the Building Utilization Plan that accompanies this EIS, there will be sufficient space to accommodate MCS II, Henry Street, UNMS, and CASTLE, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while MCS II phases in. (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

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<sup>15</sup> 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”).

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

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

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

As described in more detail in the attached BUP, as in other situations where schools are co-located, the schools may need to share large common and specialty rooms in the building. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space will continue to be equitably distributed among the schools based on student enrollment.

### C. Community

The M056 building 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 1 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 opening and co-location of MCS II is intended to meet those goals by providing a new elementary school choice option for students in District 1.

MCS II will follow the successful model of Manhattan Charter School (84M320, "MCS I"), an existing public charter elementary school located in District 1. MCS I serves 270 students in kindergarten through fifth grade. On the 2010-2011 Progress Report, MCS I received an A. Also in 2010-2011, MCS I students scored in the top 18% of elementary students Citywide on the state ELA test and in the top 22% of elementary students Citywide on the state math test. Moreover, on the 2011 state ELA test, 67% of MCS I students received a proficient score, while only 54% of District 1 elementary school students overall received a proficient score; and on the 2011 state math test, 78% of MCS I students received a proficient score, while only 64% the District 1 elementary school students overall received a proficient score.<sup>16</sup>

The MCS I model emphasizes a rigorous academic curriculum in an ethics-centered environment that reflects the diversity of New York City. The model includes an instructional focus on inquiry and experiential learning, with an extended school day and a small school size. Additionally, the model calls for a "Response to Intervention" process that guides services to at-risk students and an organizational design

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<sup>16</sup> <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

that targets resources toward instructional programming and permits the principal to focus on teaching and learning.

The DOE believes in the success of the MCS I model and supports the opening of MCS II in District 1 in order to continue providing excellent educational opportunities for students and families based on the MCS I model.

In addition, as is typically the case when a new unzoned school option opens, MCS II may have an impact on enrollment at other District 1 elementary schools by enrolling students who would otherwise attend a District 1 elementary school. At present, there is no way to reliably predict which District 1 schools would be impacted, if any, or by how many seats.

If approved, MCS II would join two existing charter schools currently serving elementary grade students in District 1:

**District Charter Options**

| DBN    | School                                       | Grade Span 2011-12 | Grade Span at Scale | 2011-12 Total Enrollment <sup>17</sup> | Admissions Method |
|--------|--|--------------------|---------------------|--|-------------------|
| 84M320 | MANHATTAN CHARTER SCHOOL                     | K-5                | K-5                 | 265                                    | Lottery           |
| 84M330 | GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK | K-7                | K-8                 | 457                                    | Lottery           |

Detailed information about charter schools will also be published annually and is available in print and on the DOE website here: [http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory\\_English.pdf](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 M056. This proposal is not expected to impact the partial site accessibility of the M056 building.

<sup>17</sup> Based on headcount as of October 1, 2011. The headcount represents a charter school’s enrollment as periodically reported to the DOE’s Charter School Office.

## IV. Enrollment, Admissions and School Performance Information

### Henry Street

#### Admissions Data

|                           |   |
|---------------------------|---|
| <b>Current Admissions</b> | <p><b>Grades 6-8:</b> District 1 Middle School Choice, Admissions Method: Screened: Academic</p> <p><b>Grades 9-12:</b> Citywide High School Admissions Process, Admissions Method: Limited Unscreened with priority to continuing eighth graders and then to students and residents of Manhattan</p> |
|---------------------------|---|

#### Enrollment Data

| 01M292            | Grade 6 | Grade 7 | Grade 8 | Grade 9   | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|-------------------|---------|---------|---------|-----------|----------|----------|----------|------------------|
| 2011-12 (audited) | 32      | 32      | 48      | 96        | 77       | 80       | 50       | 415              |
| 2012-13 (proj.)   | 25 - 35 | 25 - 35 | 25 - 35 | 280 - 320 |          |          |          | 355 - 425        |
| 2013-14 (proj.)   | 25 - 35 | 25 - 35 | 25 - 35 | 280 - 320 |          |          |          | 355 - 425        |
| 2014-15 (proj.)   | 25 - 35 | 25 - 35 | 25 - 35 | 280 - 320 |          |          |          | 355 - 425        |
| 2015-16 (proj.)   | 25 - 35 | 25 - 35 | 25 - 35 | 280 - 320 |          |          |          | 355 - 425        |
| 2016-17 (proj.)   | 25 - 35 | 25 - 35 | 25 - 35 | 280 - 320 |          |          |          | 355 - 425        |

#### Demographic Data

|   |     |
|---|-----|
| Percentage of Students Receiving ICT or SC Services <sup>18</sup>       | 17% |
| Percentage of Students with Individual Education Plans <sup>19</sup>    | 25% |
| Percentage of English Language Learner Students <sup>20</sup>           | 23% |
| Percentage of Students Eligible for Free or Reduced Lunch <sup>21</sup> | 94% |

<sup>18</sup> Students Receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

<sup>19</sup> Students with Individual Education Plan as percentage of total students from the 2011-2012 Audited Register.

<sup>20</sup> English Language Learner students as percentage of total students from the 2011-2012 Audited Register.

<sup>21</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data<sup>22,23</sup>

Grades 6-8

| Henry Street School for International Studies       | 2008-2009 | 2009-2010 <sup>24</sup> | 2010-2011 |
|---|-----------|-------------------------|-----------|
| <b>School Performance and Progress</b>              |           |                         |           |
| Overall Progress Report Grade                       | B         | C                       | C         |
| Quality Review Score                                | P         | P                       | D         |
| <b>Performance Data</b>                             |           |                         |           |
| English Language Arts % Proficient (Levels 3 and 4) | 44%       | 11%                     | 10%       |
| Math % Proficient (Levels 3 and 4)                  | 62%       | 18%                     | 18%       |
| <b>Other Key Performance Indicators</b>             |           |                         |           |
| Attendance Rate                                     | 89.8%     | 89.2%                   | 90.1%     |

|  |  |
|--|--|
| <b>2010-2011 State Accountability Status</b> | Corrective Action (year 1) Comprehensive |
|--|--|

Grades 9-12

| Henry Street School for International Studies     | 2008-2009 | 2009-2010 | 2010-2011 |
|---|-----------|-----------|-----------|
| <b>School Performance and Progress</b>            |           |           |           |
| Overall Progress Report Grade                     | B         | D         | C         |
| Quality Review Score                              | P         | P         | D         |
| <b>Key Components of Performance and Progress</b> |           |           |           |
| % 10+ Credit Accumulation in Year 1               | 80%       | 64%       | 72%       |
| 4 Year Graduation Rate                            | 65%       | 56%       | 56%       |
| 6 Year Graduation Rate                            | -         | 76%       | 71%       |
| % Graduating with a Regents Diploma               | 41%       | 47%       | 36%       |
| Attendance Rate                                   | 84%       | 82%       | 84%       |

<sup>22</sup> Source: Progress Report.

<sup>23</sup> Henry Street received separate Progress Reports for its middle and high school grades.

<sup>24</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ scale scores on the tests remained largely unchanged relative to the prior year.

|  |  |
|--|--|
| <b>2010-2011 State Accountability Status</b> | Corrective Action (year 1) Comprehensive |
|--|--|

**UNMS**

**Admissions Data**

|                           |   |
|---------------------------|---|
| <b>Current Admissions</b> | <b>Grades 6-8:</b> District 1 Middle School Choice, Admissions Method: Screened: Academic, and Screened: Language |
|---------------------------|---|

**Enrollment Data**

| 01M332            | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|-------------------|---------|---------|---------|------------------|
| 2011-12 (audited) | 42      | 31      | 42      | 115              |
| 2012-13 (proj.)   | 35 - 45 | 35 - 45 | 25 - 35 | 95 - 125         |
| 2013-14 (proj.)   | 35 - 45 | 35 - 45 | 35 - 45 | 105 - 135        |
| 2014-15 (proj.)   | 35 - 45 | 35 - 45 | 35 - 45 | 105 - 135        |
| 2015-16 (proj.)   | 35 - 45 | 35 - 45 | 35 - 45 | 105 - 135        |
| 2016-17 (proj.)   | 35 - 45 | 35 - 45 | 35 - 45 | 105 - 135        |

**Demographic Data**

|   |     |
|---|-----|
| Percentage of Students Receiving ICT or SC Services       | 23% |
| Percentage of Students with Individual Education Plans    | 33% |
| Percentage of English Language Learner Students           | 19% |
| Percentage of Students Eligible for Free or Reduced Lunch | 93% |

**School Performance Data**

|   |           |           |           |
|---|-----------|-----------|-----------|
| <b>University Neighborhood Middle School</b>        | 2008-2009 | 2009-2010 | 2010-2011 |
| <b>School Performance and Progress</b>              |           |           |           |
| Overall Progress Report Grade                       | A         | B         | C         |
| Quality Review Score                                | -         | P         | P         |
| <b>Performance Data</b>                             |           |           |           |
| English Language Arts % Proficient (Levels 3 and 4) | 52%       | 26%       | 13%       |
| Math % Proficient (Levels 3 and 4)                  | 64%       | 21%       | 20%       |
| <b>Other Key Performance Indicators</b>             |           |           |           |
| Attendance Rate                                     | 89.9%     | 89.3%     | 89.7%     |

|  |                  |
|--|------------------|
| <b>2010-2011 State Accountability Status</b> | In Good Standing |
|--|------------------|

**CASTLE**

**Admissions Data**

|                           |   |
|---------------------------|---|
| <b>Current Admissions</b> | <b>Grades 6-8:</b> District 1 Middle School Choice, Admissions Method: Screened: Academic |
|---------------------------|---|

**Enrollment Data**

| 01M345            | Grade 6 | Grade 7 | Grade 8 | Total Enrollment |
|-------------------|---------|---------|---------|------------------|
| 2011-12 (audited) | 83      | 84      | 78      | 245              |
| 2012-13 (proj.)   | 80 - 90 | 80 - 90 | 80 - 90 | 240 - 270        |
| 2013-14 (proj.)   | 80 - 90 | 80 - 90 | 80 - 90 | 240 - 270        |
| 2014-15 (proj.)   | 80 - 90 | 80 - 90 | 80 - 90 | 240 - 270        |
| 2015-16 (proj.)   | 80 - 90 | 80 - 90 | 80 - 90 | 240 - 270        |
| 2016-17 (proj.)   | 80 - 90 | 80 - 90 | 80 - 90 | 240 - 270        |

**Demographic Data**

|   |     |
|---|-----|
| Percentage of Students Receiving ICT or SC Services       | 19% |
| Percentage of Students with Individual Education Plans    | 25% |
| Percentage of English Language Learner Students           | 6%  |
| Percentage of Students Eligible for Free or Reduced Lunch | 87% |

**School Performance Data**

| <b>Collaborative Academy of Science, Technology, &amp; Language-Arts Education</b> | 2008-2009 | 2009-2010 | 2010-2011 |
|--|-----------|-----------|-----------|
| <b>School Performance and Progress</b>   |           |           |           |
| Overall Progress Report Grade  | A         | B         | B         |
| Quality Review Score   | -         | P         | -         |
| <b>Performance Data</b>  |           |           |           |
| English Language Arts % Proficient (Levels 3 and 4)                                | 74%       | 39%       | 33%       |
| Math % Proficient (Levels 3 and 4)   | 80%       | 44%       | 46%       |
| <b>Other Key Performance Indicators</b>  |           |           |           |
| Attendance Rate  | 93.1%     | 92.7%     | 92.0%     |

|  |                  |
|--|------------------|
| <b>2010-2011 State Accountability Status</b> | In Good Standing |
|--|------------------|

**MCS II**

**Admissions Data**

|   |  |
|---|--|
| <b>Current Admissions</b>                       | N/A  |
| <b>Future Admissions beginning in 2012-2013</b> | <b>K-5: Choice (Kindergarten and First Grade Lottery)<sup>25</sup></b> |

**Enrollment Data**

|        |                 |                |                |                |                |                |                         |
|--------|-----------------|----------------|----------------|----------------|----------------|----------------|-------------------------|
| 84MTBD | <b>Grade KG</b> | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Total Enrollment</b> |
|--------|-----------------|----------------|----------------|----------------|----------------|----------------|-------------------------|

<sup>25</sup> MCS II will enroll students in kindergarten and first grade through a lottery process for the 2012-2013 school year, and in following years will additionally enroll students in second grade through a lottery process.

|                      |         |         |         |         |         |         |           |
|----------------------|---------|---------|---------|---------|---------|---------|-----------|
| 2011-12<br>(audited) | -       | -       | -       | -       | -       | -       | -         |
| 2012-13<br>(proj.)   | 40 - 50 | 40 - 50 | -       | -       | -       | -       | 80 - 100  |
| 2013-14<br>(proj.)   | 40 - 50 | 40 - 50 | 40 - 50 | -       | -       | -       | 120 - 150 |
| 2014-15<br>(proj.)   | 40 - 50 | 40 - 50 | 40 - 50 | 40 - 50 | -       | -       | 160 - 200 |
| 2015-16<br>(proj.)   | 40 - 50 | 40 - 50 | 40 - 50 | 40 - 50 | 40 - 50 | -       | 200 - 250 |
| 2016-17<br>(proj.)   | 40 - 50 | 40 - 50 | 40 - 50 | 40 - 50 | 40 - 50 | 40 - 50 | 240 - 300 |

**Demographic Data**

MCS II has no current enrollment, and therefore there is no demographic data for the school.

**School Performance Data**

MCS II has no current enrollment, and therefore, there is no school performance data for the school.

**V. Initial Costs and Savings**

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

At present, M056 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

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

**A. Personnel Needs**

The proposed opening and co-location of MCS II in M056 is not expected to change the number of personnel positions assigned to the other schools in the building, nor is it expected to significantly alter the duties of current staff in M056. MCS II may hire additional personnel to support its opening and subsequent grade expansion.

**B. Cost of Instruction**

This proposal should not impact the operating budget or costs of instruction at the other schools in building M056. The basic operating budget for those schools is determined by the same Fair Student Funding (“FSF”) formula used at all other New York City District public schools. Under FSF, schools receive City

tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil allocation for middle schools is \$4,412.45 and for high schools is \$4,207.47. In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools receive an additional \$2,043.69 per pupil for each ELL student they enrolled. For middle and high schools, supplemental funds are awarded to each student who is an ELL student, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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

As with all other schools Citywide, schools in building M056 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Henry Street, UNMS, and CASTLE are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. All schools in M056 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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.

Co-locating MCS II in M056 will not affect the costs of instruction at Henry Street, UNMS, or CASTLE.

### **C. Administration**

No change in school supervisory or administrator positions at Henry Street, UNMS, or CASTLE is expected as a result of this proposal.

MCS II may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

### **D. 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 Henry Street, UNMS, or CASTLE.

**E. Other Support Services**

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as MCS II phases in.

**VII. Building Information**

|   |   |  |
|---|---|--|
| <b>Building</b>   |   | M056   |
| <b>Type of Building</b>   |   | Secondary School   |
| <b>Year Built</b>   |   | 1968   |
| <b>Overall BCAS rating</b>  |   | 2.65   |
| <b>2010-2011 Target Building Utilization</b>                      |   | 57%  |
| <b>2010-2011 Target Building Capacity</b>                         |   | 1,445  |
| <b>FY 2011 Maintenance Costs</b>                                  | <b>Labor</b>  | \$35,930   |
|   | <b>Materials</b>  | \$20,192   |
|   | <b>Maintenance and repair contracts</b>                     | \$3,571  |
|   | <b>Service contracts</b>                                    | \$0  |
|   | <b>Custodial operations costs—<br/>Materials</b>            | \$10,984   |
|   | <b>Custodial operations costs—<br/>Custodial Allocation</b> | \$295,164  |
| <b>FY 2011 Energy Costs</b>                                       | <b>Electric</b>   | \$165,968  |
|   | <b>Gas</b>  | \$1,055  |
|   | <b>Oil<sup>26</sup></b>                                     | \$90,052   |
| <b>Projects completed during the current or prior school year</b> |   | IEH- Soil remediation associated with exterior work & CIP - Ansul system |
| <b>Projects proposed in the capital plan</b>                      |   | N/A  |
| <b>Accessibility of the building</b>                              |   | 1st floor functionally programmatically accessible                       |

<sup>26</sup> Steam amount is included in “Oil” field.

|                            |  |
|----------------------------|--|
| <b>Building attributes</b> | Auditorium,<br>Cafeteria,<br>Gymnasium,<br>Nurse's Office &<br>Science Lab |
|----------------------------|--|