

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of a New Public Charter School, Success Academy Charter School, with Existing Schools in the Brandeis Educational Campus

I. Summary of Proposal

Success Charter Network, a Charter Management Organization (“CMO”) that operates seven public charter schools in New York City, has been approved by its charter authorizer, the State University of New York (“SUNY”), to open a new public charter school in Community School District 3 in Manhattan. SUNY approved the new school, Success Academy Charter School (“SACS”), to open with Kindergarten and first-grade classes in 2011-2012, and to add one grade each year until it serves Kindergarten through fifth grade.

This is a proposal to site the new public charter school SACS in the Brandeis Educational Campus, Building M470 (“M470” or the “Brandeis Campus”), where it would co-locate with Louis D. Brandeis High School (03M470, “Brandeis High School”), The Urban Assembly School for Green Careers (03M402, “Green Careers”), The Global Learning Collaborative (03M403, “Global Learning”), Innovation Diploma Plus (03M404, “Diploma Plus”), and Frank McCourt High School (03M417, “Frank McCourt”). A “co-location” means that two or more school organizations are located in the same building, often sharing large, common spaces like the auditorium, gymnasium, and cafeteria.

The Brandeis Campus is located at 145 West 84th Street, New York, NY, 10024 in Community School District 3. It currently serves students in ninth through twelfth grades. The Brandeis Campus currently houses five high schools. One of the five, Brandeis High School, is in the process of phasing out, which means that the school no longer accepts new ninth or tenth grade students. Brandeis High School is scheduled to close in June 2012.

The four other high schools are phasing in to the Brandeis Campus. Green Careers opened in September 2009 and serves 100-125 students per grade. It currently serves students in grades nine and ten. Long-term, Green Careers will serve students in grades nine through twelve. It is a Career and Technical Education (“CTE”) demonstration school site that opened as part of Mayor Bloomberg’s CTE initiative. It admits students through the High School Admissions Process and is a Limited Unscreened school that gives priority to students from Manhattan.

Global Learning opened in September 2009 and serves 100-125 students per grade. It currently serves students in grades nine and ten. Long-term, Global Learning will serve students in grades nine through twelve. Global Learning has a bilingual Spanish education program. It admits students through the High School Admissions Process and is a Limited Unscreened school that gives priority to students from Manhattan. The school was opened with a bilingual Spanish program in order to provide an option to the English Language Learner students who have historically attended Brandeis High School.

Innovation Diploma Plus is a transfer high school that opened in September 2009 serving 124 over-age and under-credited students.¹ It serves students in grades nine through twelve and at scale will serve approximately 250 students. This school was opened in the Brandeis Campus to serve the over-age and undercredited students who have historically attended school in the Brandeis Campus.

¹ Based on 2009-2010 Audited Register

The Frank McCourt School opened in the Brandeis Campus in September 2010. Frank McCourt is the sixth selective school opened as part of Mayor Bloomberg's initiative to open seven new selective schools in the City. It is a screened school that has a particular focus on writing. Frank McCourt opened with ninth grade and will serve 100-125 students per grade. Long-term, Frank McCourt will serve students in grades nine through twelve. This school was opened as a result of significant community input and collaboration.

In addition to the schools above, there is a Living for the Young Family through Education ("LYFE") program located on the Bradeis Campus. LYFE programs support pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. There is also a school-based health clinic, St. Luke's, in the Brandeis Campus operating as an extension clinic of a hospital group.

The Brandeis Campus has been identified as an under-utilized building, meaning it currently has at least 300 seats available, or will have at least 300 seats available within the next three years as Brandeis High School phases out. In 2009-2010, the most recent year for which audited data is available, the target capacity of the building was 2,148 students, and total enrollment of the schools and programs in the building was 1,692 students, yielding a building utilization rate of 88%.² In 2010-2011, Brandeis High School did not admit any new students, Frank McCourt opened, and the other schools each added one grade level. In 2010-2011, the projected total enrollment at the Brandeis Campus is 1,353 students. When each of the high schools is at scale, the total high school enrollment in the building is expected to be 1,525-1,600 students. Thus, there is sufficient space within the Brandeis Campus to house an additional school.

The Department of Education ("DOE") supports opening an additional Success Academy public charter school in District 3 as a way to increase access to high-quality schools for District 3 families. Families residing in District 3 will be given preference for admission to SACS. There are currently seven Success Academy public charter schools in Manhattan and the Bronx, including two in District 3. In 2009-2010, 86.0% of Harlem Success Academy 1 students (84M351, "HSA 1") scored at-or-above grade level on the State English language arts (ELA) test, and 94.2% of students scored at-or-above grade level on the State math test. These results are among the highest of any school in District 3. Only two selective schools—The Anderson School (03M334), which is a citywide Gifted and Talented school, and Special Music School (03M859), which admits students based on musical talent—exceeded HSA 1 in both ELA and math. HSA 1 results were higher than any District 3 zoned elementary or K-8 school.

Success Academy Charter School has been approved by SUNY to serve up to 689 students in Kindergarten through fifth grade. The DOE has informed Success Charter Network that the space available in the Brandeis Campus cannot support that scale of enrollment. In 2011-2012, the first year of the proposed co-location, SACS would enroll approximately 188 students in Kindergarten and first grade. In 2012-2013 SACS would add one grade and enrollment would increase to 249 students. SACS would then add one grade of approximately 84 students each year until 2015-2016,³ when it would serve a total of approximately 481 students. Combined with the high schools, total enrollment at the Brandeis Campus with all schools at full scale would be approximately 2,000-2,100 students and the building would be at approximately 93-98% utilization.

² The official target capacity and utilization rates for the 2010-2011 school year are not yet available. Estimated building utilization is based on current enrollment projections. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building. Utilization Rate as calculated in the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book") includes students categorized as "Long Term Absences," whereas current building enrollment numbers do not. Long Term Absences are students who have been absent from the school for 30 or more days, making the utilization rate a conservative calculation of the number of students who are currently attending the school.

³ The net number of students added per year will vary depending upon attrition at SACS.

Detailed enrollment projections are provided in the table below:

	Brandeis	Green Careers	Global Learning	Diploma Plus	Frank McCourt	SACS	Total
2010-11 ⁴	609	193	193	250	108	N/A	1,353
2011-12	400-425	325-350	325-350	250	200-225	180-190	1,680-1,790
2012-13	0	425-450	425-450	250	325-350	240-249	1,665-1,750
2013-14	0	425-450	425-450	250	425-450	360-380	1,885-1,980
2014-15	0	425-450	425-450	250	425-450	450-480	1,975-2,080
2015-16	0	425-450	425-450	250	425-450	480-490	2,005-2,090

II. Proposed or Potential Use of Building

Next year, the Brandeis Educational Campus would continue to house the five current high schools, the LYFE program, the school-based health clinic and SACS. Brandeis High School will complete its phase-out at the end of the 2011-2012 school year; after that point, the building would house the four currently phasing-in high schools, SACS (if this proposal is approved), the LYFE program and the school-based health clinic.

There are no other proposed uses for the building other than those described above.

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

A. Students

If this proposal were approved, all high school students enrolled in the Brandeis Educational Campus would continue in their current schools, with the space allocation of each school aligned to the DOE standards for high schools.

All schools would share several rooms in M470, including the gymnasium and the auditorium. The high schools would continue to share the library. In addition, all of the high schools in M470 would continue to share the existing cafeteria. The use of these shared facilities would be scheduled so that all students have equitable access. The DOE would renovate four rooms adjacent to the current cafeteria to create a separate cafeteria for SACS students, who would be of elementary-school age. These four rooms are available to be converted because they are currently too noisy for use as classroom space. These four rooms are currently used to store Brandeis High School’s student records, which would be relocated to a new location in the Brandeis Campus.

The high schools serve general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching (“CTT”) classes and students enrolled in Self-Contained (“SC”) classes. Upon admission, the schools work with parents to develop an individualized program 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 Learners (“ELL”) are enrolled and receive English as a Second Language (“ESL”) or transitional bilingual services.

⁴The enrollment figure listed here is the Register Projection for each high school. Audited enrollment figures are not yet available.

All students enrolled in one of the schools in the Brandeis Campus will continue to receive their mandated special education and/or ESL services if this proposal is approved.

Currently, the high schools located on the Brandeis Campus participate in the Public School Athletic League (“PSAL”) and field teams in the following sports: basketball, bowling, soccer, softball, tennis, volleyball and wrestling. In addition, the high schools host the following clubs that are open to all of the students in the building: a Drama Club and a Fashion Club that are funded by a 21st Century grant, Model U.N., Gay Straight Student Alliance, an Anime/Manga Club, and a Theatre Program. The DOE does not anticipate that this proposed co-location would impact these program offerings.

All students in SACS would receive special education services in accordance with their IEPs. All SACS students requiring ESL services would receive these services in SACS if this proposal is approved.

The DOE does not anticipate that the co-location of elementary school students with high school students would be detrimental to any of the students attending school in the Brandeis Campus. The DOE, in consultation with the Building Council, would allocate contiguous and dedicated space to SACS to ensure the safety of all students.

The Brandeis Campus currently scans all students and visitors to the building upon arrival. It is the policy of the NYPD and DOE that students enrolled in pre-Kindergarten through grade five are not required to go through scanning. Thus, students at SACS would not be subject to scanning to gain entry to the building.

The LYFE program supports pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of the high schools in the shared building. The LYFE program serves students in those schools, but also students in other schools in the surrounding community as well. The proposed co-location of SACS would not impact the LYFE program.

B. Schools

The proposed co-location of SACS would increase the total number of students enrolled in the Brandeis Campus by approximately 188 students in 2011-2012, and by approximately an additional 84 students per year until SACS reaches its full scale of Kindergarten through fifth grade. The DOE would continue monitoring enrollment and capacity in the Brandeis Campus as SACS enrolls each new grade level.

SACS typically enrolls 28 students per class section, while the target class size in DOE schools for Kindergarten through third grade is 20 students. Thus, we expect SACS enrollment will be at 140% of target (as calculated by the DOE’s class size standards) for its space allocation in those grades.

Building M470 has 67 full-sized spaces, 7 full-sized science demo rooms, 3 full-sized science laboratories, 12 half-size spaces, and 15.5 designed general office full-sized equivalent spaces. For room allocation purposes, science demo rooms and labs are considered full-size classrooms. In addition, it has an auditorium, gymnasium, cafeteria, and library.

According to the DOE Citywide Instructional Footprint⁵ (“Footprint”), high schools receive one full-size classroom for each class section. Green Careers, Global Learning Collaborative and Frank McCourt each follow an enrollment model of 4 sections per grade, and would receive a baseline of 16 full-size

⁵ 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/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf

classrooms, one half-size resource room, and administrative space equivalent to three full-size spaces at scale. The space allocation for Green Careers will include an additional specialty room in accordance with the CTE Footprint. The Office of Space Planning will consult with the principal on the location and type of specialty room as part of the overall restructuring plan for the campus.

Diploma Plus is a transfer school and is currently at scale. Diploma Plus is allocated a baseline of 10 full-size classrooms, one half-size resource room, and administrative space equivalent to two full-size spaces.

According to the Footprint, elementary schools should be allocated one full-size classroom for each class section, a cluster room allocation depending upon the total enrollment, half-size resource rooms depending upon the total number of class sections, and three to five full-size equivalent administrative spaces. The baseline room allocation for SACS at full scale would be 20 full-size classrooms, 2 half-size resource rooms, and administrative space equivalent to 3 full-size spaces. This would accommodate SACS' expected three sections per grade. For a more detailed description of the proposed space allocation, please see the attached Building Utilization Plan ("BUP").

If this proposal is approved, room-specific allocations would be made by the Office of Space Planning in conjunction with the Building Council, which consists of the principals of each co-located school. Schedules for shared spaces in the building would also be developed and agreed upon by the Building Council, and would be discussed and monitored by the Shared Space Committee ("SSC"). The SSC consists of the principal of each co-located school, along with parent and teacher representatives from each co-located school. This committee meets at least four times per year to review the implementation of the BUP.

While the details of the shared space schedules have not yet been discussed by the principals, a proposal of a shared space schedule is included in the attached BUP. Charts showing the annual room allocation for each school are included in the attached BUP.

C. Community

The proposed opening of SACS would provide an additional high-quality option for students living in District 3. While there are already two Success Academy schools located in District 3, they are not located in close proximity to the Upper West Side. The proposed opening of SACS in M470 would provide the opportunity for families from the Upper West Side to attend a Success Academy school closer to their homes. Other choice elementary school programs in District 3 include Gifted and Talented programs, the Special Music School (03M859), and Manhattan School for Children (03M333, "MSC"). Several District 3 zoned schools are able to admit out of zone applicants, including some schools that offer Dual-Language programs.

This location is also nearby to schools that have had waiting lists for Kindergarten, and would provide an additional choice option for families and students concerned they may not receive a seat in their zoned school for Kindergarten. While the DOE is proposing rezoning for this area to the District 3 Community Education Council ("CEC") to reduce the size of the waitlists, this may not eliminate waitlists entirely.

In 2009-10, 86.0 % of Harlem Success Academy 1 ("HSA 1") students scored at or above grade level on the State English language arts (ELA) tests, and 94.2% scored at or above grade level on the State math tests (Harlem Success Academy 1 was the only Success Academy school serving grades that participated in State ELA and math tests in 2009-2010). These results made Harlem Success Academy 1 the top-performing public charter school in New York City, and the third-highest performing elementary or K-8 school in District 3. Other District 3 schools achieving comparable results are either highly selective programs (e.g., Anderson School, Special Music School), or predominantly serve students who are more advantaged than Success Academy 1 students (e.g., P.S. 199, where only 7% of students are eligible for free or reduced-price lunch compared with 67% of students eligible for free or reduced-price lunch at HSA

1). The success of HSA 1 gives the DOE confidence that SACS would add 481 additional high-quality K-5 seats to District 3.

SACS would enroll students through a lottery, as mandated by New York State charter law. SACS’s lottery prioritizes applicants in the following order:

- Siblings of currently attending students;
- Applicants zoned to attend failing schools and/or applicants who are deemed English Language Learners (ELLs) who reside in the Community School District (CSD) of the location of the charter school;
- Applicants zoned to attend failing schools and/or applicants who are deemed English Language Learners (ELLs) who do not reside in the Community School District (CSD) of the location of the charter school;
- Other applicants who reside within the CSD of the location of the charter school;
- Other applicants who reside outside of the CSD of the location of the charter school.

IV. Enrollment, Admissions and School Performance Information

Brandeis High School

Admissions Data

Current Admissions	No new admissions
Admissions after co-location	No new admissions

Enrollment Data

Current Grades Served⁶	11-12
Projected 2010-2011 Enrollment	609
Grades Served after co-location in 2011-2012	12
Projected 2011-2012 Enrollment	400-425
Grades Served in 2012-2013	N/A
Projected 2012-2013 Enrollment	0

Demographic Data

Percentage Students Receiving CTT or SC services⁷	5%
Percentage Students with Individual Education Plan⁸	12%
Percentage English Language Learner Students⁹	36%
Percentage of Students Eligible for Free or Reduced Lunch¹⁰	76%

⁶ As Brandeis phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current eleventh-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a eleventh-grade student in 2011-2012. In those cases, students are still served in Brandeis High School and have access to appropriate courses to support their continued progress toward graduation.

⁷ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

⁸ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

⁹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

¹⁰ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Louis D. Brandeis High School ¹¹	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	D	N/A	N/A
Quality Review Score	WD	P	
Graduation Data			
Four-Year Graduation Rate	33%	37%	38%
Four-Year Regents Diploma Rate	18%	21%	22%
Six-Year Graduation Rate	52%	49%	48%
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	34%	43%	N/A
Attendance Rate	73%	75%	72%
2010-2011 State Accountability Status			
Restructuring (advanced) - Comprehensive			

¹¹ Data is from the DOE Progress Report

Urban Assembly for Green Careers**Admissions Data**

Current Admissions	Limited Unscreened
Admissions after co-location	Limited Unscreened

Enrollment Data

Current Grades Served	9-10
Projected 2010-2011 Enrollment	193
Grades Served in 2011-2012	9-11
Projected 2011-2012 Enrollment	324
Grades Served in 2012-2013	9-12
Projected 2012-2013 Enrollment	425-450

Demographic Data

Percentage Students Receiving CTT or SC services¹²	17%
Percentage Students with Individual Education Plan¹³	27%
Percentage English Language Learner Students¹⁴	24%
Percentage of Students Eligible for Free or Reduced Lunch¹⁵	86%

¹² Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

¹³ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

¹⁴ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

¹⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

THE URBAN ASSEMBLY SCHOOL FOR GREEN CAREERS ¹⁶	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Graduation Data			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	N/A	N/A	79%
Attendance Rate	N/A	N/A	85%
2010-2011 State Accountability Status		Pending	

GLOBAL LEARNING

Admissions Data

Current Admissions	Limited Unscreened
Admissions after co-location	Limited Unscreened

Enrollment Data

Current Grades Served	9-10
Projected 2010-2011 Enrollment	193
Grades Served in 2011-2012	9-11
Projected 2011-2012 Enrollment	324
Grades Served in 2012-2013	9-12
Projected 2012-2013 Enrollment:	425-450

Demographic Data

Percentage Students Receiving CTT or SC services¹⁷	17%
Percentage Students with Individual Education Plan¹⁸	24%
Percentage English Language Learner Students¹⁹	26%
Percentage of Students Eligible for Free or Reduced Lunch²⁰	70%

¹⁶ Data is from the DOE Progress Report

¹⁷ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

¹⁸ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

¹⁹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²⁰ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Global Learning ²¹	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Graduation Data			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credits	N/A	N/A	66%
Attendance Rate	N/A	N/A	85%
2010-2011 State Accountability Status			
			Pending

INNOVATION DIPLOMA PLUS

Admissions Data

Current Admissions	Screened
Admissions after co-location	Screened

Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	250
Grades Served in 2013-2014	9-12
Projected 2013-2014 Enrollment	250

²¹ Data is from the DOE Progress Report

Demographic Data

Percentage Students Receiving CTT or SC services ²²	0%
Percentage Students with Individual Education Plan ²³	12%
Percentage English Language Learner Students ²⁴	4%
Percentage of Students Eligible for Free or Reduced Lunch ²⁵	61%

School Performance Data

Diploma Plus ²⁶	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Graduation Data			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
Other Key Indicators			
Average Credits per Semester for Students Beginning Year with 0.00 - 11.00	N/A	N/A	5.8
Average Credits per Semester for Students Beginning Year with 11.01 - 22.00	N/A	N/A	6.3
Average Credits per Semester for Students Beginning Year with 22.01 - 33.00	N/A	N/A	8.0
Attendance Rate ²⁷	N/A	N/A	68%
2010-2011 State Accountability Status			
Pending			

FRANK MCCOURT

Admissions Data

Current Admissions	Screened
Admissions after co-location	Screened

²² Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²³ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

²⁴ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

²⁶ Data is from the DOE Progress Report

²⁷ DOE website Statistical Summary

Enrollment Data

Current Grades Served	9
Projected 2010-2011 Enrollment	108
Grades Served in 2011-2012	9-10
Projected 2011-2012 Enrollment	200-225
Grades Served in 2012-2013	9-11
Projected 2012-2013 Enrollment	325-350
Grades Served in 2013-2014	9-12
Projected 2013-2014 Enrollment	425-450

Demographic Data

Percentage Students Receiving CTT or SC services ²⁸	5%
Percentage Students with Individual Education Plan ²⁹	20%
Percentage English Language Learner Students ³⁰	1%
Percentage of Students Eligible for Free or Reduced Lunch ³¹	N/A

School Performance Data

Frank McCourt opened in 2010 and does not yet have performance data.

SACS

Admissions Data

Current Admissions	N/A
Admissions after co-location	Lottery

Enrollment Data

Current Grades Served	N/A
Projected 2010-2011 Enrollment	N/A
Grades Served in 2011-2012	K-1
Projected 2011-2012 Enrollment	188
Grades Served in 2012-2013	K-2
Projected 2012-2013 Enrollment	240-249
Grades Served in 2013-2014	K-3
Projected 2013-2014 Enrollment	360-380
Grades Served in 2014-2015	K-4
Projected 2014-2015 Enrollment	450-480
Grades Served in 2015-2016	K-5
Projected 2015-2016 Enrollment	480-490

²⁸ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²⁹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

³⁰ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

³¹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

Demographic Data

SACS is proposed to open in 2011 and does not have demographics data.

School Performance Data

SACS is proposed to open in 2011 and does not have performance data.

V. Initial Costs and Savings

The DOE already has a restructuring plan in place to convert the M470 building from a single school to an Educational Campus. A portion of this budget would be applied towards renovations to create a separate eating area for elementary students, and otherwise accommodate a fifth school in the building.

In accordance with Chancellor's Regulation A-190, any capital expenditure or facility upgrade expenditure in excess of \$5,000 made by or for the benefit of a co-located public charter school to upgrade its facilities must be approved in advance by the DOE, and an equal amount of capital expenditures or facilities upgrade expenditures must be made on each co-located DOE school. Planned construction projects to take place at the Brandeis Campus are described in the attached BUP. Such projects may be subject to the matching requirements described above depending on their details. The DOE will analyze the eligibility of each project as it arises, and ensure that matching expenditures are made on the DOE schools in the building accordingly.

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

A. Personnel Needs

This co-location is not expected to change the number of personnel positions required at any of the high schools in the Brandeis Educational Campus, or significantly alter the duties of current staff.

B. Cost of Instruction

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 (Individualized Education Plan).

The co-location of SACS in M470 would not impact the instruction costs for any of the other co-located schools.

This proposal should not impact the operating budget or costs of instruction at any of the high schools in the Brandeis Campus. The basic operating budget at these 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 allocation based on the grade-level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for high schools was \$4,181.11. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, schools received an additional \$2,031.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an

English language learner, who requires special education services, or who is eligible for free or reduced-price lunch. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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

As with all other schools citywide, high schools 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. All of the high schools located in Brandeis Campus are currently Title I schools. Assuming that the schools continue to meet Title I criteria, the size of the school's Title I funding award would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, 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 Individualized Education Plans (IEP). All schools in the Brandeis Educational Campus 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 FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

No change in school supervisory or administrator positions at any of the high schools in the Brandeis Educational Campus is expected as a result of this proposal.

D. Transportation

There would be no change to existing transportation practices at any of the schools in the Brandeis Educational Campus due to this proposal. Students at SACS would receive transportation in accordance with the terms of SACS's charter and applicable laws and regulations.

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

E. Facilities Upgrades

At present, the DOE is engaged in restructuring the M470 facility to accommodate multiple school organizations. Facilities needs for SACS would be completed as part of this restructuring. Any capital improvements or facility upgrades to the space allocated to SACS must first be approved by the Chancellor. For any approved capital improvement or facility upgrade expenditure greater than \$5,000.00, capital improvements or facilities upgrades expenditures in an equal amount would be made to the space allocated to each of the high schools in the building.

F. Other Support Services

Other support services would continue to be provided consistent with citywide policy.

VII. Building Information

M470

Type of Building	High School
Year Built	1965
Overall BCAS rating	2.63
Target Utilization	88%
Target Capacity	2,148
FY 2009 Maintenance Costs	Labor: \$37,419.00 Materials: \$31,365.17 Maintenance and repair contracts:\$148,858.41 Custodial operations costs—Materials: \$21,251.22 Custodial operations costs—Custodial Allocation: \$520,444.85
FY 2009 Energy Costs	Electric: \$490,250.00 Gas: \$1,912.00 Oil: \$96,610.00
Projects completed during the current or prior school year	No recent projects completed
Projects proposed in the capital plan	No projects identified
Accessibility of the building	Not functionally accessible
Building attributes	Auditorium, Cafeteria, Gymnasium, Library, Music Room, Science Labs