

AMENDED EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-Location and Expansion of Success Academy Charter School – Harlem 5 (84M482) Grades 4-8 with Existing School P.S. 175 Henry H. Garnet (05M175) in Building M175 Beginning in 2013-2014

I. Summary of Proposal

On September 20, 2012, the New York City Department of Education (“DOE”) issued a proposal to co-locate and expand Success Academy Charter School – Harlem 5 (84M482, “SA – Harlem 5”) to serve students in fourth through eighth grades in building M175 (“M175”), located at 175 West 134th Street, New York, NY 10030, in Community School District 5, beginning in 2013-2014.¹ SA – Harlem 5 is an existing public charter school currently serving students in kindergarten through third grades in building M123 (“M123”), located at 301 West 140th Street, New York, NY 10030 in Manhattan’s Community School District 5. SA – Harlem 5’s kindergarten through third grade is currently co-located in M123 with P.S. 123 Mahalia Jackson (05M123, “P.S. 123”), a zoned school serving students in kindergarten through eighth grades and which offers a pre-kindergarten program. If this proposal is approved, SA – Harlem 5 would expand to serve grades four through eight in M175, where it would be co-located with P.S. 175 Henry H. Garnet (05M175, “P.S. 175”), a zoned district elementary school serving students in kindergarten through fifth grades and which offers a pre-kindergarten program. P.S. 175 is currently co-located in M175 with Harlem Children’s Zone Promise Academy Charter School I (84M284, “HCZ PA I”), a public charter school currently serving students in kindergarten through third grades. HCZ PA I will be moving to a private space located in District 5 in 2013-2014, thereby creating space for SA – Harlem 5 to co-locate grades four through eight with P.S. 175 in M175 beginning in 2013-2014. 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.

The DOE has amended the Building Utilization Plan (“BUP”) for this proposal to include the number of self-contained sections at P.S. 175 in the 2014-2015 school year, and amended this EIS by updating references to the amended BUP. These amendments do not significantly revise the proposal itself.

The kindergarten and first grades of SA – Harlem 5 have been co-located with P.S. 123 in M123 since September 2010. On April 28, 2011, the Panel for Educational Policy (“PEP”) approved the amended proposal to extend the co-location of SA – Harlem 5 with P.S.123 in M123 for the 2011-2012 school year, and expand SA – Harlem 5 to serve kindergarten through second grade, as well as a self-contained special education class.² On April 26, 2012, the PEP approved the amended proposal to extend the co-location of SA – Harlem 5 with P.S. 123 in M123 and expand SA – Harlem 5 to serve kindergarten through third grades, including one self-contained special education class indefinitely.³

¹ On March 28, 2012, the State University of New York Charter Schools Institute (“SUNY”) approved Success Academies’ request to change the names of ten of their 11 SUNY authorized schools to begin with “Success Academy Charter School,” then a dash, the name of the neighborhood where the school is located, and then a sequential number, e.g. Harlem Success Academy Charter School 3 became Success Academy Charter School – Harlem 3.

² This Educational Impact Statement (“EIS”) is available on the DOE’s website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Apr282011Proposals.htm>

³ This EIS is available on the DOE’s website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>

As set forth above, the DOE proposes to expand SA – Harlem 5 to include fourth through eighth grade students in M175. Because of insufficient space in M123 to accommodate SA – Harlem 5’s fourth through eighth grade students, the DOE identified a separate building in which SA – Harlem 5 could serve those students. If this proposal is approved, beginning in 2013-2014, SA – Harlem 5 will enroll fourth grade student continuing from SA – Harlem 5 at M123, as well as fifth and sixth grade students from SA – Harlem 5’s feeder schools: Success Academy Charter School – Harlem 1 (84M351, “SA – Harlem 1”); Success Academy Charter School – Harlem 2 (84M384, “SA – Harlem 2”); Success Academy Charter School – Harlem 3 (84M385, “SA – Harlem 3”); and Success Academy Charter School – Harlem 4 (84M386, “SA – Harlem 4”).⁴ All SA – Harlem 5’s feeder schools will serve students in kindergarten through eighth grade at full scale. As they expand to their full grade span of grades four through eight in 2015-2016, and in subsequent years, SA – Harlem 5 will enroll fourth grade students continuing from SA – Harlem 5 at M123, as well as fifth, sixth, seventh, and eighth grade students from one of SA – Harlem 5’s feeder schools: SA – Harlem 1, SA – Harlem 2, SA – Harlem 3, and SA – Harlem 4, including continuing students from the fourth grade of SA – Harlem 5 in M175. Ultimately, SA – Harlem 5 would serve 210 – 270 students in fourth through sixth grades in 2013-2014, 280 – 360 students in fourth through seventh grades in 2014-2015, and 350 – 450 students in fourth through eighth grades in 2015-2016.

Students are admitted to SA – Harlem 5’s feeder schools via the charter lottery application process with preference given to (1) returning students, (2) siblings of current or accepted students, (3) ELL students, and (4) applicants who reside within District 5. If this authorization is sought and approved, SA – Harlem 5 will set aside a certain percentage of seats for ELL students that will be relatable to the average ELL percentage at traditional public elementary schools within the City/and or District 5. With respect to the remaining seats and the waitlist, SA – Harlem 5 will provide lottery priority to applicants who reside in District 5.⁵

Success Academy Charter Schools (“SACS”) is a charter management organization (“CMO”) that currently operates 12 public elementary charter schools in New York City. SACS has been authorized by SUNY to operate six new public elementary charter schools starting in 2013-2014. The four SACS elementary schools that received a Progress Report for the 2010-2011 school year received an overall grade of A. The State University of New York (“SUNY”) Charter Schools Institute has authorized SA – Harlem 5 to serve students in kindergarten through fifth grades. The current charter is up for renewal in 2015 (the current charter expires on February 16, 2015), and SACS intends to apply to SUNY before this date for a revision to their charter to expand to serve grades kindergarten through eighth grade. SUNY has the authority to approve or deny this request. Should SUNY deny SA – Harlem 5’s request to expand to serve kindergarten through eighth grades, the DOE would consider alternate options for the space in M175 and, if necessary, propose an alternative option in a new or revised EIS.

The DOE supports SA – Harlem 5’s placement in District 5 and anticipates that it will provide excellent educational opportunities for students. This proposal to expand SA – Harlem 5 to serve students in fourth through eighth grades is intended to increase the number of high-quality middle school seats in District 5 and allow the school to continue providing high-quality educational opportunities for District 5 students and families.

⁴ Students in grades five through eight from SA – Harlem 5’s feeder schools will also be served in buildings M101 and M088, as of the 2013-2014 school year. These sitings were approved by the PEP on June 26, 2012 and February 1, 2011, respectively. The M101 EIS is available on the DOE’s website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/June2012Proposals>

The M088 EIS is available on the DOE’s website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>

⁵ For more information about the charter school lottery application process, please consult the DOE’s directory of NYC Charter Schools, which can be accessed on the DOE’s website: <http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>

Students are currently admitted to P.S. 175's elementary grades and pre-kindergarten program according to Chancellor's Regulation A-101. Admissions methods are detailed in Section III.A. In the 2011-2012 school year, P.S. 175 served 366 students in kindergarten through fifth grades, and 17 students in one section of full-day pre-kindergarten.⁶ Current enrollment for 2012-2013 is 368 students in kindergarten through fifth grades and 18 students in one section of full-day pre-kindergarten.⁷

II. Proposed or Potential Use of Building

There is sufficient space in building M175 to accommodate SA – Harlem 5's proposed expansion and co-location of students in fourth through eighth grade with P.S. 175. According to the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"), building M175 has a target capacity to serve 633 students.⁸ Currently, the building serves 786 students in kindergarten through fifth grade and pre-kindergarten,⁸ yielding a building utilization rate of 124%.⁹ This includes 386 students from P.S. 175 and 400 students from HCZ PA I, which will be moving to a private facility in District 5 in 2013-2014. The concept of "target capacity"¹⁰ and the related concept of "utilization rate"¹¹ are explained further in this section.

The current and proposed grade spans for the schools in M175 are as follows:

Grade Spans					
DBN	School Name	2012-13	2013-14	2014-15	2015-16
05M175	P.S. 175 Henry H Garnet	K-5	K-5	K-5	K-5
84M284	Harlem Children's Zone Promise Academy Charter School I	K-3	-	-	-
84M482	Success Academy Charter School – Harlem 5 ¹²	-	4-6	4-7	4-8

⁶ Based on the 2011-2012 Audited Register.

⁷ Based on 2012-2013 Budget Register Projections.

⁸ 2012-2013 Budget Register Projections. This figure represents enrollment at P.S. 175 and HCZ PA I within building M175.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book and enrollment data from the 2012-2013 budgeted enrollment projections, and include full day equivalent pre-kindergarten students. 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.

¹⁰ The target capacity is based on the 2010-2011 Blue Book.

¹¹ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book and enrollment data from the 2012-2013 budgeted enrollment projections, and include full day equivalent pre-kindergarten students. 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.

¹² Depending on space and other considerations, students from SA – Harlem 1, SA – Harlem 2, SA – Harlem 3, and SA – Harlem 4 may feed into one of more consolidated middle school(s). This is similar to the M101 proposal that was approved by the PEP on June 26, 2012 that allows SA – Harlem 3 to serve as a consolidated middle school hub.

http://schools.nyc.gov/NR/rdonlyres/E0EFAEF0-C8E5-465C-B327-5E9476B48AEF/125055/AMENDEDEIS_HSA3M101_final.pdf

If this proposal is approved, the projected enrollment for all schools in M175 and the building utilization rates between 2012-2013 and 2015-2016 will be as follows:

DBN	School Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
05M175	P.S. 175 Henry H Garnet ¹³	386	368 - 428	373 - 433	363 - 423
84M284	Harlem Children's Zone Promise Academy Charter School I	400	-	-	-
84M482	Success Academy Charter School – Harlem 5	-	210 - 270	280 - 360	350 - 450
Total Building Enrollment		786	578 - 698	653 - 793	713 - 873
Utilization¹⁴		124%	91% - 110%	103% - 125%	113% - 138%

SA – Harlem 5 would serve approximately 350-450 students in fourth through eighth grades in M175 when it completes its expansion and achieves full scale in 2015-2016. The DOE projects that total enrollment at P.S. 175 will remain at or close to the current level. Once SA – Harlem 5 completes its expansion in 2015-2016, there will be approximately 713-873 students served in the building, yielding a building utilization rate of 113%-138%.

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

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE's estimated utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms,

¹³ Enrollment figures include students in the pre-kindergarten program.

¹⁴ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book and enrollment data from the 2012-2013 budgeted enrollment projections, and include full day equivalent pre-kindergarten students. 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.

maximum classroom capacity, etc.) remain constant. Thus, estimated utilization rates for the 2012-2013 school year and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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.

As discussed in Section III.B, and in the attached amended Building Utilization Plan ("BUP"), while the anticipated utilization rate is in excess of 100%, as detailed in the amended BUP, both schools will receive space that meets both of their instructional needs, and the building has space to accommodate P.S. 175 and grades four through eight of SA – Harlem 5. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans frequently contemplate larger class sizes than target capacity, as well as school models that permit greater space efficiency, contributing to building utilizations above 100%.¹⁵

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

A. Students

Impact on Students Currently Attending Schools in M175

The co-location of SA – Harlem 5's grades four through eight will allow current SA – Harlem 5 students to continue their education at the school and ensure the continuation of this high-quality option for District 5 families.¹⁶ SA – Harlem 5's fourth grade students will articulate from SA – Harlem 5's third grade in M123, and students from SA – Harlem 1, SA – Harlem 2, SA – Harlem 3, and SA – Harlem 4 will have the opportunity to articulate to SA – Harlem 5 in M175 for grades five through eight.

P.S. 175 currently offers Integrative Co-Teaching ("ICT") classes, self-contained special education classes ("SC"), and Special Education Teacher Support Services ("SETSS"). The existing ICT, SC, and SETSS classes will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plan ("IEP"). Services are tailored to meet the needs of individual students with disabilities and, as such, may vary from year to year. In addition, students classified as English Language Learner ("ELL") students are enrolled and receive English as a Second Language ("ESL") or transitional bilingual services. All students enrolled in schools in P.S. 175 who currently receive mandated special education and/or ELL services will continue to receive such services if this proposal is approved.

¹⁵ 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. It is described in more detail below in Section III.B., and is available at: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

¹⁶ In the 2011-2012 school year, 167 students in SA – Harlem 5 were from District 5; this represents 67% of total enrollment at SA – Harlem 5.

The DOE does not anticipate that this proposal will impact the programs and partnerships of the other schools in the M175 building. Similarly, all school organizations in the building will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location and expansion of SA – Harlem 5 will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. This is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

P.S. 175 currently offers the following special programs, extracurricular activities, clubs, and partnerships:¹⁷

- Fordham University PSO
- TCRWP Literacy, Renaissance Accelerated Reader
- Read Alliance Early Intervention
- Student Book Club – Harlem Hospital
- Abyssinian Development Corporation Summer Science Enrichment
- Harlem Success Community Garden
- P.S. 175 Hydroponic Greenhouse
- Fordham University, CCNY, and NYU Student Teachers
- Morningside Alliance Robotics
- New York Junior Tennis League
- YMCA Swim for Life
- Mighty Milers Running,
- Soccer, chess, drama, and robotics club
- Dance Brazil Capoeira
- Columbia Ballet Collective Residency
- National Dance Institute year-long Residency
- Student Government Council
- Learning Leaders Volunteers
- Manhattan JCC Volunteers and Tutors
- Barnard University America Reads and Counts Tutors
- UPS Junior Marketing Seminar
- PENCIL Organization
- Harlem Ivy STEM
- Power Academy Afterschool OST & Summer Program
- Eat Well/Play Hard Nutrition Program - DOH
- Food, Health and Choices Science/Nutrition – Columbia
- Wellness in the Schools
- Fuel Up to Play 60
- Music & the Brain Keyboard Program
- Graphics Arts Programs – United Cerebral Palsy Foundation
- Reach the World Global Education Program – Columbia University
- Ramapo Character Education Program
- Frederick Samuels Democratic Club Saturday Mentor Program
- Harlem Council of Elders Partnership

¹⁷ Principal-reported information.

SA – Harlem 5 currently does not offer special programs and partnerships outside of the school day. However, the school provides an extended day program.¹⁸

Impact on Future Elementary Students in District 5

This proposal is not expected to impact the admissions process at P.S. 175. P.S. 175 is a zoned district elementary school and will continue to give priority to students who live in its zone, as it has in the past, and in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

If this proposal is approved, all current kindergarten students in Community School District 5 will retain the elementary school options currently available to them.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school;

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students other than those in (c) above who are residents of that district;
- f. Students without siblings in the school who are residents of another district.

Students with IEPs recommending a community school placement will follow the same process as their non-disabled peers. The DOE will support schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education environment to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at the school they attend.

In accordance with DOE policy, ELL students will also be placed in their zoned elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the school they attend.

The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment,

¹⁸ Directory of New York City Charter Schools, 2012-2013: <http://schools.nyc.gov/community/planning/charters/Directory.htm>

and the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 175 in 2013-2014, subject to continuing funding and demand.

If this proposal is approved, elementary school age students in District 5 will continue to have the opportunity to enter the charter application lottery process to enroll in SA – Harlem 5 starting in April 2013. SA – Harlem 5 provides the following lottery preferences: (1) siblings of current or accepted students, (2) English Language Learner (“ELL”) students, (3) applicants who reside within the Community District (“CSD”). SA - Harlem 5 sets aside a percentage of seats for ELL students that is relatable to the average ELL percentage at traditional public elementary schools within the City and/or District 5. With respect to the remaining seats and the waitlist, SA – Harlem 5 provides a lottery preference to applicants who reside within the CSD.

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE’s website here:

<http://schools.nyc.gov/community/planning/charters/Directory.htm>.

Impact on Future Middle School Students in District 5

As mentioned above, SA – Harlem 5 currently admits students in kindergarten through third grade through the charter application lottery process and SACS plans to seek approval from SUNY to expand SA – Harlem 5 to serve students in kindergarten through eighth grades. If this proposal is approved, and SUNY approves SA – Harlem 5’s expansion, students who enter the school in kindergarten through third grade will have the option of continuing at SA – Harlem 5 through eighth grade. It is anticipated that the fourth through eighth grades of SA – Harlem 5 in M175 will enroll students articulating from its lower grades sited at M123, or from other SACS schools. We do not anticipate that this proposal will have an impact on enrollment at other elementary or middle schools.

Through the District 5 Middle School Choice Process, all District 5 students, including those students enrolled at SA – Harlem 5, 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 processes. 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 5 Middle School Choice Process, students rank their preferences from among District 5 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened admissions method that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

Students may also choose to apply to a number of schools that manage their own admissions process. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at:

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

Please note that this directory is updated yearly. General information about the Middle School Choice Process can be found on the DOE's Web site at:

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

Enrollment Impact for Future Middle School Students – Over-the-Counter

In addition to the Middle School Choice Process, middle schools admit students through the over-the-counter ("OTC") admissions process and would continue to do so if this proposal is approved. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁹ or
- Students who did not participate in the Middle School Choice Process for some other reason.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, middle school students may simply report to their zoned middle school at the start of the school year.²⁰

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 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.

¹⁹ 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. Chancellor's Regulation A-101 can be accessed at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

²⁰ District 5 does not have zoned middle schools.

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. In zoned 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.

B. Schools

M175 has adequate capacity to accommodate SA – Harlem 5’s fourth through eighth grades and P.S. 175. Once SA – Harlem 5 has completed its grade expansion in 2015-2016, the schools would collectively enroll an estimated 713-873 students. At that point, based on the building’s 2010-2011 capacity as described in the Blue Book, the projected utilization for M175 would be approximately 113%-138%.

This proposal would efficiently utilize the space created in M175 when HCZ PA I relocates to a private facility in 2013-2014. As stated above, the PEP approved the amended proposal to extend the co-location of SA – Harlem 5 in M123 and expand SA – Harlem 5 to serve students in kindergarten through third grades indefinitely in M123. If this proposal is approved, SA – Harlem 5’s fourth grade class in M175 will be filled by students articulating from SA – Harlem 5’s third grade in M123, and students from SA – Harlem 1, SA – Harlem 2, SA – Harlem 3, and SA – Harlem 4 would have the opportunity to enroll in SA – Harlem 5 for grades five through eight.

As described in the amended BUP, if this proposal is approved, there will be sufficient space in M175 for SA – Harlem 5 and P.S. 175 when SA – Harlem 5 is at full scale, pursuant to the Footprint. Please visit the DOE’s website to access the Footprint: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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 self-contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

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

Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of co-

located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

C. Community

SACS schools with testing grades have performed well on Statewide standardized tests. At these schools, 97% of students scored proficient or better on the 2011-12 New York State math test, and 88% scored proficient or better on the 2011-12 New York State English Language Arts test.

Although it would be beneficial for elementary students to continue their education in one location, there is not enough space in M123 to allow SA – Harlem 5 to expand to serve students in kindergarten through eighth grades. Therefore, the DOE is proposing to open grades four through eight of SA – Harlem 5 in M175. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. If this proposal is approved, SA – Harlem 5 will expand to serve students in fourth through eighth grades in M175. As stated above, the expansion of SA – Harlem 5 is not expected to have an impact on the enrollment at other District 5 elementary or middle schools.

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/community/planning/charters/Directory.htm>
Additional District 5 charter school options are listed in the table below.

District Charter Options

DBN	School Name	Grade Span 2012-13	Grade Span at Scale	Projected Enrollment 2012-13 ²¹
84M065	Democracy Prep Endurance Charter School	6	6-8	108
84M100	Neighborhood Charter School of Harlem	K-1	K-5	106
84M284	Harlem Children's Zone Promise Academy Charter School I	K-9, 12	K-10	979
84M336	KIPP Infinity Charter School	K-2; 5-12	k-12	850

²¹ Based on 2012-2013 Budget Register Projections.

84M341	Harlem Children's Zone Promise Academy II Charter School	K-8	K-10	638
84M350	Democracy Prep Charter School	6-12	6-12	648
84M388	St. Hope Leadership Academy Charter School	5-9	5-8	290
84M481	Democracy Prep Harlem Charter School	6-8	6-8	333
84M709	Harlem Village Academy Charter School	K, 5-12	K, 5-12	543
84M726	KIPP STAR College Prep Charter School	K-3, 5-12	K-3, 5-12	690

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M175.

IV. Enrollment, Admissions and School Performance Information

SA – Harlem 5

Admissions Data

Current Admissions	K-3: Charter lottery application (students admitted K-3)
Admissions after Co-Location and Grade Expansion is Complete	K-5: Charter lottery application (students admitted K-3).

Enrollment Data

84M482 ²²	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (projections)	-	-	-	-	-	-
2013-14 (projections)	70-90	70-90	70-90	-	-	210-270
2014-15 (projections)	70-90	70-90	70-90	70-90	-	280-360
2015-16 (projections)	70-90	70-90	70-90	70-90	70-90	350-450

Demographic Data ²³

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

There is no performance data available for the school because SA – Harlem 5 opened in 2010-2011 and will begin serving third grade this year, 2012-2013.

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Admissions Data

Current Admissions	Pre-kindergarten: Standard Universal Pre-K Admissions Process K-5: Zoned
Admissions after Co-Location of SA – Harlem 5	Pre-kindergarten: Standard Universal Pre-K Admissions Process K-5: Zoned

²² The kindergarten through third grades of SA – Harlem 5 will continue to be sited in building M123.

²³ Demographic data are a percentage of total students from school-based reports as self-reported by the school.

Enrollment Data

	PK²⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (projections)	18	58	71	63	71	56	49	386
2013-14 (projections)	18	55-65	55-65	65-75	60-70	65-75	50-60	368-428
2014-15 (projections)	18	55-65	55-65	55-65	65-75	60-70	65-75	373-433
2015-16 (projections)	18	55-65	55-65	55-65	55-65	65-75	60-70	363-423

Demographic Data ²⁵

Percentage of Students Receiving ICT or SC Services	6%
Percentage of Students with Individualized Education Programs	8%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch ²⁶	93%

²⁴ Pre-kindergarten is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

²⁵ All figures are as a percentage of total students from the 2011 Audited Register.

²⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

P.S. 175	2008-2009	2009-2010 ²⁷	2010-2011
School Performance and Progress²⁸			
Overall Progress Report Grade ²⁹	C	B	B
Quality Review Score ³⁰	P	P	P
Performance Data³¹			
English Language Arts % Proficient (Levels 3 and 4)	57%	35%	43%
Math % Proficient (Levels 3 and 4)	80%	52%	51%
Other Key Performance Indicators			
Attendance Rate ³²	93%	92%	91%
2010-2011 State Accountability Status³³		In Good Standing	

V. Initial Impact on Budget and Cost of Instruction

Please refer to the Fair Student Funding (“FSF”) & Budget Resource Guide³⁴ and FY13 School Allocation Memoranda³⁵ for additional information on the cost of instruction and how the changes to FSF funding and other school allocations will be impacted if there are register changes at P.S. 175. The DOE does not

²⁷ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools, and the percentage of students achieving proficiency declined.

²⁸ Source: Progress Report

²⁹ The Progress Report letter grade (A through F) provides an overall assessment of the school’s contribution to student learning in four main areas of measurement: (I) Student Progress, (II) Student Performance, (III) School Environment, and (IV) Closing the Achievement Gap. The Educator Guide, which explains the different letter grades and metrics, can be found here: http://schools.nyc.gov/NR/rdonlyres/BD4F5C1B-F5A4-408F-B0D5_35904E062012/0/EducatorGuide_EMS_2012_09_06.pdf

³⁰ Per the Quality Review, WD = Well Developed, P = Proficient, D = Developing, UPF = Undeveloped with Proficient Features, U = Undeveloped. The Quality Review Criteria Rubric, which explains the different scores, can be found here: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricheader.pdf>.

³¹ Available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

³² Source: Progress Report.

³³ Districts and schools are assigned a "status" based on their performance according to federal No Child Left Behind (NCLB) and are subject to certain consequences if their performance is not satisfactory.

³⁴ FSF Guide: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf

³⁵ FY13 School Allocation Memoranda: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html

anticipate any changes to the budget or cost of instruction at P.S. 175 due to the co-location. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by the New York State Education Department (“NYSED”), and is based on a formula used for all traditional public school districts. The formula divides the district’s Approved Operating Expenditures (“AOE”) by Total Allowable Pupil Units (“TAPU”). Special Education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with the New York State Charter Schools Act of 1998 (as amended May 2010), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The DOE has been informed by SACS that it may seek permission for certain capital improvements or facilities upgrades. These capital improvements or facilities upgrades would be subject to the New York State Charter School Act of 1998 (as amended May 2010).

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

A. Personnel Needs

This proposal is not expected to change the number of personnel positions assigned to P.S. 175 nor is it expected to significantly alter the duties of current staff at those schools.

SA – Harlem 5 may need to hire additional teachers during its grade expansion as the total number of students enrolled in the school increases. Administrative staff and non-pedagogical positions at SA – Harlem 5 may also be added as new grades are added at M175. Those decisions would be made at the school based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrator positions is expected as a result of this proposal at P.S. 175.

SA – Harlem 5 may hire school supervisory and/or administrative personnel as needed as a result of its grade expansion.

C. Transportation

There will be no change to existing transportation practices at P.S. 175 due to this proposal.

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

D. Other Support Services

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

VII. Building Information

Building	M175	
Type of Building	PS	
Year Built	1958	
Overall BCAS rating	2.63	
2010-2011 Target Building Utilization	121%	
2010-2011 Target Building Capacity	633	
FY 2011 Maintenance Costs	Labor	\$39,600
	Materials	\$25,850
	Maintenance and repair contracts	\$87,505
	Service contracts	N/A
	Custodial operations costs— Materials³⁶	\$5,944
	Custodial operations costs— Custodial Allocation³⁷	\$233,728
FY 2012 Energy Costs	Electric	\$111,748
	Gas	\$1,087
	Oil	\$140,507
Projects completed during the current or prior school year	Reso A Smartboards	
Projects proposed in the capital plan	None	
Accessibility of the building	1st floor only. Functionally Programmatically Accessible	
Building attributes	Art Rooms, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office	

³⁶ Custodial operations - material allocations costs reflect fiscal year 2012 data.

³⁷ Custodial operations - custodial allocations costs reflect fiscal year 2012 data.