# AMENDED EDUCATIONAL IMPACT STATEMENT:

# The Proposed Co-location of a New Public Charter School, Success Academy Charter School – Manhattan 1 (84MTBD) with Existing Schools Gramercy Arts High School (02M374), High School for Language and Diplomacy (02M399), International High School at Union Square (02M438), Academy for Software Engineering (02M546), Union Square Academy for Health Sciences (02M533), and Washington Irving High School (02M460) in Building M460 in the 2013-2014 School Year

## I. Summary of Proposal

On September 21, 2012, the New York City Department of Education ("DOE") issued an Educational Impact Statement ("EIS") and Building Utilization Plan ("BUP") proposing to site the kindergarten through fifth grades of Success Academy Charter School – Manhattan 1 (84MTBD, "SA - Manhattan 1") in building M460 ("M460"), located at 40 Irving Place, New York, NY 10003 in Community School District 2. If this proposal is approved, SA - Manhattan 1 would open in September 2013 and would serve 164-210 students in kindergarten and first grade, and would add one grade each year until it reaches full scale in M460 in 2017-2018. At that time, SA - Manhattan 1 would serve approximately 470-602 students in kindergarten through fifth grade.

SA - Manhattan 1 would be co-located indefinitely in M460 with Gramercy Arts High School (02M374, "Gramercy Arts"), an existing high school that serves students in grades nine through twelve; Washington Irving High School (02M460, "Washington Irving"), an existing high school that currently serves students in grades ten through twelve and is in the process of phasing out;[1] High School for Language and Diplomacy (02M399, "Language and Diplomacy"), an existing high school that currently serves students in grades nine through twelve; International High School at Union Square (02M438, "International"), an existing high school that currently serves students in grades nine through eleven; Academy for Software Engineering (02M546, "AFSE"), an existing high school that currently serves students in grade nine; and Union Square Academy for Health Sciences (02M533, "USA"), an existing high school that currently serves students in grade nine. International, AFSE and USA are each currently phasing in and will gradually grow to full scale as they add a new grade of students annually. Gramercy Arts, Language and Diplomacy, International, AFSE, and USA admit students through the Citywide High School Admissions Process, and AFSE and USA offer Career and Technical Education ("CTE") programs. Additional information about CTE programming and the High School Admissions Process are contained in Section III of this proposal. Each of the schools phasing in will serve students in grades nine through twelve at full scale. A "co-location" means that two or more school organizations are located in the same building and

[1] Washington Irving is no longer admitting new students. However, as a result of ninth grade hold-over students, Washington Irving is projected to serve 51 ninth grade students in 2012-2013 according to 2012-2013 Budget Register Projections.

may share common spaces like auditoriums, gymnasiums, and cafeterias. In addition, M460 houses a Young Adult Borough Center ("YABC"), and three Community Based Organizations ("CBOs"), Sleepy Hollow Preschool, Success Mentor,[2] and FEGS Health and Human Services. This proposal is not expected to impact the continued siting of the CBOs or the YABC.[3]

The BUP has now been amended to clarify SA – Manhattan 1's use of a multi-purpose room and the effect of that use on the proposed shared space plan and to address minor calculation errors that do not impact the allocation of space. This amended EIS updates references to the amended BUP, but does not significantly revise the proposal.

The phase-out of Washington Irving was approved by the Panel for Educational Policy ("PEP") on February 9, 2012. Washington Irving currently serves 631 students in grades ten through twelve.[4] It no longer admits new ninth grade students and will close in June 2015.[5]

SA - Manhattan 1 is a new public charter school that is authorized by its charter authorizer, the State University of New York Charter Schools Institute ("SUNY"), to serve grades K-5. Success Academy Charter Schools ("SACS") is a charter management organization ("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, including SA - Manhattan 1. The four SACS elementary schools that received a progress report for the 2010-2011 school year each received an overall grade of A.

If this proposal is approved, SA - Manhattan 1 would open in September 2013 and would serve 164-210 students in kindergarten and first grade, and would add one grade each year until it reaches full scale in M460 in 2017-2018. At that time, SA - Manhattan 1 would serve approximately 470-602 students in kindergarten through fifth grade. The school would admit students via the charter lottery application process, with preference given to District 2 residents, and a set aside, described in more detail in Section III, for English Language Learners.[6]

According to the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"),[7] M460 has the capacity to serve 2,847 students. During the 2011-2012 school year, the building served 1,861 students,[8] yielding a building utilization rate of 65%.[9] During the 2012-2013 school year, M460 is projected to serve

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[2] Success Mentor is not affiliated with Success Academy Charter Schools.

[3] Young Adult Borough Centers ("YABCs") are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

[4] 2012-2013 Budget Register Projections

[5] As Washington Irving phases out, some students are technically classified in grades "no longer served" at the school. This occurs in situations where current students have not accumulated sufficient credits to be promoted to the next grade. For example, a ninth-grade student who only earned four credits during the 2011-2012 school year would still technically be considered a ninth-grade student in 2012-2013. Budget Register Projections for 2012-2013 incorporate 51 ninth grade hold-over students at Washington Irving.

[6] 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.

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

[8] 2011-2012 Audited Register. This figure represents enrollment at Gramercy Arts, Language and Diplomacy, International, and Washington Irving.

[9] 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 are based on the 2011 Audited Register 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.

1,906 students,[10] yielding a building utilization rate of 67%. If this proposal is approved, the building would serve approximately 2,620 – 2,952 students and would have a utilization rate of 92% – 104% in 2017-2018, when Washington Irving has fully phased out and all remaining schools, including SA - Manhattan 1, have reached full scale in this building. As discussed in Section III.B and in the attached amended BUP, while the anticipated utilization rate is in excess of 100%, as detailed in the amended BUP, all schools will receive space that meets each of their instructional needs, and the building has the space to accommodate Gramercy Arts, Language and Diplomacy, International, AFSE, Washington Irving, and USA in addition to SA - Manhattan 1.

As mentioned above, SACS currently operates 12 public elementary charter schools in New York City. The DOE supports opening an additional SACS public charter school in District 2 as a way to increase access to high-quality public schools for District 2 families and to provide an additional elementary school option. Families residing in District 2 would be given preference for admission to SA - Manhattan 1. SACS schools have a strong track record of academic achievement: each of the four SACS elementary schools that received a Progress Report in 2010-2011 earned an overall grade of A and earned A grades in each of the three subsections: Student Performance, Student Progress, and School Environment.

## II. Proposed or Potential Use of Building

There is sufficient space in M460 to accommodate the proposed opening and co-location of SA - Manhattan 1 in the building along with Gramercy Arts, Language and Diplomacy, International, AFSE, Washington Irving, and USA. M460 has a combined target capacity to serve 2,847 students.[11] The concept of "target capacity" and the related concept of "utilization rate" are explained below.

The current and proposed grade spans for the existing schools in M460 and SA - Manhattan 1 are as follows:

| | | Grade Spans | | | | | |
|---|---|---|---|---|---|---|---|
| **DBN** | **School Name** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** |
| 02M374 | Gramercy Arts High School | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| 02M399 | High School for Language and Diplomacy | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| 02M438 | International High School at Union Square | 9-11 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| 02M546 | Academy for Software Engineering | 9 | 9-10 | 9-11 | 9-12 | 9-12 | 9-12 |
| 02M460 | Washington Irving High School | 10-12 | 11-12 | 12 | - | - | - |
| 02M533 | Union Square Academy for Health Sciences | 9 | 9-10 | 9-11 | 9-12 | 9-12 | 9-12 |
| 84MTBD | Success Academy Charter School – Manhattan 1 | - | K-1 | K-2 | K-3 | K-4 | K-5 |

[10] 2012-2013 Budget Register Projections. Current register figures before the October 31st Audited Register fluctuate and are not used.

[11] The target capacity is based on the 2010-2011 Blue Book.

As reflected in the above chart, Washington Irving no longer enrolls new ninth grade students and will close in June 2015. Language and Diplomacy, International, AFSE and USA are currently phasing in by adding one grade each year. In the 2017-2018 school year, SA - Manhattan 1 would serve 470 - 602 students in kindergarten through fifth grades and combined enrollment across the six schools would range from 2,620 – 2,952, yielding a building utilization rate of approximately 92% - 104%.
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%.

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

The projected enrollments for the existing schools in M460 and SA - Manhattan 1, as well as the building utilization rates for 2012-2013 through 2017-2018, are as follows:

| DBN | School Name | 2012-2013 Projected Enrollment | 2013-2014 Projected Enrollment | 2014-2015 Projected Enrollment | 2015-2016 Projected Enrollment | 2016-2017 Projected Enrollment | 2017-2018 Projected Enrollment |
|---|---|---|---|---|---|---|---|
| 02M374 | Gramercy Arts High School | 493 | 470 - 510 | 470 - 510 | 470 - 510 | 470 - 510 | 470 - 510 |
| 02M399 | The High School For Language and Diplomacy | 320 | 420 - 460 | 420 - 460 | 420 - 460 | 420 - 460 | 420 - 460 |
| 02M438 | International High School at Union Square | 246 | 335 - 375 | 370 - 410 | 375 - 415 | 420 - 460 | 420 - 460 |
| 02M546 | Academy for Software Engineering | 108 | 210 - 230 | 315 - 345 | 420 - 460 | 420 - 460 | 420 - 460 |
| 02M533 | Union Square Academy for Health Sciences | 108 | 210 - 230 | 315 - 345 | 420 - 460 | 420 - 460 | 420 - 460 |
| 02M460 | Washington Irving High School | 631 | 295 - 335 | 135 - 175 | 0 | 0 | 0 |
| 84MTBD | Success Academy Charter School - Manhattan 1 | - | 164 - 210 | 196 - 250 | 317 - 406 | 408 - 522 | 470 - 602 |
| **Total Building Enrollment** | | 1906 | 2104 - 2350 | 2221 - 2495 | 2422 – 2711 | 2558 - 2872 | 2620 - 2952 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Utilization**[12] | 67% | 74% - 83% | 78% - 88% | 85% - 95% | 90% - 101% | 92% - 104% |

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

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this amended EIS, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because, for high schools, administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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.

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

## A. Students

### *Impact on Students Currently Attending Schools in M460*

SA - Manhattan 1 is a new public charter school that would open in September 2013. If this proposal is approved, SA - Manhattan 1 would add approximately 470 - 602 additional kindergarten through fifth grade seats in District 2 when it reaches full scale in M460. SA - Manhattan 1 would admit students via lottery application process, with preference given to District 2 residents, and a set aside for English Language Learners.

The proposed co-location of SA - Manhattan 1 is not expected to impact current or future student admissions, enrollment or instructional programming at Gramercy Arts, Language and Diplomacy, International, AFSE, Washington Irving or USA. These schools admit students as part of the Citywide High School Admissions Process.[13] More information about the admissions method used by each of these

[12] All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book and enrollment data from the 2012-2013 budgeted enrollment projections. This methodology is consistent with the manner in which the DOE conducts space 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.

[13] With the exception of Washington Irving, which no longer admits new students because it is in the process of phasing out.

schools is described in the "Enrollment Impact for Future High School Students – High School Admissions Process" subsection below. This proposal will also not affect the admissions or enrollment of the YABC program in M460, and it is not anticipated to affect the three CBOs, Sleepy Hollow Preschool, Success Mentor, and FEGS Health and Human Services.

The high schools located in M460 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes or Self-Contained special education ("SC") classes, and students receiving Special Education Teacher Support Services. Students with disabilities receive services in accordance with an Individualized Education Program ("IEP"). Services are tailored to meet the needs of individual students with disabilities and, as such, may vary from year to year. In addition, the high schools located in M460 serve students classified as English Language Learner ("ELL") students, who receive English as a Second Language or transitional bilingual services. All students enrolled in schools in M460 who currently receive mandated special education and/or ELL services would continue to receive such services if this proposal is approved.

If this proposal is approved, M460 would serve elementary school students and high school students. Currently, there are other DOE campuses where elementary schools are co-located with high schools, including the Julia Richman Educational Complex, which houses Ella Baker (a K-8 school), four high schools, and part of a District 75 special education program; building M013, which houses Central Park East I Elementary School, Central Park East High School, a middle school, and another elementary school; the Adlai Stevenson Campus, which houses eight high schools, an Alternate Learning Center, and the full-day pre-kindergarten sections of elementary school P.S. 138; and the Brandeis Campus, which houses five high schools and the elementary school Success Academy Charter School – Upper West. The DOE, in consultation with the Building Council, would, where possible, allocate contiguous and dedicated space to the elementary students to ensure the safety of all students.

## *Career and Technical Education ("CTE") Programs*

USA offers the following CTE program of study:

- Health Sciences

AFSE offers the following CTE program of study:

- Software Engineering[14]

Washington Irving offers the following CTE programs of study[15]:

- Academy of Information Technology
- Computer Forensics
- Teaching and Health Professions
- Union Square Business Academy
- Yalow Institute for Science and Research
- Legal Studies

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

[14] This program is in development and is not yet approved by the New York State Education Department.
[15] All Washington Irving CTE programs are phasing out alongside Washington Irving's phase out.

70 Career Pathways, which are themselves grouped into 16 career clusters identified at the federal level.[16] Students who successfully complete a course of study in an "approved" CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

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

State approval of CTE programs requires the following four stages:

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

This proposal is not anticipated to affect the admissions, availability or enrollment of the CTE programs at the schools in M460.

## *Impact on Community Partnerships and Extracurricular Programs at Existing Schools*

The DOE does not anticipate that this proposal to site SA - Manhattan 1 in M460 would affect the extracurricular activities or partnerships currently offered at the existing schools in building M460. These schools would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Washington Irving will continue offering student athletics and other extracurricular program options, but the number and range of extracurricular programs offered may gradually diminish due to declining student enrollment as the school phases out. The availability of the Public School Athletic League ("PSAL") program for the schools in M460 is not expected to diminish as a result of the phase-out proposal because all schools in the building participate in the program.

According to the Washington Irving High School website, Washington Irving currently offers the following partnerships:[17]

| Cultural/Arts Organizations | Higher Education Institutions | Not-for-Profit | Corporate or Financial Institutions |
|---|---|---|---|

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

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

| | | | |
|---|---|---|---|
| ▪ Vineyard Theater | ▪ Borough of Manhattan Community College | ▪ National Arts Club<br>▪ McBurney YMCA | ▪ Cleary Gottlieb |

Washington Irving currently offers the following sports:

- PSAL Sports – Boys: Baseball, Basketball, Bowling
- PSAL Sports – Girls: Basketball, Bowling, Softball, Volleyball
- School Sports – Intramural Volleyball and Basketball, Step Team, Cheerleading

Washington Irving also offers the following extracurricular activities and clubs:

| Extracurricular Activities | Clubs: |
|---|---|
| ▪ 21st Century Community Learning Center Grant<br>▪ Yearbook<br>▪ School Newspaper<br>▪ Lincoln-Douglas Debate<br>▪ Literary Magazine<br>▪ Model UN<br>▪ Next Steps (Youth Advisory Programs, Career Readiness, College Readiness)<br>▪ Robotics<br>▪ Tutoring<br>▪ Homework Center<br>▪ Music and Dance Showcases<br>▪ Annual Plays and Musicals | ▪ Anime<br>▪ Chess<br>▪ Boxing<br>▪ Step<br>▪ Fitness<br>▪ Culinary<br>▪ Digital Film<br>▪ Mock Trial<br>▪ Cheerleading<br>▪ Bengali<br>▪ Photography<br>▪ Vineyard Theatre Student Company<br>▪ Music |

According to the 2012-2013 High School Directory, Gramercy Arts currently offers the following partnerships:[18]

| Partnerships | | | |
|---|---|---|---|
| **Cultural/Arts Organizations** | **Higher Education Institutions** | **Not-for-Profit** | **Corporate or Financial Institutions** |
| ▪ Theatre Development Fund<br>▪ Gina Gibney Dance<br>▪ Battery Dance<br>▪ Greenwich Village Orchestra<br>▪ Vineyard Theater<br>▪ Lincoln Center<br>▪ Roundabout Theatre Company<br>▪ Manhattan Theatre Club | ▪ New York University<br>▪ Parsons The New School for Design<br>▪ Fashion Institute of Technology<br>▪ School of Visual Art<br>▪ New York City College of Technology | ▪ Center for Arts Education<br>▪ Together Our Resources Can Help (TORCH)<br>▪ On Location Education<br>▪ Eyebeam<br>▪ Union Square Partnership | ▪ Cleary, Gottlieb, Steen & Hamilton |

Gramercy Arts also offers the following extracurricular activities:

[18] http://schools.nyc.gov/schoolsearch/ and http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=4944

| Extracurricular Activities |
| --- |
| ▪ StepTeam<br>▪ Vineyard Theatre<br>▪ Culinary<br>▪ Fitness<br>▪ Boxing<br>▪ Debate<br>▪ Model UN<br>▪ Video Lab at the New School<br>▪ Yoga<br>▪ Photography<br>▪ Dance |

According to the 2012-2013 High School Directory, International currently offers the following partnerships:[19]

| Cultural/Arts Organizations | Higher Education Institutions | Not-for-Profit |
| --- | --- | --- |
| ▪ Museum of Modern Art<br>▪ Museum of Jewish Heritage<br>▪ 92nd Street Y | ▪ Borough of Manhattan Community College | ▪ New York Cares<br>▪ McBurney YMCA<br>▪ TORCH<br>▪ Futures and Options<br>▪ Citizen's Committee for Children<br>▪ Sponsors for Educational Oportunity<br>▪ Big Brothers Big Sisters<br>▪ Global Action Project<br>▪ New Settlement Apartments<br>▪ Central Park Conservancy<br>▪ Read Alliance<br>▪ Nurse-Family Partnership |

According to the 2012-2013 High School Directory, International currently offers the following extracurricular activities and clubs:[20]

| Extracurricular Activities | Clubs |
| --- | --- |
| ▪ Global Kids Youth Development<br>▪ After-school tutoring | ▪ Culture<br>▪ Environmental |

As International expands, it plans to offer PSAL and intramural sports in collaboration with the other schools on the M460 campus.

[19] http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=5501
[20] http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm

According to the High School Directory, Language and Diplomacy currently offers the following extracurricular activities and sports:[21]

- PSAL Sports – Handball, Soccer, Volleyball & JV Volleyball
- PSAL Sports – Girls: Volleyball
- School Sports – Outdoor Track

| Extracurricular Activities |
| --- |
| ▪ Student Government<br>▪ Peer Mediation<br>▪ Model United Nations Team<br>▪ Tutoring<br>▪ Saturday Seminars<br>▪ Embassy Program<br>▪ Freedom Ride Program<br>▪ Language Exchange Program |

According to the 2012-2013 High School Directory, AFSE currently offers the following extracurricular activities:[22]

| Extracurricular Activities |
| --- |
| ▪ Technology and Academic Enrichment<br>▪ After-school Tutoring<br>▪ SAT Prep<br>▪ Student Government<br>▪ National Honor Society<br>▪ Robotics<br>▪ Entrepreneur/Start-up Workshops<br>▪ Programming and Software Development |

AFSE offers the following sports:

- PSAL Sports – Boys: Baseball, Basketball, Handball, Soccer, Volleyball
- PSAL Sports – Girls: Basketball, Softball, Volleyball & JV Volleyball

According to the 2012-2013 High School Directory, USA offers the following sports: [23]

- PSAL Sports – Soccer, Softball, Baseball, Volleyball, Step Team, Basketball

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

[21] http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm
[22] http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=5529
[23] http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=5527

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

For high school admissions for the 2013-2014 school year, students participate in the two rounds of the High School Admissions Process as follows:

> **Round One**: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in February 2013.
>
> **Round Two**: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2013.

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

All existing schools in M460 admit students as part of the High School Admissions Process.[24] The proposed co-location of SA - Manhattan 1 with Gramercy Arts, International, Language and Diplomacy, AFSE, USA, and Washington Irving is not anticipated to impact the admissions processes of any of the existing organizations in M460.

International has a screened language admissions method and is open to New York City residents whose home language is not English and who have lived in the United States for four years or less at the time of admission to high school.

AFSE, USA, and Language and Diplomacy each admit students through a limited unscreened admissions method. This means that admission is available to all students, regardless of past academic history, with priority given to students who demonstrate interest by signing in at one or several of the following events: an information session, a school tour, an open house or a high school fair.

Gramercy Arts admits students based on a review of their records and the outcome of a competitive audition. Gramercy Arts offers programs in visual art and design and performing arts.

Washington Irving does not admit new students as of September 2012.

Students with IEPs recommending placement in a community school are admitted to high school in the same manner as their non-disabled peers. The DOE will support schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education environment consistent with their IEPs. This process would apply to students with IEPs transitioning to high school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive required services at the school to which they are matched.

In accordance with DOE policy, English Language Learners ("ELL") participate in the high school admissions processes in the same manner as their non-ELL peers. ELL students are also placed according to the same criteria as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the school to which they are matched.

[24] With the exception of Washington Irving, which does not enroll new ninth students.

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

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

In addition to the High School Admissions Process, some students may receive a placement at Gramercy Arts, International, Language and Diplomacy, USA, or AFSE through the over-the-counter ("OTC") process.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time 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);[25] or
- Students who did not participate in the High School Admissions Process for some other reason.

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

There is a peak enrollment period occurring just prior to and into the 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.

Screened programs (those that have academic criteria) that have a two-year track record of not meeting their enrollment targets through the High School Admissions Process are "de-screened" for the OTC process in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,[26] international schools,[27] and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

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[25] 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.

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

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

## *Impact on YABC Program*

YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. To view a list of Young Adult Borough Centers Citywide, please visit the DOE's website at http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/YoungAdult/default.htm#YABC.

The YABC program is expected to remain in the building and will continue to provide services as long as demand for those services remains. The proposal to co-locate SA - Manhattan 1 in M460 would not impact students, admissions, or academic programs at the YABC in M460.

## *Enrollment Impact for Future Elementary School Students in District 2*

The DOE is proposing to locate SA - Manhattan 1 in M460 in order to respond to the growing need for new elementary school seats in District 2 and to create a permanent home for what the DOE believes is a high-potential elementary school option that would give preference to the families of District 2. SA - Manhattan 1 would provide an extended school day with sports, arts, chess, science, and many other activities available to its students.

District 2 is comprised of several zoned elementary schools that are in high demand. During the 2012-2013 school year, several District 2 elementary schools maintained kindergarten waitlists and others are anticipated to have waitlists if current enrollment trends continue. SA - Manhattan 1 would not only provide a new option for District 2 residents but, if approved, it is anticipated it would address the need for additional elementary school seats in District 2. This need is evidenced by overcrowding in various parts of District 2, including in the elementary school zones immediately surrounding the M460 building.

As mentioned above, SACS currently operates 12 public elementary charter schools in Manhattan, Brooklyn, and the Bronx. SACS schools have a strong track record of academic achievement: each of the four SACS elementary schools that received a Progress Report in 2010-2011 earned an overall grade of A.[28]

According to SACS, on the 2011-2012 New York State exams, students at Success Academy Charter School – Harlem 1 (the only SACS school with complete student achievement data in grades three through five) earned an average English Language Arts ("ELA") proficiency rate (measured as the percentage of students achieving levels 3 and 4) of 90.4% and an average Math proficiency rate of 95.9%. By contrast, the District 2 average third through fifth grade ELA proficiency rate was 73% and the District 2 average third through fifth grade math proficiency rate was 82%.

Similarly, on the 2011-2012 New York State ELA and Math exams, third and fourth grade students at Success Academy Charter Schools – Harlem 2, 3, and 4 earned an average ELA proficiency rate of 86.3% and an average Math proficiency rate of 96.4%. By contrast, the District 2 average third and fourth grade ELA proficiency rate in 2011-2012 was 73.4%, and the District 2 average third and fourth grade Math proficiency rate in 2011-2012 was 82.2%.

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

SA - Manhattan 1 would set aside a certain percentage of seats for ELL students that is relatable to the average ELL percentage at traditional public elementary schools within the City and/or District 2. With

[28] Source: Progress Report

respect to the remaining seats and the waitlist, SA - Manhattan 1 would provide a lottery preference to applicants who reside within the CSD.

Additionally, while there are no charter schools in District 2 currently serving elementary school students, SUNY has also approved Success Academy Charter School – Manhattan 2. In a separate EIS, the DOE is proposing to site that school in District 2, as well.

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

## B. Schools

The proposed co-location of SA - Manhattan 1 in M460 would increase the total number of students enrolled at the building by 164-210 students in the 2013-2014 school year.

If this proposal is approved, M460 has adequate capacity to accommodate Gramercy Arts, Language and Diplomacy, International, AFSE, USA, SA - Manhattan 1, and Washington Irving through its phase-out. Collectively, they are projected to enroll an estimated 2,620 – 2,952 students in 2017-2018 when SA - Manhattan 1 reaches full scale in M460. At that point, SA - Manhattan 1 would have a total enrollment of approximately 470 – 602 students in grades kindergarten through five, and the projected utilization for M460 would be approximately 92% - 104%. This means that the building has adequate capacity to accommodate the six schools that would be located at M460.

If this proposal is approved, there would be sufficient space to accommodate Gramercy Arts, Language and Diplomacy, International, AFSE, USA, SA - Manhattan 1, and Washington Irving pursuant to the Citywide Instructional Footprint ("Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/ community/planning/default.htm. The Footprint can be found in the "Key Documents" section.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or 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 classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached amended BUP that accompanies this amended EIS, there would be sufficient instructional space in M460 for SA - Manhattan 1 to grow to scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces would 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 would 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.

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

### C. Community

As discussed above, District 2 is comprised of several zoned elementary schools that are in high demand. During the 2012-2013 school year, several District 2 elementary schools maintained waitlists while others are anticipated to have waitlists if current enrollment trends continue. SA - Manhattan 1 would not only provide a new option for District 2 residents but, if approved, the DOE anticipates that it would address the need for additional seats in the community given the continued increase in kindergarten and elementary school enrollment in the area near the M460 building and elsewhere in District 2.

Further, 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.

In 2012-2013 the projected utilization rate for M460 is 67%. In 2017-2018, when SA - Manhattan 1 reaches full scale in this building, the DOE projects that the building would have a utilization rate of approximately 92% - 104%. This means that by 2017-2018, M460 would enroll more students, and the space would be more efficiently utilized than it was during the 2012-2013 school year. This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M460. This proposal is not expected to impact the availabilty, admissions or academic programs of Sleepy Hollow Preschool, or the availability of FEGS Health and Human Services or Success Mentor.

## IV. Enrollment, Admissions, and School Performance Information

### *Gramercy Arts*

#### Admissions Data

| | |
|---|---|
| **Current Admissions** | **Grades 9-12:** High School Admissions Process<br><br>**Admissions Method:** Audition |

| | |
|---|---|
| **Admissions during and after proposed SA - Manhattan 1 phase-in** | **Grades 9-12:** High School Admissions Process<br><br>**Admissions Method:** Audition |

## Enrollment Data[29]

| | Total Enrollment |
|---|---|
| 2012-13 (projections) | 493 |
| 2013-14 (projections) | 470-510 |
| 2014-15 (projections) | 470-510 |
| 2015-16 (projections) | 470-510 |
| 2016-17 (projections) | 470-510 |
| 2017-2018 (projections) | 470-510 |

## Demographic Data[30]

| | |
|---|---|
| Percentage of Students Receiving ICT or SC Services | 11% |
| Percentage of Students with Individualized Education Programs | 13% |
| Percentage of English Language Learner Students | 3% |
| Percentage of Students Eligible for Free or Reduced Lunch | 65% |

## School Performance Data

| **Gramercy Arts** | 2008-2009 | 2009-2010 | 2010-2011[31] |
|---|---|---|---|
| ***School Performance and Progress*** | | | |
| Overall Progress Report Grade | N/A | B | C |

[29] High school projections referenced for the 2012-2013 school year and beyond assume that enrollment figures at each grade level will be sustained.
[30] All figures reflect a percentage of total students from the 2011 Audited Register.
[31] These are the most recent years for which school performance data are available.

| | | | |
|---|---|---|---|
| Quality Review Score[32] | N/A | P | N/A |
| ***Key Components of Performance and Progress*** | | | |
| % 10+ Credit Accumulation in Year 1 | 82% | 90% | 90% |
| 4 Year Graduation Rate | 81% | 78% | 78% |
| 6 Year Graduation Rate | N/A | N/A | 90% |
| % Graduating with a Regents Diploma | 20% | 55% | 67% |
| Attendance Rate | 83% | 83% | 82% |

| | |
|---|---|
| ***2010-2011 State Accountability Status[33]*** | In Good Standing |

## *Language and Diplomacy[34]*

### Admissions Data

| | |
|---|---|
| **Current Admissions** | **Grades 9-12:** High School Admissions Process<br><br>**Admissions Method:** Limited Unscreened |
| **Admissions during and after proposed SA - Manhattan 1 phase-in** | **Grades 9-12:** High School Admissions Process<br><br>**Admissions Method:** Limited Unscreened |

### Enrollment Data[35]

| | **Total Enrollment** |
|---|---|
| 2012-13 (projections) | 320 |
| 2013-14 (projections) | 420-460 |
| 2014-15 (projections) | 420-460 |
| 2015-16 (projections) | 420-460 |
| 2016-17 (projections) | 420-460 |
| 2017-2018 (projections) | 420-460 |

[32] Quality Reviews rate schools on the following four-point scale: "Underdeveloped" or "U" (the lowest possible rating), "Developing" or "D," "Proficient" or "P," and "Well Developed" or "WD" (the highest possible rating). For more information about Quality Reviews, please visit the DOE's Web site at: http://schools.nyc.gov/Accountability/tools/review.
[33] This status is determined by the SED under the No Child Left Behind Act. For more information, please visit the SED's Web site at: http://www.p12.nysed.gov/irs/accountability.
[34] As Language and Diplomacy opened in 2009, it will serve twelfth grade for the first time during the 2012-2013 school year. As a result, it does not have graduation data, nor did it receive Progress Report grades for the 2008, 2009, or 2010 school years.
[35] High school projections referenced for the 2012-2013 school year and beyond assume that grade level enrollment reflects the planned number of sections for the entry grade.

### Demographic Data[36]

| | |
|---|---|
| Percentage of Students Receiving ICT or SC Services | 13% |
| Percentage of Students with Individualized Education Programs | 18% |
| Percentage of English Language Learner Students | 29% |
| Percentage of Students Eligible for Free or Reduced Lunch | 78% |

### School Performance Data[37]

| **Language and Diplomacy** | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| ***School Performance and Progress*** | | | |
| Overall Progress Report Grade | N/A | N/A | N/A |
| Quality Review Score | N/A | N/A | N/A |
| ***Key Components of Performance and Progress*** | | | |
| % 10+ Credit Accumulation in Year 1 | N/A | 83% | 73% |
| 4 Year Graduation Rate | N/A | N/A | N/A |
| 6 Year Graduation Rate | N/A | N/A | N/A |
| % Graduating with a Regents Diploma | N/A | N/A | N/A |
| Attendance Rate | N/A | 90% | 86% |

| | |
|---|---|
| ***2010-2011 State Accountability Status*** | In Good Standing |

## *AFSE*

### Admissions Data

| | |
|---|---|
| **Current Admissions** | **Grade 9:** High School Admissions Process<br><br>**Admissions Method:** Limited Unscreened |
| **Admissions during and after proposed SA - Manhattan 1 phase-in** | **Grades 9-12:** High School Admissions Process<br><br>**Admissions Method:** Limited Unscreened |

### Enrollment Data[38]

[36] All figures are as a percentage of total students from the 2011 Audited Register.
[37] Language and Diplomacy opened in September 2009 and has limited performance data.
[38] The enrollment projections for a school that has not completely phased in, such as AFSE, are based on the planned number of sections for the entry grade.

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|---|---|---|---|---|---|
| 2012-13 (projections) | 108 | 0 | 0 | 0 | 108 |
| 2013-14 (projections) | 105-115 | 105-115 | 0 | 0 | 210-230 |
| 2014-15 (projections) | 105-115 | 105-115 | 105-115 | 0 | 315-345 |
| 2015-16 (projections) | 105-115 | 105-115 | 105-115 | 105-115 | 420-460 |
| 2016-17 (projections) | 105-115 | 105-115 | 105-115 | 105-115 | 420-460 |
| 2017-2018 (projections) | 105-115 | 105-115 | 105-115 | 105-115 | 420-460 |

### Demographic Data

Due to the fact that AFSE opened this school year (2012-2013), demographic data is not yet available.

### School Performance Data[39]

Due to the fact that AFSE opened this school year (2012-2013), performance data is not yet available.

## *USA*

### Admissions Data

| | |
|---|---|
| **Current Admissions** | **Grade 9:** High School Admissions Process<br><br>**Admissions Method:** Limited Unscreened |
| **Admissions during and after proposed SA - Manhattan 1 phase-in** | **Grades 9-12:** High School Admissions Process<br><br>**Admissions Method:** Limited Unscreened |

### Enrollment Data[40]

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|---|---|---|---|---|---|
| 2012-13 (projections) | 108 | 0 | 0 | 0 | 108 |
| 2013-14 (projections) | 105-115 | 105-115 | 0 | 0 | 210-230 |
| 2014-15 (projections) | 105-115 | 105-115 | 105-115 | 0 | 315-345 |

[39] AFSE opened in September 2012 and has no performance data.

[40] The enrollment projections for a school that has not completely phased-in, such as USA, are based on the planned number of sections for the entry grade.

| | | | | | |
|---|---|---|---|---|---|
| 2015-16 (projections) | 105-115 | 105-115 | 105-115 | 105-115 | 420-460 |
| 2016-17 (projections) | 105-115 | 105-115 | 105-115 | 105-115 | 420-460 |
| 2017-2018 (projections) | 105-115 | 105-115 | 105-115 | 105-115 | 420-460 |

### Demographic Data

Due to the fact that USA opened this school year (2012-2013), demographic data is not yet available.

### School Performance Data

Due to the fact that USA opened this school year (2012-2013), performance data is not yet available.

## *International*

### Admissions Data

| | |
|---|---|
| **Current Admissions** | **Grades 9-11:** High School Admissions Process<br><br>**Admissions Method:** Screened Language |
| **Admissions during and after proposed SA - Manhattan 1 phase-in** | **Grades 9-12:** High School Admissions Process<br><br>**Admissions Method:** Screened Language |

### Enrollment Data[41]

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Enrollment |
|---|---|---|---|---|---|
| 2012-13 (projections) | 65 | 107 | 74 | 0 | 246 |
| 2013-14 (projections) | 105-115 | 60-70 | 100-110 | 70-80 | 335-375 |
| 2014-15 (projections) | 105-115 | 105-115 | 60-70 | 100-110 | 370-410 |
| 2015-16 (projections) | 105-115 | 105-115 | 105-115 | 60-70 | 375-415 |
| 2016-17 (projections) | 105-115 | 105-115 | 105-115 | 105-115 | 420-460 |
| 2017-2018 (projections) | 105-115 | 105-115 | 105-115 | 105-115 | 420-460 |

### Demographic Data[42]

| | |
|---|---|
| Percentage of Students Receiving ICT or SC Services | 0% |

[41] The enrollment projections for a school that has not completely phased-in, such as International, are based on the planned number of sections for the entry grade.

[42] All figures are as a percentage of total students from the 2011 Audited Register.

| | |
|---|---|
| Percentage of Students with Individualized Education Programs | 1% |
| Percentage of English Language Learner Students | 97% |
| Percentage of Students Eligible for Free or Reduced Lunch | 85% |

### School Performance Data[43]

Due to the fact that International opened in 2010-2011, performance data is not yet available.

## *Washington Irving*

### Admissions Data

| | |
|---|---|
| **Current Admissions** | N/A |
| **Admissions during and after proposed SA - Manhattan 1 phase-in** | N/A |

### Enrollment Data[44]

| | **Total Enrollment** |
|---|---|
| 2012-13 (projections) | 631 |
| 2013-14 (projections) | 295-335 |
| 2014-15 (projections) | 135-175 |
| 2015-16 (projections) | 0 |
| 2016-17 (projections) | 0 |
| 2017-2018 (projections) | 0 |

### Demographic Data[45]

| | |
|---|---|
| Percentage of Students Receiving ICT or SC Services | 13% |
| Percentage of Students with Individualized Education Programs | 18% |
| Percentage of English Language Learner Students | 20% |
| Percentage of Students Eligible for Free or Reduced Lunch | 69% |

### School Performance Data

[43] International opened in September 2010 and has no performance data.
[44] Washington Irving is in the process of phasing out. Enrollment projections are based on historical attrition and assume a 50% reduction for the remaining years of phase-out. Washington Irving serves grades 10-12 during the 2012-2013 school year, in addition to ninth grade hold-over students (as further explained above).
[45] All figures are as a percentage of total students from the 2011 Audited Register.

| Washington Irving High School | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|
| ***School Performance and Progress*** | | | |
| Overall Progress Report Grade | C | C | F |
| Quality Review Score | P | P | P |
| ***Key Components of Performance and Progress*** | | | |
| % 10+ Credit Accumulation in Year 1 | 64% | 67% | 72% |
| 4 Year Graduation Rate | 38% | 55% | 48% |
| 6 Year Graduation Rate | 57% | 53% | 46% |
| % Graduating with a Regents Diploma | 19% | 41% | 41% |
| Attendance Rate | 74% | 77% | 74% |

| | |
|---|---|
| ***2010-2011 State Accountability Status*** | Restructuring (advanced) Comprehensive |

## *SA - Manhattan 1 (84MTBD)*

### Admissions Data

| | |
|---|---|
| **Current Admissions** | N/A |
| **Admissions During and After Proposed Phase-In** | **Grades K-5:** Charter Lottery Application (students admitted K-3) |

### Enrollment Data[46]

| | Grade KG | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Total Enrollment |
|---|---|---|---|---|---|---|---|
| 2012-13 (projections) | - | - | - | - | - | - | - |
| 2013-14 (projections) | 94-120 | 70-90 | - | - | - | - | 164-210 |
| 2014-15 (projections) | 40-51 | 89-114 | 67-85 | - | - | - | 196-250 |
| 2015-16 (projections) | 94-120 | 70-90 | 87-112 | 66-84 | - | - | 317-406 |
| 2016-17 (projections) | 94-120 | 94-120 | 70-90 | 87-112 | 63-80 | - | 408-522 |
| 2017-2018 (projections) | 70-90 | 94-120 | 94-120 | 70-90 | 83-106 | 59-76 | 470-602 |

### Demographic Data

[46] The enrollment projections for a school that has not completely phased-in are based on the planned number of sections for the entry grade.

There is no demographic data for the school because SA - Manhattan 1 has not yet opened.

### School Performance Data

There is no performance data available for the school because SA - Manhattan 1 has not yet opened.

# V. Initial Impact on Budget and Cost of Instruction

The DOE already has a restructuring plan in place to convert the M460 building from a single school facility to an educational campus. A portion of this budget would be applied towards renovations to create a separate multi-purpose room for elementary students, and otherwise accommodate a seventh organization in the building. This capital program may also provide additional capacity by converting existing spaces into 21st century instructional spaces, and may provide Campus-wide enhancements for all organizations to increase functionality.

This proposal is not expected to impact the cost of instruction at Washington Irving, Gramercy Arts, Language and Diplomacy, International, AFSE, and USA in building M460.

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 ("AOE") by Total Allowable Pupil Units ("TAPU"). Special Education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

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

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations may be impacted as a result of any register changes at Gramercy Arts, International, Washington Irving, Language and Diplomacy, AFSE, and USA. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf. The FY13 School Allocation Memoranda is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

Staffing changes are at the discretion of each of these schools within the limits of contractual and mandated obligations.

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

## A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to Gramercy Arts, Language and Diplomacy, International, AFSE, Washington Irving, or USA, nor is it expected to significantly alter the duties of current staff at the aforementioned schools.

If this proposal is approved, new administrative staff and non-pedagogical positions would be created at SA - Manhattan 1 over the course of the school's phase-in. SA - Manhattan 1 is expected to hire additional teachers as each new grade is added and as the total number of sections increases as the school phases in.

### B. Administration

No change in school supervisory or administrator positions at Gramercy Arts, Language and Diplomacy, International, AFSE, Washington Irving, or USA is expected as a result of this proposal.

If this proposal is approved, SA - Manhattan 1 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

### C. Transportation

Transportation will 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. There will be no change to existing transportation practices at Gramercy Arts, Language and Diplomacy, International, AFSE, Washington Irving, or USA if this proposal is approved.

### D. Other Support Services

The provision of certain support services is described above. If this proposal is approved, other support services would be provided consistent with Citywide policy as SA - Manhattan 1 phases in.

### E. Facilities Upgrades

As discussed above, the DOE is engaged in restructuring the M460 facility to accommodate multiple school organizations into an Educational Campus. The restructuring work will move forward regardless of whether or not another school (elementary, middle or high) phases into the building. Further, the utility of any restructuring work that has already been completed will not be lost as a result of this co-location. The only work that would be undertaken specifically related to the co-location of an elementary school is the conversion of existing space into a new multi-purpose space. This renovation will not negatively impact the utility of any completed capital improvement projects.

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

## VII. Building Information

| | | |
|---|---|---|
| **Building** | | M460 |
| **Type of Building** | | HS/PS |
| **Year Built** | | 1912 |
| **Overall BCAS rating** | | 2.67 |
| **2010-2011 Target Building Utilization** | | 68% |
| **2010-2011 Target Building Capacity** | | 2847 |
| **FY 2012 Maintenance** | **Labor** | $41,153 |
| | **Materials** | $52,166 |

| | | |
|---|---|---|
| **Costs**[47] | **Maintenance and repair contracts** | $69,401 |
| | **Service contracts** | $0 |
| | **Custodial operations costs—Materials**[48] | N/A |
| | **Custodial operations costs—Custodial Allocation**[49] | $1,157,571 |
| **FY 2012 Energy Costs** | **Electric** | $244,922 |
| | **Gas** | $4,120 |
| | **Oil** | N/A |
| **Projects completed during the current or prior school year** | | Water Tank Storage, Science Demo Upgrade, Auditorium Upgrade, CTF-Room Conversion |
| **Projects proposed in the capital plan** | | New/Retrofit Telephone/Intercom Systems, Classroom Connectivity, Gymnasium Flooring, Domestic Water System, Elevators, CTF Room Conversions, Science Lab Upgrade |
| **Accessibility of the building** | | Functionally Partially Programmatically Accessible |
| **Building attributes** | | Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab |

[47] The Division of Space and Facilities has noted that custodial services are provided by a private vendor.
[48] Custodial operations – material allocation costs reflect fiscal year 2012 data.
[49] Custodial operations – custodial allocation costs reflect fiscal year 2012 data.