

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Co-location of Academic Leadership Charter School (84X491) Grades 5-8 with P.S. 277 (07X277) in Building X027 Beginning in the 2015-2016 School Year**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to co-locate grades five through eight of Academic Leadership Charter School (84X491, “ALCS”) in building X027 (“X027”) beginning in the 2015-2016 school year. X027 is located at 519 Saint Anns Avenue, Bronx, New York 10455, within Community School District 7 (“District 7”). Currently, ALCS’s grades kindergarten through four are housed in building X065, located at 677 East 141 Street, Bronx, New York 10454, and grades five and six are housed in private space (building XAEI), located at 500 Courtlandt Avenue, Bronx, New York 10451. Both buildings are within the geographical confines of District 7. If this proposal is approved, beginning in the 2015-2016 school year, ALCS students in grades five and six will no longer attend classes in private space. Instead, they will attend classes in X027, where ALCS will be co-located with P.S. 277 (07X277, “P.S. 277”), a district elementary school serving grades kindergarten through five and offering a pre-kindergarten program. Additionally, if this proposal is approved, ALCS will phase in to serve grades seven and eight at X027. Building X027 is located approximately 0.5 miles from ALCS’s current private space and in close proximity to public transportation; therefore, the DOE does not anticipate that this co-location will create any travel hardships for students and families enrolled in the school. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

The DOE believes that this proposal will benefit the District 7 community by providing an additional educational option for families. If approved, this proposal will enable current ALCS students the opportunity to continue their educational program at the school through the eighth grade.

Pursuant to recent amendments to the Education Law which provide certain new and expanding charter schools with access to facilities, ALCS requested co-located space within a DOE facility in District 7.

- Extensive public engagement was conducted in the course of creating this proposal, which included:
  - Meeting with members of CEC 7 on November 13, 2014 to discuss rationale of this proposal and timeline.
  - DOE convened a Community Needs Assessment Forum on November 17, 2014 which included elected officials and representatives from Bronx CECs and District Presidents Councils at which this proposal was discussed along with other potential District Planning needs and priorities in the Bronx.
  - A walkthrough of building X027 with a Deputy Chancellor on December 3, 2014. On November 24, 2014, prior to the walkthrough, the Senior Superintendent and representatives from the Office of District Planning and the Office of Space Planning met with the principals and School Leadership Team members of P.S. 277 to discuss the proposal further, listened to questions and concerns from both school communities, and determined whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the Panel for Educational Policy.

- DOE will offer other public engagement opportunities following this posting including:
  - The DOE and P.S. 277 leadership have agreed to convene an optional community meeting following this posting and before the joint public hearing for the purpose of allowing the school community to ask proposal specific questions and get responses from DOE representatives.
  - A joint public hearing to be held at building X027. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
  - Dedicated phone and email lines to accept public comment at any time following the posting of this proposal before 6 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-5159 or emailed in any language to [D07Proposals@schools.nyc.gov](mailto:D07Proposals@schools.nyc.gov). All comments received at the above noted hearing or through phone or email lines will be addressed by the DOE in an analysis of public comment which is made available to the public after 6 p.m. on the day before the PEP meeting.
  - A PEP meeting at which PEP members will vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.
  - Information on the joint public hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/January2015SchoolProposals>.

ALCS currently serves kindergarten through sixth grade students and has plans to serve students in kindergarten through eighth grade. If this proposal is approved, beginning in the 2015-2016 school year, grades five, six, and seven of ALCS will be co-located in X027 with existing district elementary school P.S. 277. ALCS will add eighth grade in X027 in the 2016-2017 school year. ALCS offers a curriculum that satisfies all New York State Standards, including an extended day which provides its students with four periods of literacy daily.

According to the 2013-2014 Enrollment, Capacity, Utilization Report (“Blue Book”), X027 has a target capacity to serve 851 students. The building serves approximately 468 students in the 2014-2015 school year,<sup>1</sup> yielding a building utilization rate of 55%.<sup>2</sup> This means that the building is “under-utilized” and has space to accommodate additional students.<sup>3</sup> If this proposal is approved, in 2015-2016, ALCS will serve approximately 160-175 fifth, sixth and seventh grade students and P.S. 277 will serve 444-504 students in grades kindergarten through five and pre-kindergarten, yielding a projected utilization rate of 71%-80%. In 2016-2017, when ALCS adds eighth grade, the building will serve approximately 669-749 students and have a projected utilization rate of 79%–88%. ALCS’s enrollment will not stabilize until the 2018-2019 school year when they will have consistent cohort sizes in all grades. In the 2018-2019 school year, ALCS

<sup>1</sup> Based on the 2014-2015 Unaudited Register as of October 31, 2014.

<sup>2</sup> All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book and the 2014-2015 Unaudited Register as of October 31, 2014 and the charter headcount as of November 6, 2014. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

<sup>3</sup> The most recent Under-Utilized Space Memorandum and List was updated on December 27, 2013 and can be accessed on the DOE’s Web site at: [http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/156511/UnderutilizedSpaceMemorandum201314\\_12272013\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/156511/UnderutilizedSpaceMemorandum201314_12272013_FINAL.pdf).

will serve 200-220 students in fifth through eighth grade. At that time, the building will serve approximately 674-754 students and will have an estimated utilization rate of 79% - 89%. Therefore, the building has sufficient space to accommodate ALCS and P.S. 277.

## II. Proposed or Potential Use of Building

X027 has a target capacity to serve 851 students. The building serves approximately 468 students in the 2014-2015 school year, yielding a building utilization rate of 55%.

If this proposal is approved, the building will serve approximately 669-749 students and have a utilization rate of 79% - 88% in the 2016-2017 school year, when ALCS has reached full scale. ALCS's enrollment will not stabilize until the 2018-2019 school year when it will serve 200 – 220 students in fifth through eighth grade. At this time, the building will serve approximately 674 – 754 students and will have an estimated utilization rate of 79% - 89%.

If this proposal is approved, the grade spans for the school organizations in the building over a seven-year period will be:

Grade Spans in X027						
DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
84X491	ALCS @ X027	-	5-7	5-8	5-8	5-8
07X277	P.S. 277	K-5	K-5	K-5	K-5	K-5

The total current and projected student enrollments for all existing and proposed school organizations in X027 over a seven-year period, as well as the building utilization rates, are described in the table below:

DBN	School Name	2014-2015 Unaudited Register	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
84X491	ALCS	-	160 - 175	210 - 230	205 - 225	200 - 220
07X277 <sup>4</sup>	P.S. 277	468	444 - 504	459 - 519	469 - 529	474 - 534

<sup>4</sup> Total current and projected enrollment at P.S. 277 includes three full-day sections of pre-kindergarten.

<b>Total Building Enrollment</b>	468	604 - 679	669 - 749	674 - 754	674 - 754
<b>Utilization</b>	55%	71% - 80%	79% - 88%	79% - 89%	79% - 89%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014\\_Bookone\\_Target.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf), a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2013-2014. As described above, the DOE’s projected utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 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 2014-2015 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 will 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 will 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 goal 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 will decrease.

The Building Utilization Plan (“BUP”) that accompanies this proposal sets forth the baseline number of rooms to be allocated to each school pursuant to the Citywide Instructional Footprint (“Footprint”), as well as the total number of rooms in building X027, to provide a more complete picture of the availability of space in the building.

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

#### A. Students

If approved, this proposal will allow ALCS to continue to serve its current students and phase in additional approved grade levels. If this proposal is approved, the DOE does not anticipate that ALCS’s co-location at X027 will impact admissions, enrollment, or programming at P.S. 277.

*Impact on Current and Future Students at P.S. 277*

P.S. 277 is an existing elementary school serving students in grade kindergarten through five and offering a pre-kindergarten program. P.S. 277 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Upon admission, the school works with parents of students requiring special education services to develop an Individualized Education Program (“IEP”) that reflects the resources that the school can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. If this proposal is approved, students at P.S. 277 will continue to receive special education services in accordance with their IEPs.

In addition, students classified as English Language Learner (“ELL”) students are enrolled at P.S. 277 and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at P.S. 277 will continue to receive their mandated services.

P.S. 277 currently offers the following special programs and extra-curricular activities:<sup>5</sup>

- **Community Partnerships:** Eastside After-school Program, Brooklyn Arts Council, St. Mary's Recreational Park, Teacher's College Reading and Writing Project, Pencil Partnership
- **Extra-curricular Activities:** Band, Musical Theater, Music Classes, Art, Swimming, Computer/Technology
- **School Sports:** Basketball, Swimming

There are no proposed changes to the extra-curricular programs or partnerships currently offered at P.S. 277 due to this proposal. If this proposal is approved, P.S. 277 will continue to offer these extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

### *Impact on Current and Future Students at ALCS*

In the 2014-2015 school year, ALCS serves students in kindergarten through sixth grade. This proposal will allow ALCS to continue to serve its current students and phase in additional approved grade levels. If this proposal is approved, beginning in the 2015-2016 school year, grades five, six, and seven (and eventually eight) of ALCS will be co-located in X027 with existing district elementary school P.S. 277.

ALCS admits students via a charter lottery every year for every grade. The lottery provides preference to students who reside in District 7. ALCS also admits students from a waitlist throughout the year. This proposal is not anticipated to impact ALCS's admissions process.

ALCS's administration will supervise the ALCS students served in X027.

Currently, ALCS offers the following special programs:<sup>6</sup>

- Visual Arts

<sup>5</sup> Information obtained from the District 7 Elementary School Directory, available on the DOE Website at: [http://schools.nyc.gov/NR/rdonlyres/B0314F40-DD36-40F0-AC45-9E0B696806FF/0/2015KChoiceDirectory\\_D7.pdf](http://schools.nyc.gov/NR/rdonlyres/B0314F40-DD36-40F0-AC45-9E0B696806FF/0/2015KChoiceDirectory_D7.pdf).

<sup>6</sup> School-reported information.

- Performing Arts (Music/Drama)
- Spanish
- Chess

Currently, ALCS offers the following afterschool programs:

- Academic Tutoring
- Basketball
- Chess
- Music
- Art

If approved, this proposal is also not expected to reduce current or future instructional or extra-curricular programming at ALCS, though the school will offer expanded programmatic and educational opportunities as it grows to serve grades seven and eight. Additionally, all current and future students with disabilities and English Language Learner (“ELL”) students enrolled at ALCS will continue to receive all mandated services.

ALCS has not made plans yet for joint programming between its existing and the proposed X027 site. Should current ALCS students participate in any programming at the new X027 building, any necessary supervision will be provided to students moving between the buildings, which are approximately 0.4 miles apart.

### *Impact on Future Elementary School Students in District 7*

This proposal is not expected to impact the admissions process at P.S. 277. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 277.

All elementary and K-8 schools in District 7 are schools without zones. Families have the opportunity to rank their preferences among all elementary schools in the district.

There are two admissions priority areas within District 7. Families living in the northern area of the district have priority to schools in that area, and families living in the southern area have priority to the schools in that area.

Kindergarten students are admitted to District 7 elementary schools such as P.S. 277 in the following order of admissions priority:

- First Priority: Students with verified siblings who will be enrolled in kindergarten through fifth grades in the school as of September 2015
  - Within priority area first, then
  - Out of priority area, then
  - Out of district;
- Second Priority: Students who are currently enrolled in pre-kindergarten in the school without siblings enrolled in the school
  - Within priority area first, then
  - Out of priority area, then
  - Out of district;
- Third Priority: Students other than those in (a) or (b) above
  - Within priority area first, then
  - Out of priority area, then
  - Out of district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>7</sup> a Non-Public School Placement, or specialized programs,<sup>8</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to 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 P.S. 277.

Detailed information about charter schools and the charter lottery application process is published annually and is at: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

### *Impact on the Pre-Kindergarten Program*

This proposal is not expected to impact the pre-kindergarten program at P.S. 277. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 277 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. Students receive priority based on several factors, such as residing in the zone, having a sibling enrolled at the school in kindergarten through fifth grade at the start of the following school year, being zoned to a school that does not offer pre-k, residing in the district, and residing in the borough.

### *Impact on Future Middle School Students in District 7*

This proposal is not expected to significantly impact admissions to middle schools for students in District 7. ALCS currently admits students through its charter lottery every year for every grade with preference to students who reside in District 7. ALCS also admits students from a waitlist throughout the year and will continue to do so. District 7 students will also continue to have access to the full range of middle school options through the middle school admissions process.

Through the middle school admissions process, students will be offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process, such as charter schools and specialized programs that have school-based admissions processes. Information about all of these options is printed in each district's Middle School Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory

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<sup>7</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>8</sup> Specialized programs refer to a set of programs that are not in every community school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm>.

is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

With the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- 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;
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades 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 an unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2015-2016 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider. Pending PEP approval to open new schools, eligible students will have the opportunity to submit a "new schools" application in early 2015. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school, will continue to be admitted to schools in the same manner as general education students. Schools will continue to ensure that students with disabilities receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will continue to be admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

### *Enrollment Impact for Over-the-Counter ("OTC") Students*

District 7 middle schools also admit students through the OTC admissions process. This proposal is not expected to impact the placement of those students.

OTC is 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 beginning of the school year. 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;<sup>9</sup> or

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<sup>9</sup> Per 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.

- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school arrives for 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, students may simply report to their zoned middle school.

## **B. Schools**

In the 2016-2017 school year, when ALCS has completed its phase-in and reached full scale, the DOE projects that building X027 will serve 669-749 students, yielding an estimated building utilization rate of 79% - 88%. Once ALCS’s enrollment stabilizes in 2018-2019, the building will serve approximately 674 - 754 students and will have an estimated utilization rate of 79% - 89%.

As described below and in the BUP that accompanies this proposal, X027 has adequate capacity to accommodate ALCS and P.S. 277 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/changes/default.htm>. The Footprint can be found in the “Key Documents” section.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class sizes a school has programmed, and is confirmed by a walk-through of the building by the DOE’s 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 classroom for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each self-contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty classrooms 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, 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 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 BUP that accompanies this EIS, there will be sufficient instructional space in X027 for ALCS and P.S. 277. As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s

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

### **C. Community**

The movement of ALCS from its private space to X027 will allow the school to continue growing to serve its intended grade span of kindergarten through eighth grades. This will provide the opportunity for current and future ALCS students to remain enrolled at the school through eighth grade.

If approved, this proposed co-location will require current fourth and fifth grade students enrolled at ALCS to travel to a different school site in the 2015-2016 school year, which may be farther for some ALCS students than the location of the current site for fifth and sixth grades (but may be closer for other students). However, X027 and ALCS's current private space are only approximately 0.5 miles apart. Therefore, the DOE believes that the proposal will not create significant travel hardships, since the buildings are located in close proximity to each other and to public transportation.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X027. This proposal is also not expected to impact the accessibility of building X027 (not accessible).

There are currently no other proposed significant changes in utilization for building X027.

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

### *ALCS*

#### Admissions Data

<b>Current Admissions</b>	<b>Grades K-6:</b> Charter Lottery Application (students admitted in all grades); priority to District 7 residents
<b>Admissions if this Proposal is Approved</b>	<b>Grades K-8:</b> Charter Lottery Application (students admitted in all grades); priority to District 7 residents

### Enrollment Data<sup>10</sup>

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Unaudited Register) <sup>11</sup>	-	-	-	-	-
2015-2016 (projections)	50-55	55-60	55-60	-	160-175
2016-2017 (projections)	50-55	50-55	55-60	55-60	210-230
2017-2018 (projections)	50-55	50-55	50-55	55-60	205-225
2018-2019 (projections)	50-55	50-55	50-55	50-55	200-220

### Demographic Data<sup>12</sup>

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	9%
Percentage of ELL Students	11%
Percentage of Students Eligible for Free or Reduced Lunch	92%

### School Performance Data

ALCS	2011-2012	2012-2013	2013-2014
<b>School Quality</b>			
Quality Review Score <sup>13</sup>	N/A <sup>14</sup>	N/A	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	63%	23%	38%
Math % Proficient (Levels 3 and 4)	71%	49%	52%
<b>Other Key Performance Indicators</b>			
Attendance Rate	94%	93%	93%
<b>State Accountability Status</b>	14-15 Good Standing <sup>15</sup>		

<sup>10</sup> Projections are based on the charter school's authorized enrollment pursuant to the preliminary charter application. Projected ALCS enrollment data is for building X027 only, if this proposal is approved.

<sup>11</sup> For 2014-2015, Academic Leadership Charter School has 58 students in grade 5 and 59 students in grade 6 enrolled in its current building.

<sup>12</sup> All figures are as a percentage of total students from the 2014-2015 Unaudited Register as of October 31, 2014. Demographic figures for ALCS represent students in pre-kindergarten through 6th grade in current buildings X065 and XAEI (private space) and do not necessarily represent demographics of students to be served in building X027.

<sup>13</sup> For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

<sup>14</sup> A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year.

<sup>15</sup> This status is determined by State Education Department ("SED") under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

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### Admissions Data

<b>Current Admissions</b>	<b>Pre-K:</b> Standard Universal Pre-K Admissions Process <sup>16</sup> <b>K-5:</b> Choice
<b>Admissions if this Proposal is Approved</b>	<b>Pre-K:</b> Standard Universal Pre-K Admissions Process <b>K-5:</b> Choice

### Enrollment Data<sup>17</sup>

	<b>PK</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
2014-2015 (Unaudited Register)	53	75	74	71	63	59	73	468
2015-2016 (projections)	54	70-80	70-80	70-80	65-75	60-70	55-65	444-504
2016-2017 (projections)	54	70-80	70-80	70-80	70-80	65-75	60-70	459-519
2017-2018 (projections)	54	70-80	70-80	70-80	70-80	70-80	65-75	469-529
2018-2019 (projections)	54	70-80	70-80	70-80	70-80	70-80	70-80	474-534

### Demographic Data

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	17%
Percentage of ELL Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	88%

<sup>16</sup> Information about the Standard Universal Pre-K Admissions Process is published on the DOE Web site: <http://schools.nyc.gov/ChoicesEnrollment/PreK/default.htm>.

<sup>17</sup> All figures are from the 2014-2015 Unaudited Register as of October 31, 2014. The projections shown above reflect only enrollment in the X027 building.

### School Performance Data

P.S. 277	2011-2012	2012-2013	2013-2014
<b>School Quality</b>			
Quality Review Score	D	P	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	27%	12%	10%
Math % Proficient (Levels 3 and 4)	42%	14%	25%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92%	92%	92%
<b>State Accountability Status</b>	14-15 Good Standing		

## V. Initial Costs and Savings

This proposal should not impact the operating budget or costs of instruction at P.S. 277. Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs.

Please refer to the FSF Guide<sup>18</sup> and FY15 School Allocation Memorandum<sup>19</sup> for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 277. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

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

<sup>18</sup> The FSF Guide is available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/FSF_Guide.pdf).

<sup>19</sup> The FY15 School Allocation Memoranda are available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/sam21.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam21.pdf).

the expenditure of the charter school for each non-charter school within the public school building. The Office of Space Planning will facilitate any matching funds triggered by facilities upgrades to X027.

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

### **A. Personnel Needs**

The proposed co-location is not expected to change the number of personnel positions assigned to P.S. 277, nor is it expected to significantly alter the duties of current staff at P.S. 277.

New administrative staff and non-pedagogical positions may be created at ALCS over the course of the school's phase-in. ALCS may hire additional teachers as each new grade is added. The precise number of positions needed for the 2015-2016 school year (if any) would be determined once annual enrollment projections are released in the spring of 2015. Similarly, the number of new positions created to serve students in the new grades (if any) would be determined based on annual enrollment projections that become available as the school scales to serve those grades.

### **B. Administration**

No change in school supervisory or administrator positions at P.S. 277 are expected as a result of this proposal.

ALCS may hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

### **C. Transportation**

Transportation for P.S. 277 will be provided according to Chancellor's Regulation A-801:  
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact the transportation schedule of P.S. 277.

### **D. Other Support Services**

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

## VII. Building Information<sup>20</sup>

<b>Building</b>	X027	
<b>Type of Building</b>	PS	
<b>Year Built</b>	1897	
<b>Overall BCAS rating</b>	2.51	
<b>2013-2014 Blue Book Target Building Utilization</b>	51%	
<b>2013-2014 Blue Book Target Building Capacity</b>	851	
<b>FY 2014 Maintenance Costs</b>	<b>Labor</b>	\$11,560
	<b>Materials</b>	\$1,118
	<b>Maintenance, repair, and service contracts</b>	\$100,121
	<b>Custodial operations costs—Materials</b>	N/A
	<b>Custodial operations costs—Custodial Allocation</b>	\$385,045
<b>FY 2014 Energy Costs</b>	<b>Electric</b>	\$89,354
	<b>Gas</b>	\$43,077
	<b>Steam</b>	N/A
	<b>Oil</b>	\$25,842
<b>Projects completed during the current or prior school year</b>	New/Retrofit Telephone/Intercom Systems, FY 14 Reso A Technology	
<b>Projects proposed in the capital plan</b>	Exterior Masonry, Heating Plant Upgrade, Parapets, Roofs, Windows	
<b>Accessibility of the building</b>	No Accessibility	
<b>Building attributes</b>	Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Multipurpose Room, Nurse's Office	

<sup>20</sup> FY 2014 custodial services are managed by a private facility management company. Therefore, fringe benefits, service contracts, minor maintenance and supplies are included in Custodial Operations amount.