

# **EDUCATIONAL IMPACT STATEMENT: The Proposed Re-siting and Co-location of Achievement First Voyager Middle School (84K876) to Building K092 with P.S. 92 Adrian Hegeman (17K092) Beginning in the 2017-2018 School Year**

## **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to re-site<sup>1</sup> Achievement First Voyager Middle School (84K876, “AF Voyager”) to building K092 (“K092”), and co-locate<sup>2</sup> AF Voyager with P.S. 92 Adrian Hegeman (17K092, “P.S. 92”), a district elementary school serving students in kindergarten through fifth grades and offering a pre-kindergarten program (“pre-k”), beginning in the 2017-2018 school year.<sup>3</sup> K092 is located at 601 Parkside Avenue, Brooklyn, NY 11226 in Community School District 17 (“District 17”). AF Voyager currently serves students in fifth grade in building K884 (“K884”) located at 15 Snyder Avenue, Brooklyn, NY 11226, where it is co-located with Success Academy Charter School – Flatbush (84K886), a charter elementary school currently serving students in kindergarten through first grade and which will serve students in kindergarten through fourth grade when it reaches full scale in the 2019-2020 school year. If this proposal is approved, AF Voyager will be re-sited to K092 and co-located with P.S. 92 in the 2017-2018 school year, serving approximately 160-180 students in the fifth through sixth grade. AF Voyager will add one grade level each year until it reaches full scale in the 2019-2020 school year, serving approximately 320-360 students in fifth through eighth grades. K884 is located 0.6 miles from K092 and is also in District 17.

Pursuant to recent amendments to the Education Law, which provide certain new and expanding charter schools with access to facilities, AF Voyager made a request to the DOE for co-located space in Brooklyn to site a new middle school. In the 2016-2017 school year the DOE provided temporary incubation space to AF Voyager at K884 for its fifth and sixth grade, with a commitment to identify appropriate long term co-located space for the siting of AF Voyager’s fifth through eighth grades.

Achievement First is a charter management organization (“CMO”) that currently operates elementary, middle and high schools in New York City. If this proposal is approved, AF Voyager would be re-sited to building K092 and co-located with P.S. 92 in the 2017-2018 school year. At scale, AF Voyager will serve fifth through eighth grade in the 2019-2020 school year. AF Voyager’s charter was authorized in the 2015-2016 school year by The State University of New York Trustees (“SUNY”).

Prior to the 2016-2017 school year, P.S. 92 was co-located with Lefferts Gardens Charter School (“Lefferts Gardens”) in K092. The Lefferts Gardens charter expired on June 30, 2016, at which time the school formally ceased operations.<sup>4</sup>

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<sup>1</sup> A “re-siting” means that students will attend classes in a building different from the building in which they currently attend classes.

<sup>2</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces such as the auditorium, gymnasium, library and cafeteria.

<sup>3</sup> This proposal replaces a previous proposal, issued on December 3, 2015 and subsequently withdrawn on December 18, 2015, to re-site students in kindergarten through eighth grade in AF Voyager from K302 to K092. That proposal may be viewed online at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/SchoolProposalsJanuary202016PEP>.

<sup>4</sup> The Lefferts Garden Charter School Renewal Report and additional information about the charter renewal process can be found online at: [http://schools.nyc.gov/NR/rdonlyres/860BAA80-88E8-43C2-BF7E-AE505836D9F5/0/LeffertsGardensCharterSchoolRenewalReport201516\\_FINALFORPOSTING.pdf](http://schools.nyc.gov/NR/rdonlyres/860BAA80-88E8-43C2-BF7E-AE505836D9F5/0/LeffertsGardensCharterSchoolRenewalReport201516_FINALFORPOSTING.pdf)

## Community Engagement

Engagement was conducted in the course of creating this proposal. This engagement included the following:

- On October 21, 2016, a discussion with the CEC 17 president to discuss the proposal and receive feedback.
- A walk-through of building K092 with a Deputy Chancellor and a School Leadership Team (“SLT”) debrief on October 25, 2016, Participants included the principal and SLT members of P.S. 92, respectively, representatives from AF Voyager, the District 17 Superintendent, and other DOE leadership members.

The DOE will provide additional public engagement opportunities following this posting, including:

- Optional community meetings open to the public prior to the Joint Public Hearing JPH for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K092. 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 line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing [D17Proposals@schools.nyc.gov](mailto:D17Proposals@schools.nyc.gov).
- A Panel for Educational Policy (“PEP”) meeting at which PEP members are anticipated to 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. All comments received before 6:00 p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in a public comment analysis which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/December212016SchoolProposals>

According to the 2015-2016 Enrollment, Capacity, Utilization Report (the “Blue Book”), building K092 has the capacity to serve 729 students.<sup>5</sup> Currently, the building serves approximately 461 students, yielding a utilization rate of 63%. The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. To this end, the DOE evaluates public school buildings throughout the City that are “under-utilized,” meaning they have space to accommodate additional students.<sup>6</sup> K092 is currently “under-utilized” and has space to accommodate additional students.

If this proposal is approved, in the 2017-2018 school year, AF Voyager will serve a projected 160-180 students in fifth through sixth grades and P.S. 92 will serve a projected 429-489 students in kindergarten through fifth grade and pre-k in K092. K092 will have a total projected building enrollment of 589-669 students, yielding a projected building utilization rate of 81%-92%. In the 2019-2020 school year, when AF Voyager is at scale serving fifth through eighth grade students at K092, there will be approximately 724-824 students served in the building, yielding a projected utilization rate of 99%-113%.

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<sup>5</sup> According to the 2015-2016 Enrollment, Capacity and Utilization Report (the “Blue Book”). <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>

<sup>6</sup> The most recent Under-Utilized Space Memorandum and List was published on the DOE’s website on April 13, 2016. The memo can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/1F9EEB94-A7F6-461E-915F-6F6869825A14/0/UnderutilizedSpaceMemorandum20162017.pdf>.

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. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional district school.

The Building Utilization Plan (“BUP”) that accompanies this proposal shows that there is sufficient space in the building to accommodate this re-siting and co-location with P.S. 92. Thus, the DOE believes that K092 can serve all students that attend AF Voyager and P.S. 92 beginning in the 2017-2018 school year.

More details about space are available in Section III.B and Appendix A of this EIS as well as in the BUP that is attached to this proposal.

## II. Proposed or Potential Use of Building

As stated above, according to the Blue Book, K092 has a target capacity of 729 students. During the current 2016-2017 school year, P.S. 92 is serving approximately 461 students in building K092, yielding a building utilization rate of 63%<sup>7</sup>. In the 2019-2020 school year, when AF Voyager is at scale serving fifth through eighth grade students at K092, there will be approximately 724-824 students served in the building, yielding a projected utilization rate of 99%-113%. K092 is currently “under-utilized” and has space to accommodate additional students.

If this proposal to re-site and co-locate AF Voyager in K092 is approved, the grade spans for all current and proposed school organizations in K092 over a four-year period will be as follows:

Grade Spans in K175					
DBN	School Name	2016-2017	2017-2018	2018-2019	2019-2020
84K876	Achievement First Voyager Charter School	-	5-6	5-7	5-8
17K092	P.S. 92 Adrian Hegeman <sup>8</sup>	K-5	K-5	K-5	K-5

<sup>7</sup> All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book, 2016-2017 Budget Register projections for district schools. AF Voyager’s enrollment projections are based on current enrollment. 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>8</sup> P.S. 92 also offers a pre-k program. Enrollment projections for P.S. 92 in 2016-2017 and beyond include pre-k. As with all pre-k programs, the availability of pre-k at P.S. 92 will be subject to continued funding availability and demand.

The chart below shows enrollment and utilization rates for K092:

Enrollment and Utilization in K175					
DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment <sup>9</sup>	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
84K876 <sup>10</sup>	Achievement First Voyager Charter School	-	160 - 180	240 - 270	320 - 360
17K092	P.S. 92 Adrian Hegeman	461	429 - 489	419 - 479	404 - 464
<b>Total Building Enrollment</b>		461	589 - 669	659 - 749	724 - 824
<b>Utilization</b>		63%	81% - 92%	90% - 103%	99% - 113%

If this proposal is approved, in the 2017-2018 school year, AF Voyager is projected to serve 160-180 students in fifth- and sixth grade and P.S. 92 is projected to serve 429-489 students in kindergarten through fifth- grade, and pre-k, yielding a total projected utilization rate of 81%-92% for K092. In 2019-2020, when AF Voyager is fully phased in, AF Voyager is projected to serve approximately 320-360 students in fifth through eighth grades and P.S. 92 is projected to serve 404-464 students in kindergarten through fifth-grades and pre-k, yielding a projected utilization rate of 99-113% for K092.

More details about space are available in Section III.B and Appendix A of this EIS as well as the BUP that accompanies this EIS. The Citywide Instructional Footprint (“the Footprint”), which guides space allocation and use in city schools, can be found on the DOE website at:

[http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint.](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint)

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

#### A. Students

##### *Impact on Current and Future Students Attending P.S. 92*

The proposal to re-site AF Voyager to K092 and co-locate AF Voyager with P.S. 92 is not expected to impact current enrollment or academic or extra-curricular programming at P.S. 92.

P.S. 92 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”), Self-Contained (“SC”) special education classes, and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and any future students enrolled at P.S. 92 will continue to receive all mandated special education services if this proposal is approved.

<sup>9</sup> Projected enrollment figures are based on 2016-2017 Budget Register Projections.

<sup>10</sup> Charter school projections are based on authorized enrollment pursuant to the charter application and are presented in this document going forward except where otherwise indicated.

In addition, English Language Learner (“ELL”) students currently enrolled at P.S. 92 receive English as a New Language (“ENL”) services. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

P.S. 92 currently offers the following extra-curricular activities, and sports:<sup>11</sup>

- **Special Programs:** Success For All reading program, Math Trailblazers, Small group Literacy instruction, after-school Math and Literacy instruction, and a Saturday ELA Institute
- **Extra-curricular Activities:** Jackie Robinson Center for Physical Culture and the Urban League Renaissance cultural and homework assistance program for grades K-5
- **Partnerships:** New York University, the Jackie Robinson Center for Physical Culture, the Urban League, and collaborate on special projects with Medgar Evers College, Brooklyn College, and the Brooklyn Children's Museum

If this proposal is approved, P.S. 92 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all schools, which annually modify extra-curricular offerings based on student demand and available resources.

### *Impact on Current and Future Students Attending AF Voyager*

This proposal to re-site AF Voyager is not expected to impact current enrollment, academic programming or extra-curricular programming at AF Voyager.

AF Voyager currently serves general education students and students requiring special education services, including students currently receiving SETSS. Students with disabilities will continue to receive services in accordance with their IEPs. IEP services may vary from year to year as they are tailored to meet the individual needs of the students with disabilities currently enrolled in a school. In addition, ELL students who are enrolled at AF Voyager receive ENL services. All current and future students enrolled at AF Voyager will continue to receive all mandated special education and/or ELL services if this proposal is approved.

If this proposal is approved, AF Voyager students will continue to have the opportunity to participate in a variety of extra-curricular activities, sports, special programming, and partnerships, though the specific programs offered are always subject to change. That is true for any City student as all schools modify specific offerings annually based on student demand and available resources.

### *Impact on Future Elementary School Students in District 17*

This proposal is not anticipated to have an impact on the broad range of options available to elementary school students in District 17, including P.S. 92.

This proposal is not expected to impact the admissions process for district elementary schools in District 17. Non-charter district schools, including P.S. 92, that are zoned will continue to give priority to students who live in their zone, as they have in the past and in accordance with Chancellor’s Regulation A-101.

See Appendix B of this EIS for more information on elementary school enrollment.

### *Impact on Future Middle School Students in District 17*

This proposal is not anticipated to impact AF Voyager’s admissions process. AF Voyager will continue to admit students via lottery for available seats in fifth grade, using the lottery preferences described below. After the re-siting of AF Voyager, fifth grade students will continue to articulate to AF Voyager’s sixth

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<sup>11</sup> Information is school reported data as of October 31, 2016

grade. Applications are available on the Achievement First website and the New York City Charter School Center website.

AF Voyager's current lottery preferences,<sup>12</sup> in order, are as follows:

- Students residing in District 17;
- Students who are identified as eligible for English Language Learner services;
- Students who are identified as eligible for special education services; and
- Students who will be eligible for Free or Reduced-Price Lunch.

The deadline to submit an application for AF Voyager's lottery for the 2017-2018 school year is April 1, 2017 to be considered for the main lottery. Families that submit applications after April 1<sup>st</sup> are added to the waitlist. The date of AF Voyager's lottery has not yet been announced and will be determined at a later date.

### *Enrollment Impact on Over-the-Counter ("OTC") Placements*

In addition to admitting students through the elementary school process, P.S. 92 also currently admits some students through the OTC placement process. This proposal is not expected to impact the placement of OTC students at P.S. 92. P.S. 92 will have adequate capacity to accommodate students admitted through the OTC process.

Please see Appendix B of this EIS for more information on the OTC process.

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

This proposal is not expected to impact the pre-k program at P.S. 92. Incoming pre-k students can apply to the pre-k program through the centralized pre-k admissions process. As with all pre-k programs, the availability of pre-k at P.S. 92 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-k programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Please see Appendix B of this EIS for more information on Pre-K admissions.

## **B. Schools**

If this proposal is approved to re-site and co-locate AF Voyager with P.S. 92, there will be sufficient space to accommodate AF Voyager and P.S. 92 in K092 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in City schools, and visit the DOE's website to access the Footprint:

<http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

As described in more detail in the attached BUP that accompanies this EIS, there will be sufficient instructional and administrative space in K092 for the co-location of AF Voyager and P.S. 92. As in other situations where schools are co-located, the schools will share large common and specialty rooms in the building, namely the cafeteria, library, gymnasium, and auditorium. Specific decisions regarding the use of shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. As per the attached BUP, any space remaining that is not allocated as part of either school's baseline or adjusted baseline Footprint will be equitably distributed among the schools based on the proportion of the total

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<sup>12</sup> Lottery preferences are subject to government approval.

students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

### C. Community

If this proposal is approved, it will enable AF Voyager to provide a continuous education in District 17 for students currently enrolled in the fifth grade as they continue on to sixth grade in the 2017-2018 school year, and as they continue on to seventh and eighth grade in the 2018-2019 and 2019-2010 school years. The state Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELLs, students with disabilities, and students eligible for free or reduced lunch at rates comparable to those of the Community School District as determined by SED. Detailed information about charter schools is also published annually and is available in print or on the DOE's website here: <http://schools.nyc.gov/community/charters/information/directory.htm>.

This proposal is not anticipated to have an impact on the broad range of options available to elementary or middle school students in District 17.

More details about space and utilization are available in Section III and Appendix C of this EIS.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at the K092 building. This proposal is not expected to impact the accessibility of building K092, which is not accessible.

## IV. Enrollment, Admissions and School Performance Information

### P.S. 92 Adrian Hegeman

#### *Admissions Data*

<b>Current Admissions</b>	<b>Pre-Kindergarten:</b> Standard pre-kindergarten admissions process <b>Grades K-5:</b> Zoned
<b>Admissions if This Proposal Is Approved</b>	<b>Pre-Kindergarten:</b> Standard pre-kindergarten admissions process <b>Grades K-5:</b> Zoned

#### *Enrollment Data<sup>13</sup>*

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2016-2017 (budget projections)	54	62	68	69	74	72	62	461
2017-2018 (projected)	54	55-65	55-65	65-75	65-75	70-80	65-75	429-489
2018-2019 (projected)	54	55-65	55-65	55-65	65-75	65-75	70-80	419-479
2019-2020 (projected)	54	55-65	55-65	55-65	55-65	65-75	65-75	404-464

<sup>13</sup> All figures are based on the 2016-17 Budget register projections.

### Demographic Data<sup>14</sup>

% Students with Disabilities (any student receiving an IEP)	16%
% English Language Learners	15%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	90%

### School Performance Data

P.S. 92 Adrian Hegeman	2013-14	2014-15	2015-16 <sup>15</sup>
<b>School Quality Indicators<sup>16</sup></b>			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Performance Data<sup>17</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	9%	9%	17%
Math % Proficient (Levels 3 and 4)	14%	11%	14%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92%	92%	N/A <sup>18</sup>
<b>2016-2017 State Accountability Status<sup>19</sup></b>	Focus School		

### Achievement First Voyager Charter School

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 5: Charter lottery application</b>
<b>Future Admissions</b>	<b>Grades 5-8: Charter lottery application</b>

<sup>14</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>

<sup>15</sup> Not all schools receive Quality Reviews every year. P.S. 92 did not have a Quality Review for the 2013-2014 or 2015-2016 school year.

<sup>16</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at:

<http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

<sup>17</sup> Performance data for the 2013-2014 school year and the 2014-2015 school year is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Because School Quality Reports are not available for the 2015-2016 school year, 2015-2016 performance data is from the New York State data available at:

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

<sup>18</sup> Attendance data for the 2015-2016 school year is not yet available.

<sup>19</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 website at:

<http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

### Enrollment Data<sup>20</sup>

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017 (budget projections)	70	-	-	-	70
2017-2018 (projected)	80-90	80-90	-	-	160-180
2018-2019 (projected)	80-90	80-90	80-90	-	240-270
2019-2020 (projected)	80-90	80-90	80-90	80-90	320-360

### Demographic Data<sup>21</sup>

% Students with Disabilities (any student receiving an IEP)	N/A
% English Language Learners	N/A
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	N/A

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

Achievement First Voyager Middle School	2013-14	2014-15	2015-16
<b>School Quality Indicators</b>			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
<b>Other Key Performance Indicators</b>			
Attendance Rate	N/A	N/A	N/A
<b>2016-2017 State Accountability Status</b>	N/A		

<sup>20</sup> 2016-2017 Enrollment is based on 2016-2017 Charter Invoice projections as of August 17, 2016. Charter school projections for 2017-2018 and beyond are based on authorized enrollment pursuant to the charter application and are presented in this document going forward except where otherwise indicated.

<sup>21</sup> AF Voyager opened in the 2016-2017 school year. There is currently no demographic data available.

<sup>22</sup> AF Voyager opened in the 2016-2017 school year and does not have any school performance data available.

<sup>23</sup> Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. AF Voyager is authorized by SUNY. The authorizer's report can be found on the authorizer's website at: <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

## V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate AF Voyager is approximately \$16,800. This cost will include moving all existing materials and furniture from the current site.

This proposal is not expected to impact costs or allocations at PS. 92. 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>24</sup> and FY17 School Allocation Memoranda<sup>25</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 this consolidation.

The General Education Charter School per-pupil rate is determined by New York State Education Department ("SED"), 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.

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

### A. Personnel Needs

The proposed re-siting and co-location of AF Voyager is not expected to change the number of personnel positions currently assigned to P.S. 92.

New administrative staff and non-pedagogical positions may be created at AF Voyager over the course of the school's phase-in. AF Voyager is expected to hire additional teachers as each new grade is added and as the total number of students increases. The precise number of positions needed for the 2017-2018 school year and subsequent school years will be determined by the charter school. Those decisions will be made at the school level, based on need and budgetary considerations.

### B. Administration

No changes in school supervisory or administrator positions at P.S. 92 are expected as a result of this re-siting and co-location.

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

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<sup>24</sup>Available at the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/fy17\\_pdf/fsf\\_guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/fy17_pdf/fsf_guide.pdf)

<sup>25</sup> The FY16 School Allocation Memoranda are available at the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/AM\\_FY17\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html)

### **C. Transportation**

There will be no change to existing transportation practices at P.S. 92 or AF Voyager during the current school year (2016-2017). This proposal is not expected to affect transportation practices at P.S. 92 or AF Voyager for the 2016-2017 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending P.S. 92 according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

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

The provision of certain support services is described above. Other support services will continue to be provided consistent with citywide policy.

## VII. Building Information

<b>Building</b>		K092
<b>Type of Building</b>		PS
<b>Year Built</b>		1906
<b>Overall BCAS rating</b>		2.6
<b>2015-2016 Blue Book Target Building Utilization</b>		125%
<b>2015-2016 Blue Book Target Building Capacity</b>		729
<b>FY 2015 Maintenance Costs</b>	<b>Labor</b>	\$25,720
	<b>Materials</b>	\$20,468
	<b>Maintenance, repair, and service contracts</b>	\$17,237
	<b>Custodial operations costs—Materials (FY 2016)</b>	\$7,832
	<b>Custodial operations costs—Custodial Allocation (FY 2016)</b>	\$313,522
<b>FY 2016 Energy Costs</b>	<b>Electric</b>	\$82,756
	<b>Gas</b>	\$37,346
	<b>Steam</b>	n/a
	<b>Oil</b>	\$3,086
<b>Projects completed during the current or prior school year</b>		Exterior: Exterior Walls Exterior: Roofing:
<b>Projects proposed in the capital plan</b>		None
<b>Accessibility of the building</b>		No Accessibility
<b>Building attributes</b>		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, 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 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 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 2016-2017 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 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.

## Appendix B: School Admissions

### *Elementary School Admissions*

The DOE offers zoned, non-zoned, and choice elementary schools.<sup>26</sup> A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to kindergarten at zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

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

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

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district;
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to kindergarten at non-zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

- a. Students who reside in the school's district whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- b. Students who reside outside the school's district whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

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<sup>26</sup> District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

- e. Students other than those in (a) and (c) above who are residents of that district;
- f. Students other than those in (b) and (d) above who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>27</sup> a Non-Public School Placement, or specialized programs,<sup>28</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities receive mandated programs and 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 to receive appropriate services in accordance with DOE policy.

Pre-kindergarten applicants are considered for placement in zoned schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of applications submission and will be in grades K-5 in the school at the start of the following September;  
In some cases, dependent upon the timing of the approval of a rezoning plan, a student's zoned district school may change during the application period. In such cases, the student continues to have priority to the original zoned school.
- b. Zoned students other than those in (a);
- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;
- d. Out-of-district students whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- e. In-district students;
- f. Out-of-district students

Pre-kindergarten applicants are considered for placement in non-zoned schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;
- b. Out-of-district students, whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- c. In-district students;
- d. Out-of-district students.

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<sup>27</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 349 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>28</sup> Specialized programs refer to a set of programs that are not in every district 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> or email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

For both kindergarten and pre-kindergarten, if there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

### *Pre-K Admissions*

Pre-kindergarten applicants are considered for placement in schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.<sup>29</sup>
- b. Students residing in the zone, who do not have a sibling at the school.
- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-K program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-K program.
- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.
- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-K program
- h. Students residing in the district, who are zoned to a different school which has a pre-K program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

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<sup>29</sup> Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

## *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

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

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school) or composite score admissions method (a combination of factors are used to create one score for each applicant);
- 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 zoned, screened, or 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 unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2017-2018 school year is in December 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year will be available for students to consider in early 2017. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, 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 are 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.

## *Over-the-Counter ("OTC") Placements*

OTC 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 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>30</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

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<sup>30</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.

When student eligible for middle or high 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 requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student's needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

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 Office of Student Enrollment 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.

High school screened programs (those that base admissions decisions on students' academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,<sup>31</sup> international schools,<sup>32</sup> 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.

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<sup>31</sup> 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 colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: [www.goingforme.org](http://www.goingforme.org).

<sup>32</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

## Appendix C: Instructional Footprint

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 size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving 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, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.