

EDUCATIONAL IMPACT STATEMENT:

The Proposed Extension of the Temporary Co-location of East Harlem Scholars Academy Charter School (84M518) with Existing Schools J.H.S. 13 Jackie Robinson (04M013), Central Park East I (04M497), and Central Park East High School (04M555) and East Harlem Scholars Academy Charter School II (84MTBD) in School Building M013 Beginning in 2013-2014

I. Summary of Proposal

East Harlem Scholars Academy Charter School (84M518, “EHS I”) is an existing public charter school that currently serves students in kindergarten through second grade in building M013 (“M013”) located at 1573 Madison Avenue, Manhattan, NY 10029 in Community School District 4 (“District 4”). It is currently phasing into building M013 (“M013”), and will serve students in kindergarten through fifth grade when it reaches full scale in 2015-2016. EHS I is co-located with J.H.S. 13 Jackie Robinson (04M013, “J.H.S. 13”), a middle school serving students in grades six through eight, Central Park East I (04M497, “CPE I”), an elementary school serving students in kindergarten through fifth grade in addition to serving one section of full-day pre-kindergarten, and Central Park East High School (04M555, “CPE HS”), a high school serving students in grades nine through twelve.¹

On March 23, 2011, The Panel for Educational Policy (“PEP”) approved a proposal, originally published on February 5, 2011 and amended on February 17, 2011, to temporarily co-locate EHS I in M013 for the 2011-2012 and 2012-2013 school years. The approved proposal stated that the DOE would evaluate the available space in M013 and other District 4 locations before the start of the 2013-2014 school year and issue a new EIS for the future siting of EHS I based on the most appropriate space available for the 2013-2014 school year and beyond.² After completing the evaluation, the DOE has decided to extend EHS I’s existing temporary co-location by three years in M013, after which school will move into a private facility.

In a separate proposal also posted on January 22, 2013, the DOE has proposed to co-locate a new charter school, East Harlem Scholars Academy Charter School II (84MTBD, “EHS II”) in the M013 building beginning in the 2013-2014 school year. If both of these proposals are approved, EHS II will also be co-located with the schools in M013 for the duration of EHS I’s extended co-location, and then would expand into the space that EHS I vacates once it moves into its private facility beginning in the 2016-2017 school year. If EHS I is unable to move into its private facility at the end of the 2015-2016 school year, EHS I will explore options to serve its students in a temporary space.

In a separate Educational Impact Statement (“EIS”), published on January 22, 2013, the DOE has proposed to gradually phase-out and eventually close J.H.S. 13 because of its poor performance and inability to improve quickly to better support student needs. If the phase-out proposal is approved, J.H.S. 13 will no longer admit sixth grade students after the conclusion of the 2012-2013 school year. One grade will then be phased out in each subsequent year. During the 2013-2014 school year, J.H.S. 13 will serve students in

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² The Amended Educational Impact Statement and the Revised Building Utilization Plan for the siting and temporary co-location of EHS I at M013 can be found here at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Mar232011Proposals>

seventh and eighth grade and, in 2014-2015, it will serve students in eighth grade. J.H.S. 13 will close in June 2015.

For the purposes of this EIS describing the proposal to extend the co-location of EHS I, it is assumed that the proposal to phase-out J.H.S. 13 will be approved by the PEP. However, if the proposal to phase-out J.H.S. 13 is not approved, the DOE still believes there is space for the extension of the co-location of EHS I in M013 and the accompanying BUP will be revised as necessary. EHS I is currently serving 160 students in kindergarten through second grade.³ The State University of New York Charter Schools Institute (“SUNY CSI”) authorized EHS I in May 2010 to open a public charter school in 2011-2012. During the current 2012-2013 school year EHS I serves students in kindergarten through second grade. EHS I is currently expanding to serve students in kindergarten through fifth grade. EHS I provides a preference to District 4 students in its charter school lottery application process.⁴ This proposal is for the extension of the co-location of EHS I until the conclusion of the 2015-2016 school year, at which point EHS I would be serving students in kindergarten through fifth grades. EHS I has informed DOE that it intends to apply to SUNY CSI to expand its grade span to serve students in kindergarten through eighth grade, reaching full scale in 2018-2019. Only SUNY CSI has the authority to approve or deny that request. Should SUNY CSI deny EHS I’s request to expand, or if EHS I fails to make this request, EHS I will only serve its approved grade span of kindergarten through fifth grade. EHS I’s expansion plans do not impact this proposal, because any expansion would occur after the school relocates to private space.

As stated above, M013 currently houses three school organizations in addition to EHS I: J.H.S. 13, CPE I, and CPE HS. CPE I is an existing DOE choice elementary school that serves students in kindergarten through fifth grade and offers a pre-kindergarten program. J.H.S. 13 is an existing District 4 choice middle school that serves students in grades six through eight. CPE HS is an existing DOE high school that serves students in grades nine through twelve. M013 also houses two community-based organizations (“CBOs”), the Harlem Family Institute and Girl’s Inc. This proposal is not expected to impact the siting of either CBO.

M013 has been identified as an under-utilized building.⁵ According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”),⁶ M013 has the capacity to serve 1,227 students. During the current 2012-2013 school year, the building serves 1,019 students,⁷ yielding a building utilization rate of 83%⁸ and demonstrating that the building is “underutilized” and has space to accommodate additional students.

The DOE does not anticipate that this proposal will affect student enrollment, the admissions process or instructional programming at J.H.S. 13, CPE I, and CPE HS.

³ Charter Headcount as of October 1, 2012

⁴ Applicants who reside in the district in which a charter is located receive preference for admission. For more information about the charter school lottery application process, please consult the DOE’s Directory of NYC Charter Schools, which can be accessed on the DOE’s Web site: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

⁵ The 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE’s Web site on October 24, 2012 and revised on November 20, 2012. The revised memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf

⁶ The Enrollment Capacity Utilization Report is an annual document that provides information on organization capacity and school building utilization. The utilization data is derived by using information from the Annual Facilities Survey where principals report on how spaces are being used during a given school year.

⁷ Based on the 2012-2013 Unaudited Register as of October 26, 2012 or charter headcount as of October 1, 2012.

⁸ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. In determining the optimal way to distribute space to schools and to maintain quality educational options, the DOE is proposing to extend the co-location of EHS I in M013 until the conclusion of the 2015-2016 school year, which would allow EHS I to continue to exist as a high-quality option for students and families in District 4.

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in M013 during the co-location of EHS I will be as follows:⁹

DBN	School Name	Grade Spans			
		2012-2013	2013-2014	2014-2015	2015-2016
04M013	J.H.S. 13 Jackie Robinson	6-8	7-8	8	-
04M497	Central Park East I	K-5	K-5	K-5	K-5
04M555	Central Park East High School	9-12	9-12	9-12	9-12
84M518	East Harlem Scholars Academy Charter School	K-2	K-3	K-4	K-5
84MTBD	East Harlem Scholars Academy Charter School II	-	K-1	K-2	K-3

According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”),¹⁰ M013 has the capacity to serve 1,227 students. In 2012-2013, EHS I serves 160 students in kindergarten through second grade; J.H.S. 13 serves 189 students in sixth through eighth grade; CPE I serves 186 students in kindergarten through fifth grade and 16 pre-kindergarten students; and CPE HS serves 468 students in ninth through twelve grade, yielding a total building enrollment of 1,019¹¹ and a building utilization rate of 83%.

In 2015-2016, the final year of EHS I’s co-location in M013, EHS I is projected to serve 270-330 students in grades kindergarten through five, EHS II is projected to serve 200-240 students in grades kindergarten through three, CPE I is projected to serve 175-235 kindergarten through fifth grade students, as well as 18 pre-kindergarten students, and CPE HS is projected to serve 445-480 students in grade nine through twelve, for a total projection of 1,108-1,303 students served in M013. This results in a projected building utilization rate of 90% to 106%.

The table below demonstrates the current and projected enrollment of each school within M013 and the building’s utilization rates for 2012-2013 through 2015-2016:¹²

⁹ In separate EISs, the DOE has proposed to phase out J.H.S. 13 beginning in the 2013-2014 school year and to site EHS II in building M013 beginning in the 2013-2014 school year. The PEP will vote on these proposals in March 2013.

¹⁰ The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012-BlueBook.pdf>.

¹¹ Based on the 2012-2013 Unaudited Register as of October 26, 2012 or charter headcount as of October 1, 2012.

¹² In separate EISs, the DOE has proposed to phase out J.H.S. 13 beginning in the 2013-2014 school year and to site EHS II in building M013 beginning in the 2013-2014 school year. The PEP will vote on these proposals in March 2013.

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
04M013	J.H.S. 13 Jackie Robinson	189	105 - 125	50 - 60	-
04M497	Central Park East I	202	188 - 248	183 - 243	193 - 253
04M555	Central Park East High School	468	445 - 480	445 - 480	445 - 480
84M518	East Harlem Scholars Academy Charter School	160	180 - 220	225 - 275	270 - 330
84MTBD	East Harlem Scholars Academy Charter School II	-	100 - 120	150 - 180	200 - 240
Total Building Enrollment		1,019	1,018 - 1,193	1,053 - 1,238	1,108 - 1,303
Utilization¹³		83%	83% - 97%	86% - 101%	90% - 106%

According to the Blue Book, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

As discussed in Section III.B, and in the attached Building Utilization Plane (“BUP”), while the anticipated utilization rate is in excess of 100% in the 2014-2015 and 2015-2016 school years, all schools will receive space that meets their instructional needs, and the building has space to accommodate students at J.H.S. 13, CPE I, CPE HS, EHS I, and EHS II pursuant to the Citywide Instructional Footprint.

Despite the possibility of a utilization rate slightly over 100%, the building has sufficient space to provide all schools with at least their baseline room allocations. 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 public schools. Therefore, the M013 building has the

¹³ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

capacity to accommodate J.H.S. 13 while it completes its phase-out, CPE I, CPE HS, EHS I, and EHS II throughout this extended co-location.

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

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

The proposed extension of the co-location of EHS I until the conclusion of the 2015-2016 school year in M013 is not expected to impact future student enrollment, instructional programming, or the admissions process at J.H.S. 13, CPE I, CPE HS, and EHS II.

A. Students

Impact on Current and Future Students Attending J.H.S. 13

J.H.S. 13 is a middle school that admits students through the District 4 Middle School Choice process. J.H.S. 13 has a screened program. In Screened programs, students are ranked by the school based on a range of factors which may include final report card grades from the prior school year, reading and math standardized test scores, and attendance and punctuality. Any remaining seats at J.H.S. 13 are filled through the over-the-counter ("OTC") placement process, described in detail below. This proposal is not anticipated to impact the current or future students of J.H.S. 13. If this proposal is approved, students will continue to have access to a broad range of middle school options through the District 4 Middle School Choice process, as described further below and outlined in the tables at the end of this section.

The proposal to phase out and close J.H.S. 13, and its impact on current J.H.S. 13 students, is outlined in a separate EIS available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. If the proposal to phase out J.H.S. 13 is approved, J.H.S. 13 will no longer admit new sixth grade students after the end of this school year and will subsequently phase out one grade per year. During the course of J.H.S. 13's phase-out, EHS I will continue phasing into the building beginning with third grade in the 2013-2014 school year, adding fourth grade in the 2014-2015 school year, and adding fifth grade in the 2015-2016 school year before moving to its private facility in 2016-2017.

J.H.S. 13 currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") classes, and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language

(“ESL”) program for English Language Learners (“ELLs”). Current students will be able to continue in their existing ICT and SC classes and SETSS will continue to be provided as J.H.S. 13 phases out. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current students at J.H.S. 13 who receive ELL services will continue to receive their mandated services as the school phases out.

According to the District 4 Middle School Directory, J.H.S. 13 currently offers the following special programs and initiatives, partnerships, extra-curricular activities, and sports:¹⁴

Special Programs:

- Technology, Chorus, Art, Student Success Programs (Advisory)
- Mentoring (Solomons/Regis High School/East Harlem Tutorial Program)
- Specialized High School Exam Course
- National Junior Honor Society (NJHS)
- Saturday Academy
- Leadership Development Program
- Peer Mediation
- Academic Intervention Services (ELA & Math)
- Wilson Reading System Program
- Rewards Program
- SkillsTutor Program
- READ 180
- SPINS 4 Peer Leadership
- First Steps to Success
- fastnyc
- Asphalt Green
- Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS)

Partnerships:

- Hunter College
- Behind the Book
- Children for Children
- East Harlem Tutorial Program
- AmeriCorps/City Year
- Harlem Center for Education
- Asociación Tepeyac de New York
- NJHS
- Tabula
- Lincoln Center
- Los Pleneros de la 21
- Mount Sinai Medical Center
- Yorkville Common Pantry
- Girls Inc.
- The Princeton Review

¹⁴ The District 4 Middle School Directory is available on the DOE Web site at <http://schools.nyc.gov/NR/rdonlyres/D74B0726-8851-48CC-AA8D-6F512B2AC35D/0/201213D11MSD.pdf>.

- Clearing House
- Health Service Consortium of East Harlem
- American Dairy Association
- National Football League (NFL)
- Terence Cardinal Cooke Health Care Center
- WBSL
- Power 105

Extra-curricular Activities:

- Video Club
- Basketball Club
- Math Club
- Chorus
- Step Team
- Arts & Crafts
- Cooking
- Guitar
- Dance
- Robotics
- Floor Hockey
- School Newspaper
- Yearbook
- Cheerleading

Sports:

- Basketball
- Soccer
- Flag Football
- Indoor Track

This proposal will not prevent J.H.S. 13 from continuing to offer any of these options. If the proposal to phase out J.H.S. 13 is approved, the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. It is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported J.H.S. 13 students in the past.

If the proposal is approved, students at J.H.S. 13 would continue to share common spaces such as the cafeteria, auditorium, gymnasium, and outdoor school yard. The proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools.

Impact on the Pre-Kindergarten Program

CPE I's pre-kindergarten program serves one section of full-day pre-kindergarten and currently occupies one full-size equivalent room in M013. CPE I will continue to offer its pre-kindergarten program, subject to continued demand and the availability of funding.

Impact on Current and Future Students Attending CPE I

This proposal is not expected to impact the admissions, offerings, and activities of CPE I.

CPE I is a choice elementary school that admits students through a school based application process, with the following admissions preferences:¹⁵

- 1) District 4 students whose siblings will be enrolled in kindergarten through fifth grade in September 2013;
- 2) District 5 students whose siblings will be enrolled in kindergarten through fifth grade in September 2013;
- 3) Students who reside outside of District 4 or 5 whose siblings will be enrolled in kindergarten through fifth grade in September 2013;
- 4) District 4 students without siblings in the school;
- 5) District 5 students without siblings in the school;
- 6) Students who reside outside of District 4 or 5 without siblings in the school.

CPE I currently offers Integrated Co-Teaching (“ICT”) classes, and Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current students at CPE I who receive ELL services will continue to receive appropriate services as the school phases out.

CPE I currently offers the following special programs, and partnerships:¹⁶

Programs

- Cross-age groupings

Special Programs

- Chorus,
- Violin workshop
- Guitar workshops,
- Theatre and movement classes,
- Art program
- Weekly “All School Sing”
- Weekly ice-skating during winter months

Partnerships:

- Opus 118
- Musica Viva

¹⁵ For more information, please visit <http://schools.nyc.gov/NR/rdonlyres/6929B960-7BE9-4C99-8D8A-750229A3C321/0/201314ESDManhattanD4.pdf>.

¹⁶ For more information, please visit <http://www.centralparkeastone.org/>

- The Metropolitan Opera.

If this proposal is approved, students at CPE I will continue to share common spaces such as the cafeteria, auditorium, and gymnasium. The proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools.

Impact on Current and Future Students Attending CPE HS

This proposal is not expected to impact the admissions, enrollment, or programs at CPE HS. CPE HS is a high school that currently enrolls students through the Citywide high school admissions process. CPE HS has a program with a humanities and interdisciplinary interest area with a screened method of admission. Screened admissions programs rank students based on the student's final seventh grade report card grades and reading and math standardized test scores. Attendance and punctuality are also considered. There may also be other items that schools require to screen applicants such as an interview, essay or additional diagnostic test score.¹⁷

According to the 2012-2013 Directory of New York City Public High Schools, CPE HS currently offers the following special programs, partnerships, extra-curricular activities, and sports:¹⁸

Programs:

- Advanced Regents Honors Program
- College Summit
- College Now
- Think College Now
- Mount Sinai Hospital Internships and MedDocs Program
- Forensics
- Adobe Digital Photography
- National Honor Society
- Peer Tutoring
- Community Service
- Internships
- SAT Prep Classes
- Language Classes: Spanish
- Advanced Placement Courses
- Online Language Classes: French, Spanish

Partnerships:

- East Harlem Tutorial Program
- Girls, Inc. of New York City
- Double Discovery
- Sponsors for Educational Opportunity (SEO) Scholars Program
- Minds Matter

¹⁷ For more information about CPE HS, go to <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=5142>

¹⁸ For more information about CPE HS' offerings, go to:
<http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=5142>

- Step-Up Program
- College Summit
- Search & Care Community Service
- Mount Sinai Hospital Education Department, Clinic Plus Program
- Borough of Manhattan Community College (BMCC)
- The City University of New York (CUNY)
- Monroe College
- Young Audiences of New York
- The People's Production Company
- National Aeronautics and Space Administration (NASA)
- For Inspiration and Recognition of Science and Technology (FIRST) Robotics
- Bloomberg LLC
- Trust for Public Land
- Credit Suisse
- Robin Hood Foundation

Extra-curricular Activities:

- College Summit Peer Leaders
- Student Council
- Step-Up Program
- Internships
- Peer Tutors
- Girls, Inc.
- Robotics Team
- National Honor Society
- Peer Tutoring
- Choir
- Dance
- Theater
- Radio Rootz Media Production
- School Newspaper - "The Madison Times"
- Community Service
- Anime

Sports:

- Baseball
- Basketball
- Football
- Volleyball
- Wrestling
- Golf
- Softball
- Bowling
- Outdoor Track
- Intramural Soccer
- Flag Football
- Cheerleading Team
- Dance Team

- Weightlifting

If this proposal is approved, CPE HS will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location extension would not impact those opportunities, and is not expected to significantly change the way these programs are already configured as part of the current co-location. However, decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

CPE HS currently offers ICT classes, and SETSS. The existing ICT special education classes and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current and future students with IEPs will continue to receive appropriate services at CPE HS. CPE HS' ELL students will also continue to receive mandated services.

If the proposal is approved, students at CPE HS will continue to share common spaces such as the cafeteria, auditorium, and gymnasium. The proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools.

Impact on Current and Future Students Attending EHS I

If this proposal is approved, EHS I's co-location in M013 will be extended until the conclusion of the 2015-2016 school year. If EHS I is unable to move into its private facility at the end of the 2015-2016 school year, EHS I will explore options to serve its students in a temporary space.

EHS I currently enrolls kindergarten and first grade students through a lottery, as mandated by New York State Charter Law, and will continue to do so if this proposal is approved.

All pre-kindergarten age students and all kindergarten students residing in District 4 will have the opportunity to apply through the charter application lottery to enter kindergarten or first grade at EHS I.

EHS I's lottery prioritizes applicants in the following order:

1. Returning students;
2. Siblings of currently attending students;
3. 20% of remaining admission slots will be reserved for applicants who are deemed English Language Learners ("ELLs"). Within this preference, first priority will be given to ELLs who reside in District 4. Any remaining slots will be given to ELLs who do not reside in District 4;
4. Other applicants who reside in District 4.

The proposed extension of the co-location of EHS I in M013 is not expected to impact current instructional programming at EHS I.

According to the school's leadership, EHS I currently offers the following extra-curricular activities:

- **Clubs and Activities:** Monday through Friday after-school enrichment, Martial Arts
- **Athletics:** Daily Physical Education for all students

If this proposal is approved, EHS I will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location extension

would not impact those opportunities, and is not expected to significantly change the way these programs are already configured as part of the current co-location.

If the proposal is approved, students at EHS I will continue to share common spaces such as the cafeteria, auditorium, gymnasium, and outdoor school yard. The proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools.

Impact on Future Students Attending EHS II

In a separate proposal also posted on January 22, 2013, the DOE has proposed to co-locate a new elementary charter school, East Harlem Scholars Academy Charter School II (84MTBD, "EHS II") in the M013 building beginning in the 2013-2014 school year. If both of these proposals are approved, EHS II will also be co-located with the schools in M013 for the duration of EHS I's extended co-location, and then will expand into the space that EHS I vacates once it moves into its private facility. EHS II will not be impacted by the extension of EHS I's co-location in building M013.

Impact on Other Organizations Located in M013

For the 2012-2013 school year, M013 also houses two CBOs, the Harlem Family Institute and Girl's Inc. This proposal is not expected to impact the siting of either CBO in M013.

Impact on Future Elementary School Students in District 4

This proposal will allow future elementary school students to continue attending EHS I in space located in District 4. The proposal to extend the colocation of EHS I in M013 is not expected to impact the admissions process at CPE I. CPE I will continue to admit students through a school-based application process, as it has in the past, and in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>. EHS I will continue to admit students in the manner described above.

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 create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

In accordance with DOE policy, ELL students will also attend any district choice schools they choose to attend in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at any district choice schools they choose to attend.

Impact on Future Middle School Students in District 4

This proposal is not expected to impact future middle school students in District 4. If the proposal to phase out J.H.S. 13 is approved, though students will no longer be able to attend J.H.S. 13, students will continue to have access to a broad range of middle school options through the District 4 Middle School Choice process.

There are several other middle schools that are available to District 4 students and families. Through the

District 4 Middle School Choice Process, all District 4 students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. Middle School options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- K-8 schools with an unscreened admissions method that have available seats for middle school students;
- 6-12 schools with an limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

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

Information about all of these options is printed in each district's Middle School Choice Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment.htm>. Please note that this directory is updated yearly.

Middle school students who have IEPs or are English Language Learners are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for such students is the same as described above.

Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan>. Please note that this directory is updated yearly. General information about the Middle School Choice Process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

In addition to the Middle School Choice Process, J.H.S. 13 currently admits students through the over-the-counter ("OTC") admissions process. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

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

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school

¹⁹ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school within one calendar year following discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school. Chancellor's Regulation A-101 can be accessed at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

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 at the start of the school year.

Middle school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

Similarly, ELL students are admitted to middle schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Detailed information about new middle schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE Web site:
<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

Impact on Future High School Students in District 4

This proposal will not affect the manner in which students are admitted to CPE HS. In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

For high school admissions for the 2013-2014 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

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

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The New York City High School Directory offers a full list of high schools Citywide. The directory is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

In addition to the High School Admissions Process, some students may receive a placement at CPE HS through the OTC process. CPE HS also accepts students via the OTC process, and will continue to do so.

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

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) 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,²⁰ international schools, and alternative programs are offered through referral.²¹ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 599 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Manhattan, the number of schools that admitted students during this period has increased from 122 in 2007-2008 to 144 in 2012-2013.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE Web site: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

B. Schools

As discussed above, M013 has adequate capacity to accommodate the extended co-location of EHS I's kindergarten through fifth grades. In 2015-2016, the final year of EHS I's co-location in M013, EHS I is projected to serve 270-330 students in grades kindergarten through five; EHS II is projected to serve 200-240 students in grades kindergarten through three; CPE I is projected to serve 175-235 kindergarten through fifth grade students, as well as 18 pre-kindergarten students; and CPE HS is projected to serve 445-480 students in grades nine through twelve, for a total projected enrollment of 1,108-1,303 students served in M013. This results in a projected building utilization rate of 90% to 106%.

²⁰ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

²¹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

The projected enrollments for EHS I, J.H.S. 13, CPE I, CPE HS, and EHS II are shown in Section IV below.

As described in more detail in the attached BUP that accompanies this EIS, if this proposal is approved, although the projected utilization rates for the and 2014-2015 and 2015-2016 school years exceed 100%, there will be sufficient space to accommodate J.H.S. 13, CPE I, CPE HS, EHS I, and EHS II pursuant to the Citywide Instructional Footprint (“Footprint”). Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>. The Footprint can be found in the “Key Documents” section.

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

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or 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 rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

C. Community

The DOE supports parent choice and strives to ensure that all families have access to diverse schools that meet their children’s needs. The proposed extension of EHS I’s co-location at M013 is intended to meet those goals by continuing to provide diverse elementary school options for students in District 4.

The proposal to extend the co-location of EHS I in M013 through the conclusion of the 2015-2016 school year is not expected to impact the ability of community members and organizations to obtain school building use permits at M013. This proposal is not expected to impact the site accessibility of the M013 building.

In addition to EHS I, there are seven other charter options in District 4 serving elementary school grades. Those options are listed in the table below.

Charter Options				
DBN²²	School Name	Grade Span 2012-2013	Grade Span at Scale	Enrollment 2012-2013²³
84M335* ²⁴	Harlem Village Academy Leadership Charter School	K, 5-12	K-12	574
84M337	New York Center for Autism Charter School	Ungraded	Ungraded	33
84M382	Dream Charter School	K-5	K-5	290
84M385 ²⁵	Success Academy Charter School - Harlem 3	K-5	K-8	581
84M518*	East Harlem Scholars Academy Charter School	K-2	K-5	160
84M704	Harbor Science and Arts Charter School	K-8	K-8	227
84M705	Amber Charter School	K-5	K-5	478
84M708*	Harlem Prep Charter School	K-6	K-8	480

Detailed information about charter schools is also published annually and is available in print and on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.html>.

²² An asterisk (*) identifies a school that is currently phasing in.

²³ Based on the charter headcount as of October 1, 2012.

²⁴ Harlem Village Academy Leadership Charter School is currently authorized to serve students in kindergarten through second grade and fifth through twelfth grade. The school has informed the DOE that it intends to apply to SUNY CSI to expand its grade span to serve students in kindergarten through twelfth grade. Only SUNY CSI has the authority to approve or deny that request. This chart assumes that SUNY CSI approves Harlem Village Academy Leadership Charter School’s request to expand its grade span.

²⁵ Success Academy Charter School – Harlem 3 is currently authorized to serve students in kindergarten through fifth grade. The school has informed the DOE that it intends to apply to SUNY CSI to expand its grade span to serve students in kindergarten through eighth grade. Only SUNY CSI has the authority to approve or deny that request. This chart assumes that SUNY CSI approves Success Academy Charter School – Harlem 3’s request to expand its grade span.

IV. Enrollment, Admissions and School Performance Information

*J.H.S. 13*²⁶

Admissions Data

Current Admissions	Grades 6-8: District 4 Middle School Choice Admissions Method: Screened
Admissions During and After the Co-location of EHS I	N/A

Enrollment Data²⁷

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	56	62	71	189
2013-2014 (projections)	-	50-60	55-65	105-125
2014-2015 (projections)	-	-	50-60	50-60
2015-2016 (projections)	-	-	-	-

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	26%
Percentage of Students with Individualized Education Programs	30%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced Lunch	75%

School Performance Data²⁹

J.H.S. 13 Jackie Robinson	2009-2010	2010-2011	2011-2012
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²⁶ In a separate EIS the DOE has proposed to phase out J.H.S. 13 beginning in the 2013-2014 school year. If approved, J.H.S. 13 will no longer admit new students during the period covered by this EIS.

²⁷ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁸ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁹ Source: Progress Report http://schools.nyc.gov/OA/SchoolReports/2010-11/Progress_Report_Overview_2011_EMS_M121.pdf

School Performance and Progress			
Overall Progress Report Grade	C	C	D
Quality Review Score ³⁰	N/A	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	13%	16%	16%
Math % Proficient (Levels 3 and 4)	17%	13%	20%
Other Key Performance Indicators			
Attendance Rate	88%	88%	91%

2012-2013 State Accountability Status	Priority School
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Central Park East I

Admissions Data

Current Admissions	Pre-Kindergarten: Standard Universal Pre-K Admissions Grades K-5: Choice
Admissions During and After the Co-location Extension of EHS I	Pre-Kindergarten: Standard Universal Pre-K Admissions Grades K-5: Choice

Enrollment Data³¹

	PK ³²	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	16	35	30	33	25	38	25	202
2013-2014 (projections)	18	30-40	30-40	25-35	30-40	20-30	35-45	188-248
2014-2015 (projections)	18	30-40	30-40	30-40	25-35	30-40	20-30	183-243
2015-2016 (projections)	18	30-40	30-40	30-40	30-40	25-35	30-40	193-253

³⁰ Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>. Not every school receives a Quality Review each year.

³¹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

³² Pre-kindergarten (“PK”) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

Demographic Data³³

Percentage of Students Receiving ICT or SC Services	5%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	32%

School Performance Data

Central Park East I	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	N/A	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	49%	55%	66%
Math % Proficient (Levels 3 and 4)	53%	55%	78%
Other Key Performance Indicators			
Attendance Rate	94%	94%	95%

2012-2013 State Accountability Status	In Good Standing
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Central Park East High School

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Screened
Admissions During and After the Co-location Extension of EHS I	Grades 9-12: High School Admissions Process Admissions Method: Screened

Enrollment Data³⁴

³³ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

³⁴ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

	Total Enrollment
2012-2013 (unaudited)	468
2013-2014 (projections)	445 - 480
2014-2015 (projections)	445 - 480
2015-2016 (projections)	445 - 480

Demographic Data³⁵

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

Central Park East High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	97%	93%	94%
4 Year Graduation Rate	68%	81%	85%
6 Year Graduation Rate	71%	69%	70%
% Graduating with a Regents Diploma	41%	69%	78%
Attendance Rate	92%	93%	93%
2012-2013 State Accountability Status	In Good Standing		

³⁵ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

East Harlem Scholars Academy Charter School

Admissions Data

Current Admissions	Charter Lottery; preference to students who reside in District 4
Admissions During and After the Co-location Extension of EHS I	Charter Lottery; preference to students who reside in District 4

Enrollment Data³⁶

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	48	54	58	-	-	-	160
2013-2014 (projections)	45-55	45-55	45-55	45-55	-	-	180-220
2014-2015 (projections)	45-55	45-55	45-55	45-55	45-55	-	225-275
2015-2016 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	270-330

Demographic Data³⁷

Percentage of Students Receiving ICT or SC Services	2%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	63%

School Performance Data

No performance data is available, as the testing grades of EHS have not yet phased in.

East Harlem Scholars Academy Charter School II

Admissions Data

³⁶ All figures represent total headcount as of October 1, 2012.

³⁷ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Current Admissions	N/A
Admissions During and After the Co-location Extension of EHS I	Charter Lottery; preference to students who reside in District 4

Enrollment Data³⁸

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-	-	-	-	-
2013-2014 (projections)	50-60	50-60	-	-	-	-	-	-	-	100-120
2014-2015 (projections)	50-60	50-60	50-60	-	-	-	-	-	-	150-180
2015-2016 (projections)	50-60	50-60	50-60	50-60	-	-	-	-	-	200-240

Demographic Data

There is no demographic data available for the school because EHS II has not yet opened.

School Performance Data

There is no performance data available for the school because EHS II has not yet opened.

V. Initial Impact on Budget and Costs of Instruction

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

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 for facility upgrades shall be made in the amount of the

³⁸ All projections referenced for the 2013-2014 school year and beyond reflect the charter school’s authorized enrollment pursuant to its Charter application.

expenditure of the charter school for each non-charter school within the public school building.

At present, M013 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

This proposal is not expected to impact the operating budget or costs of instruction at J.H.S. 13, CPE I, or CPE HS.

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations may be impacted as a result of any register changes at J.H.S. 13, CPE I, and CPE HS.

The FSF Guide is available at:

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

The FY13 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

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

A. Personnel Needs

The proposed extension of this co-location is not expected to change the number of personnel positions at J.H.S. 13, CPE I, and CPE HS or significantly alter the duties of current staff. Since EHS II has not yet opened, there is no impact on staff due to this proposal.

B. Administration

No change in school supervisory or administrator positions is expected as a result of the extension of co-location of EHS I at M013.

C. Transportation

There will be no change to existing transportation practices at EHS I, J.H.S. 13, CPE I, or CPE HS due to this proposal. Transportation will be provided according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		M013
Type of Building		MIDDLE
Year Built		1958
Overall BCAS rating		2.38
2011-2012 Target Building Utilization		81%
2011-2012 Target Building Capacity		1227
FY 2012 Maintenance Costs	Labor	\$63,520
	Materials	\$21,820
	Maintenance and repair contracts	\$45,943
	Service contracts	\$6,240
	Custodial operations costs—Materials	\$10,768
	Custodial operations costs—Custodial Allocation	\$315,741
FY 2012 Energy Costs	Electric	\$147,280
	Gas	\$2,266
	Oil	\$141,943
Projects completed during the current or prior school year		Elec Upgrade, Gym Flooring, Reso A Locker Room
Projects proposed in the capital plan		IP Surveillance Camera Installation
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Labs