

EDUCATIONAL IMPACT STATEMENT:

The Proposed Expansion of the Co-Location of Bronx Global Learning Institute for Girls Charter School (84X389) with Performance School (07X385), a New Elementary School (07X359), and a New Site of a District 75 Program (75X017) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to expand the grades served in building X156 (“X156”) by Bronx Global Learning Institute for Girls (84X389, “BGLIG”), from kindergarten through fifth grades to kindergarten through eighth grades. BGLIG is an existing charter elementary school currently serving female students in kindergarten through fifth grades in the X156 building, located at 750 Concourse Village West, Bronx, NY 10451 in Community School District 7 (“District 7”). BGLIG is currently co-located with Performance School (07X385, “Performance School”), an elementary school serving students in kindergarten through fifth grades and offering a pre-kindergarten program.¹

If this proposal is approved, BGLIG will expand to serve students in kindergarten through eighth grades in building X156 by phasing in middle school grades beginning in the 2013-2014 school year.² In 2013-2014 BGLIG will serve students in kindergarten through sixth grades and will continue to add one grade level each year until it reaches full scale, serving kindergarten through eighth grades in the 2015-2016 school year. BGLIG enrolls kindergarten and first grade students through a lottery, giving preference to students who reside in District 7.

In a separate Educational Impact Statement (“EIS”), also posted on January 22, 2013, the DOE is proposing to gradually phase-out and close Performance School because of its poor performance and inability to improve quickly to better support student needs. If the phase-out proposal is approved, Performance School will no longer admit kindergarten, first-, and second-grade students after the conclusion of the 2012-2013 school year. One grade will then be phased-out each subsequent year, and Performance School will close in June 2016.

In another EIS posted on January 22, 2013, the DOE is proposing to co-locate a new elementary school (07X359) and add a new site, P017X@X156, of an existing District 75³ program (75X017) that will

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 BGLIG is chartered by the DOE, which has already approved BGLIG’s request to expand its charter from serving kindergarten through fifth grades to kindergarten through eighth grades. The New York State Board of Regents is expected to give final approval of this charter expansion in Spring 2013. Should the Board of Regents not finalize the charter expansion, the DOE will consider alternate options for the space in X156 and, if necessary, propose an alternative option in a new or revised Educational Impact Statement (“EIS”) and Building Utilization Plan (“BUP”).

³ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

provide self-contained classes, in building X156.⁴ In the 2013-2014 school year, 07X359 will serve kindergarten, first-, and second-grade students who would have otherwise attended Performance School if it were not being phased out. 07X359 will then expand by one grade each year until it reaches full scale in 2016-2017 and serves students in kindergarten through fifth grades. 07X359 will also offer a pre-kindergarten program beginning in 2013-2014, subject to continued demand and funding. If approved, P017X@X156 will serve students in four self-contained classes when it opens in 2013-2014; it will continue serving that number of students until 2016-2017, when more space will become available in X156 and the program will begin serving five sections of students in the building. The phase-out proposal and the new co-location proposal can both be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. The proposal to expand BGLIG is not contingent upon the proposals to phase-out Performance School or the proposal to open and co-locate 07X359 and the District 75 program because there is currently excess space in the building, as indicated in the attached building utilization plan (“BUP”).

On November 26, 2012, the District 7 Community Education Council (“CEC”) voted to implement an unzoning of the elementary schools in District 7 in order to provide greater access to educational opportunities for District 7 families and to create a process that allows families to choose schools that reflect their individual preferences. This means that there will no longer be zoned elementary schools in District 7; rather, families will have the opportunity to rank their preferences among all elementary schools in the district, similar to the Middle School Choice process. If the proposal to co-locate 07X359 (and P017X@X156) in X156 is approved, 07X359 will participate in the District 7 Elementary School Choice Admissions Process. Additional information about the District 7 Elementary School Choice Admissions Process is provided in Section III.A of this proposal.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”),⁵ X156 has the capacity to serve 976 students.⁶ Currently, the building serves 867 students,⁷ yielding a building utilization rate of 89%.⁸ If this proposal is approved, BGLIG will add sixth grade in 2013-2014 and will continue to add one grade each subsequent year until it reaches full scale in 2015-2016, serving approximately 405-495 students in kindergarten through eighth grades. If this expansion proposal, the proposal to phase out Performance School, and the proposal to co-locate 07X359 and a new site of an existing District 75 program in building X156 are approved, X156 is projected to serve approximately 911-1,066 students from BGLIG, 07X359, and P017X@X156 in 2016-2017, yielding an estimated building utilization rate of 93%-109%. As described below, the DOE believes there is sufficient space in building X156 to accommodate all schools over the course of all proposals.

Given the availability of space in BGLIG’s current location, Building X156, the DOE is proposing to expand the co-location of BGLIG in X156 to include sixth through eighth grades and to continue at that grade span in X156 thereafter. This proposed expansion will allow students currently enrolled in kindergarten through fifth grades the opportunity to continue their education at BGLIG and will create

⁴ P017X is an existing D75 school serving students in grades K-8 at four different sites in the Bronx. P017X-currently serves students in: P017X@P043X, which serves elementary-aged students at 165 Brown Place, Bronx, NY 10454; (2) P017X@P161X, which serves elementary-aged students at 628 Tinton Avenue, Bronx, NY 10455; and (3) P017X@I298X, which serves middle school-aged students at 778 Forest Avenue, Bronx, NY, 10456; (4) P017X@I296, which serves middle school-aged students at 778 Forest Avenue, Bronx, NY, 10456.

⁵ The 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”) can be found here http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf

⁶ 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”)

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.

additional middle school seats for District 7 students.

II. Proposed or Potential Use of Building

There is sufficient space in building X156 to accommodate the expansion of the co-location of BGLIG, with 07X359 and P017X@X156 as they phase in and Performance School as it phases out, if all corresponding proposals are approved. If this proposal is approved, BGLIG will expand from serving kindergarten through fifth grades to kindergarten through eighth grades in X156.

According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”), building X156 has a target capacity of 976 students. In 2012-2013, the building is serving 867 students,⁹ yielding a utilization rate of 89%. If this proposal is approved, BGLIG will serve sixth grade in X156 in 2013-2014 and will add one grade each subsequent year until it reaches full scale in the building in 2015-2016, serving approximately 405-495 students in kindergarten through eighth grades. In 2016-2017, if all corresponding proposals are approved, building X156 is projected to serve 911-1,066 students and have a utilization rate of 93% - 109%.

The current and proposed grade spans for Performance School, 07X359, P017X@X156, and BGLIG over a five-year period are indicated in the chart below:

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
07X385	Performance School	K-5	3-5	4-5	5	-
84X389	BGLIG	K-5	K-6	K-7	K-8	K-8
07X359	New Elementary School	-	K-2	K-3	K-4	K-5
75X017	P017X@X156	-	K-5	K-5	K-5	K-5

The current and projected enrollments of the schools in X156 over a five year period, as well as the projected building utilization rates, are as follows:¹⁰

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
07X385	Performance School	580	275 - 305	195 – 215	80 – 90	-
84X389	BGLIG	287	315 - 385	360 – 440	405 - 495	405 - 495

⁹ 2012-2013 Unaudited Register (as of October 26, 2012) and charter headcount as of October 1, 2012

¹⁰ While this grade span chart does not note sections of pre-kindergarten for Performance School and 07X359, pre-kindergarten enrollment numbers are included in the enrollment and utilization chart.

07X359	New Elementary School	-	271 - 301	341 – 381	411 - 461	481 - 541
75X017 ¹¹	P017X@X156	-	20 - 24	20 – 24	20 – 24	25 - 30
Total Building Enrollment		867	881 - 1,015	916 - 1,066	916 - 1,070	911 - 1,066
Utilization		89%	90% - 104%	94% - 109%	94% - 110%	93% - 109%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 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 for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s 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 would decrease.

Despite the possibility of a utilization rate over 100%, X156 has sufficient space to provide all schools in the building 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 school. Therefore, the DOE believes that the X156 building has the capacity to accommodate all the existing schools at full scale.

¹¹ The enrollment projections for D75 programs are based on class settings. Projections for P017X@X156 are based on four sections of 6:1:1 self-contained classes in all years except 2016-2017, at which point it will serve five sections.

For more detail on the Footprint and room allocations, see Section III.B below and the attached BUP. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

A. Students

Impact on Students Currently Attending Schools in the X156 Building

There are currently two school organizations in the X156 building: Performance School and BGLIG.

With respect to Performance School, the proposed grade expansion of BGLIG in building X156 is not expected to impact current or future student enrollment or instructional programming. However, the impact on student enrollment and instructional programming of the proposed phase-out of Performance School is discussed in detail in a separate EIS that can be accessed here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Performance School currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained special education classes ("SC"), and Special Education Teacher Support Services ("SETSS"). Current students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs").

Elementary 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 create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

English Language Learner ("ELL") students are admitted to schools in the same manner as their non-ELL peers. ELL students at Performance School will continue to receive mandated services in accordance with DOE policy. Performance School currently offers English as a Second Language ("ESL") services in all grades. All ELL students will continue to have their needs met if this proposal is approved. Additionally, 07X359 plans to offer bilingual programming in accordance with community need and parent choice.¹²

The DOE does not anticipate that this proposal to expand BGLIG will prevent Performance School from continuing to offer any particular academic or extra-curricular programs currently offered at the school. However, if the proposal to phase out Performance School is approved, the availability of certain offerings at the school will inevitably be impacted as the school phases out, serves a decreasing student population, and eventually closes.

As to BGLIG, this proposal will enable the school to expand to serve sixth through eighth grades, which will necessarily involve an increase in the school's enrollment and academic offerings. The DOE does not anticipate that the expansion of the co-location of BGLIG will require BGLIG to reduce any of its extra-curricular offerings or partnerships; the school may continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. Similarly, the expansion of the co-location of BGLIG is not anticipated to impact any special needs students, including ELL students and students with IEPs. BGLIG students will continue to have their needs met if this proposal is approved.

¹² For more information about bilingual education programs, please visit: <http://schools.nyc.gov/Academics/ELL/default.htm>

Enrollment Impact for Future Elementary School Students in District 7

Performance School is currently a zoned elementary school. A student's zoned school is determined by his or her home address.¹³ However, as noted above, in an action separate from this proposal, on November 26, 2012, the District 7 Community Education Council voted to implement an un zoning of the elementary schools in District 7 in order to provide greater access to educational opportunities for District 7 families and to create a process that allows families to choose schools that reflect their individual preferences. This means that there will no longer be zoned elementary schools in District 7; rather, families will have the opportunity to rank their preferences among all elementary schools in the district, similar to the Middle School Choice process. This un zoning plan, separate from these proposals, is being implemented in September 2013 and will impact the admissions processes of all current zoned elementary and K-8 schools for the 2013-2014 school year. If the proposal to co-locate 07X359 (and P017X@X156) in X156 is approved, 07X359 will participate in the District 7 elementary choice admissions process. Additional information about the District 7 Elementary School Choice Admissions Process is provided in Section III.A of this proposal.

The un zoning will impact only incoming kindergarten students or students who are new to the system. All currently enrolled kindergarten to fifth-grade students may remain in their schools. As part of the District 7 un zoning, the DOE and the CEC have created two geographic enrollment priority areas within District 7 that will maintain regional priority without zone priority and ensure that all students have access to nearby public schools and the transportation necessary to attend nearby public schools. In accordance with Chancellor's Regulation A-101, kindergarten students will be admitted to District 7 elementary schools in the following order of admissions priority:

- First Priority: Students with verified siblings who will be enrolled in kindergarten through fifth grade in the school as of September 2013
 - Within priority area first, then
 - Out of priority area, then
 - Out of district;
- Second Priority: Students who are currently enrolled in pre-kindergarten in the school without siblings enrolled in the school
 - Within priority area first, then
 - Out of priority area, then
- Third Priority: Other students without siblings enrolled in the school
 - Within priority area first, then
 - Out of priority area, then
 - Out of district

Elementary 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 create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

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

Additionally, all age-appropriate female students in District 7 will continue to have the opportunity to enter the charter application lottery process to enroll in BGLIG for kindergarten and first grades in August of 2013 (and if the proposal to expand BGLIG is approved, children may enter the charter application lottery

¹³ For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site: <http://schools.nyc.gov/choicesenrollment/elementary>.

for kindergarten and first grade. Should seats become available, BGLIG may enroll additional students who were waitlisted during the charter application lottery process). BGLIG provides lottery preferences in the following order:

- Returning Students;
- Siblings of Currently Enrolled Students (residing within and outside of District 7)
- ELL Students (residing within and outside of District 7)
- Students Residing in District 7
- Students who Reside Outside of District 7

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

<http://schools.nyc.gov/community/planning/charters/For+Parents>.

Detailed information about charter schools will also be published annually and is available in print and on the DOE Web site here:

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

While not a direct result of this proposal, the DOE is simultaneously proposing to open 07X359, which will represent a new elementary school option for District 7 students and which is anticipated to offer academic programs similar to that of Performance School. The expanded co-location of BGLIG will not limit the opportunities available to 07X359 students. For more information about 07X359, please see the EIS providing for its opening and co-location at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

The District 75 program that will be opened in the X156 building, P017X@X156, will serve elementary students requiring a District 75 placement. Please see the section below entitled, “Impact for Future District 75 Students in District 7” for more information about the 75X017 site in X156.

Impact for Future Middle School Students in District 7

Fifth-grade students who meet promotional standards and live within the district are eligible to apply to any District 7 middle school of their choice as part of the Middle School Choice Process. If this proposal is approved, in 2013-2014, BGLIG will admit kindergarten students through the charter application lottery process described above, and accordingly students will have the opportunity to remain enrolled in BGLIG through the middle school grades. Under this proposal, BGLIG will then represent a new middle school option for students in District 7.

Excluding M.S. 203 (07X203), which the DOE has proposed to phase-out beginning in the 2013-2014 school year, there are currently 14 total schools serving middle grades in District 7.¹⁴ Students rank their preferences from among the District 7 choice middle schools. These options include:

- Choice middle schools with a screened application process;
- Choice middle schools with unscreened or limited unscreened application processes;
- K-8 schools with an unscreened, limited unscreened, and screened application process that have available seats for middle school students; and
- 6-12 schools with a limited unscreened or screened application process.

¹⁴ Details of this proposal can be found on the DOE Web site: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

For further information about these options, please refer to the District 7 Middle School Choice Directory which can be found at: <http://schools.nyc.gov/NR/rdonlyres/A4CE9911-E6DB-46B6-BFBC-45EAEF07BD65/0/201213D7MSD.pdf>. (Please note that this directory is updated yearly.) Please visit the DOE's Web site for general information about the Middle School Choice Process: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

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 create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELLs participate in middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same criteria as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

Impact for Future Over-the-Counter Students

In addition to the District 7 Middle School Choice Process, some students receive placement into schools through the “over-the-counter” (“OTC”) process. Performance School serves OTC students. 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;¹⁵
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

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 available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In middle school choice districts such as District 7, 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 year.

This proposal to expand the co-location of BGLIG is not anticipated to impact the OTC placement of students at district middle schools.

¹⁵ 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>.

Impact for Future District 75 Students

While not a direct impact of this proposal to phase out Performance School, the DOE is also separately proposing to co-locate a new site for an existing D75 program, 75X017, in the X156 building. The details of this proposal can be accessed on the DOE's Web site:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

This D75 program will admit future students in a manner consistent with current D75 enrollment procedures. Students will be placed in D75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. For additional information about D75 programs, please visit the DOE's Web site at:

<http://schools.nyc.gov/Offices/District75/default.htm>.

In the 2013-2014, 2014-2015, and 2015-2016 school years, the DOE proposes that P017X@X156 serve four sections of students with an IEP classification of autistic and/or intellectual disabilities in grades K-5 in X156. In the 2016-2017 school year, P017X@X156 will serve five sections of students with an IEP classification of autistic and/or intellectual disabilities in grades K-5 in X156. The DOE has proposed to open this new program in the X156 building to meet increased demand for D75 self-contained programming. Building X156 is a fully accessible building, and as such, the DOE believes it is a good site for a student population that may require a barrier-free site for their education.

B. Schools

X156 has adequate capacity to accommodate all school organizations during the expansion of BGLIG, the co-location of 07X359 and P017X@X156, and the phase out of Performance School. The schools in X156 are projected to enroll 911-1,066 students in 2016-2017, and the projected utilization for X156 would then be approximately 93%-109%.

If this proposal is approved, there will be sufficient space to accommodate BGLIG, 07X359, P017X@X156, and Performance School during and after the proposed changes pursuant to the Citywide Instructional Footprint (the "Footprint").¹⁶ Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdfh.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Integrated Co-Teaching section and a full-size or half-size room to

¹⁶ Over the course of these proposals, there are two instances in which schools will operate under their required footprint. 07X359 will be under Footprint by 0.5 full-size equivalent rooms in the 2013-2014 school year and BGLIG will be under Footprint by 0.25 full-size equivalent rooms in the 2015-2016 school year. These school organizations will receive their full allocation of space in all other years of this proposal, and all schools are otherwise receiving at least their baseline or adjusted footprint allocations. Additional details about the space allocation plan can be found in the BUP on the DOE's Web site: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

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 classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline full-size equivalent ("FSE") classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached BUP that accompanies this EIS, the DOE believes there is sufficient instructional space in X156 for BGLIG to expand by one additional grade level beginning in 2013-2014 and continuing each subsequent year until it serves grades kindergarten through eight in the 2015-2016 school year. As in other situations where schools are co-located, the schools will continue 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 continue to 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. Any unallocated space will continue to be equitably distributed among the schools based on student enrollment.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed expansion of the grades served by BGLIG in X156 from grades kindergarten through five to grades kindergarten through eight is intended to meet those goals by ensuring access to an additional middle school option for students in District 7. The DOE expects that the expansion of BGLIG will create additional high-quality seats for students and will allow students currently enrolled in elementary grades at BGLIG the opportunity to continue their education there, should they elect to do so.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X156. This proposal is not expected to impact the site accessibility (functionally full programmatically accessible) of X156.

IV. Enrollment, Admissions and School Performance Information

BGLIG (84X389)

Admissions Data

Current Admissions	Grades K-5: Charter lottery application
Future Admissions	Grades K-8: Charter lottery application

Enrollment Data¹⁷

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	50	55	51	45	43	43	-	-	-	287
2013-2014 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	-	-	315-385
2014-2015 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	-	360-440
2015-2016 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	405-495
2016-2017 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	405-495

Demographic Data¹⁸

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	9%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	85%

¹⁷ All figures represent total headcount as of October 1, 2012.

¹⁸ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

BGLIG	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	C	A
Quality Review Score ¹⁹	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	40%	60%
Math % Proficient (Levels 3 and 4)	N/A	60%	80%
Other Key Performance Indicators			
Attendance Rate	N/A	93%	94%
2012-2013 State Accountability Status	In Good Standing ²⁰		

Performance School (07X385)

Admissions Data

Current Admissions	Pre-Kindergarten: Standard Universal Pre-Kindergarten Admissions Grades K-5: Zoned
Future Admissions	N/A

Enrollment Data²¹

	PK ²²	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	35	69	104	86	118	83	85	580

¹⁹ For more information about Quality Reviews, please visit the DOE Web site at

<http://schools.nyc.gov/Accountability/tools/review>. All schools do not receive a quality review every year.

²⁰ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

²¹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²² All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012). Pre-kindergarten (PK) is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

2013-2014 (projections)	-	-	-	-	80-90	115-125	80-90	275-305
2014-2015 (projections)	-	-	-	-	-	80-90	115-125	195-215
2015-2016 (projections)	-	-	-	-	-	-	80-90	80-90
2016-2017 (projections)	-	-	-	-	-	-	-	-

Demographic Data²³

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with IEPs	23%
Percentage of ELL Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	90%

School Performance Data

Performance School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Quality Review Score	P	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	17%	15%	14%
Math % Proficient (Levels 3 and 4)	20%	14%	12%
Other Key Performance Indicators			
Attendance Rate	90%	90%	91%
2012-2013 State Accountability Status			
Priority School			

²³ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

07X359

Admissions Data

Current Admissions	N/A
Future Admissions	Pre-Kindergarten: Standard Universal Pre-Kindergarten Admissions Grades K-5: District 7 Elementary Choice Admissions Process

Enrollment Data

	PK ²⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-	-	-
2013-2014 (projections)	36	70-80	70-80	95-105	-	-	-	271-301
2014-2015 (projections)	36	70-80	70-80	70-80	95-105	-	-	341-381
2015-2016 (projections)	36	70-80	70-80	70-80	70-80	95-105	-	411-461
2016-2017 (projections)	36	70-80	70-80	70-80	70-80	70-80	95-105	481-541

Demographic Data

As 07X359 has yet to open, there is currently no demographic data for 07X359.

School Performance Data

As 07X359 has yet to open, there is currently no performance data for 07X359.

²⁴ Pre-kindergarten ("PK") is a program that can be offered both half-day or full-day; the projection figures represent two sections of full day PK. The enrollment projections for a new school are based on the planned number of sections for the entry grade.

P017X@X156

Admissions Data

Current Admissions	N/A
Future Admissions	Placement based on individual student needs/recommended special education services

Enrollment Data²⁵

	Total Enrollment
2012-2013 (unaudited)	-
2013-2014 (projections)	20-24
2014-2015 (projections)	20-24
2015-2016 (projections)	20-24
2016-2017 (projections)	25-30

Demographic Data

As the new site of P017X@X156 has yet to open, there is currently no demographic data available.

School Performance Data

As the new site of P017X@X156 has yet to open, there is currently no demographic data available.

V. Initial Impact on Budget and Cost of Instruction

The General Education Charter School per-pupil rate is determined by the 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

²⁵ The enrollment projections for D75 programs are based on class settings. Projections for P017X@X156 are based on four sections of 6:1:1 self-contained classes in all years except 2016-2017, at which point it will serve five sections.

approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

The proposal should not otherwise affect the cost of instruction, although the operating budget will increase with the increase in enrollment. The basic operating budget for schools is determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student, as well as other factors such as whether the student is an ELL or a student with a disability.

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 Memorandum 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

New administrative staff and non-pedagogical positions may be created at BGLIG over the course of the school’s grade expansion. BGLIG is expected to hire additional teachers as the new grades are added.

The proposed grade expansion in X156 is not expected to change the number of personnel positions assigned to Performance School, nor which will be assigned to 07X359 and P017X@X156. The impact of the proposal to phase out Performance School on its personnel is described in detail at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

B. Administration

BGLIG may hire school supervisors and/or administrative personnel on an as-needed basis throughout the course of the school’s expansion.

No change in school supervisory or administrator positions at Performance School, or those anticipated for 07X359 and P017X@X156, is expected as a result of this proposal. The impact of the proposal to phase out Performance School on its administration is described in detail at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

C. Transportation

There will be no change to existing transportation practices for the schools in X156 as a result of this proposal. Transportation will be provided according to Chancellor’s Regulation A-801:

<http://schools.nyc.gov/NR/rdoonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		X156
Type of Building		PS
Year Built		1972
Overall BCAS rating		2.6
2011-2012 Target Building Utilization		87%
2011-2012 Target Building Capacity		976
FY 2012 Maintenance Costs	Labor	\$7,346
	Materials	\$6,111
	Maintenance and repair contracts	\$4,194
	Service contracts	\$7,063
	Custodial operations costs—Materials	\$6,643
	Custodial operations costs—Custodial Allocation	\$245,025
FY 2012 Energy Costs	Electric	\$712,314
	Gas	\$301
	Oil	n/a
Projects completed during the current or prior school year		Flood Elimination, PlaNYC Playground, Auditorium Upgrade
Projects proposed in the capital plan		Flood Elimination, Fire Alarm System, Public Address System, Reinforcing Support Units
Accessibility of the building		Functionally Fully Programmatically Accessible
Building attributes		Art Room, Auditorium, Computer Rooms, Cafeteria, Gymnasium, Library, Nurse's Office

