

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Opening and Co-Location of Success Academy Charter School – NYC 7 (84KTBD) with Existing Schools P.S. 25 Eubie Blake (16K025) and Upper School @ P.S. 25 (16K534) in Building K025 Beginning in the 2016-2017 School Year**

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

The New York City Department of Education (“DOE”) is proposing to open and co-locate<sup>1</sup> Success Academy Charter School – NYC 7 (84KTBD, “SA - NYC 7”) in building K025 (“K025”), located at 787 Lafayette Avenue, Brooklyn, NY 11221, in Community School District 16 (“District 16”) beginning in the 2016-2017 school year. If this proposal is approved, SA - NYC 7 will be co-located in K025 with P.S. 25 Eubie Blake (16K025, “P.S. 25”), an existing district elementary school that serves students in kindergarten through fifth grades and offers a full-day pre-kindergarten (“Pre-K”) program, and Upper School @ P.S. 25 (16K534, “Upper School”), a district middle school which serves students in grades six through eight. K025 also houses the following community-based organizations (“CBOs”): Partnership with Children, School’s Out New York City (“SONYC”), and Urban Dove.<sup>2</sup>

If this proposal is approved, SA - NYC 7 will open in K025 in the 2016-2017 school year, serving approximately 150-170 students in kindergarten and first grade, and will add one grade level each year until it reaches full scale, serving approximately 400-450 students in kindergarten through fourth grades in the 2019-2020 school year.

Pursuant to recent amendments to the Education Law that provide certain new and expanding charter schools with access to facilities, Success Academy Charter Schools (“SACS”) made a request to the DOE for co-located space to open a new elementary school.

Public engagement was conducted by the DOE in the course of creating this proposal, which included a walkthrough of building K025 with a Deputy Chancellor on November 25, 2015, to discuss the proposal, take questions and concerns from the school community, and determine whether significant logistical or other concerns would prevent the implementation of this proposal, if approved by the Panel for Educational Policy (“PEP”). Participants included the principals and School Leadership Team (“SLT”) members of P.S. 25 and Upper School @ P.S. 25, representatives from Community Education Council 16 (“CEC 16”) and other DOE leadership members.

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

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at building K025. This meeting is open to the public and

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

<sup>2</sup> Information about Partnership with Children can be found on its website: <https://www.partnershipwithchildren.org/>. Information about Urban Dove can be found on its website: <http://www.urbandove.org/>. Information about SONYC can be found online at: [http://www.nyc.gov/html/dycd/html/afterschool/SONYC\\_1.shtml](http://www.nyc.gov/html/dycd/html/afterschool/SONYC_1.shtml).

attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.

- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailed in any language to [D16Proposals@schools.nyc.gov](mailto:D16Proposals@schools.nyc.gov).
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received before 6:00 p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in an analysis of public comment which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

Dates of the upcoming Joint Public Hearing and PEP meeting can be found on the DOE Website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/SchoolProposalsJanuary202016PEP>.

SACS is a charter management organization (“CMO”) that currently operates elementary, middle and high schools in New York City. If this proposal is approved, SA - NYC 7 would open in building K025 in the 2016-2017 school year and would serve students in kindergarten through fourth grades at scale in the 2019-2020 school year. SA - NYC 7’s charter was authorized in the 2014-2015 school year by The State University of New York Trustees (“SUNY”).

SACS has informed the DOE of its intention to apply to serve pre-kindergarten at SA - NYC 7 beginning in the 2016-2017 school year; however, the DOE has not yet released a Request for Proposals for charter schools interested in partnering with the DOE to offer pre-kindergarten for the 2016-2017 school year.<sup>3</sup>

According to the 2014-2015 Enrollment, Capacity, Utilization Report (“Blue Book”), K025 has a target capacity to serve 895 students.<sup>4</sup> Currently, the building serves approximately 234 students, yielding a utilization rate of 26%.

If this proposal is approved by the PEP, in 2019-2020, when SA - NYC 7 is at scale serving students in kindergarten through fourth grades at K025, there will be approximately 588-728 total students served in the building, yielding a projected utilization rate of approximately 66%-81%, which demonstrates that there is sufficient space to co-locate SA - NYC 7 in the building with the existing school organizations.

The BUP that accompanies this proposal also demonstrates that there is sufficient space in the building to accommodate this co-location. Thus, the DOE believes that K025 can serve all students that attend SA - NYC 7, P.S. 25, and the Upper School.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.<sup>5</sup> The Upper School is a Focus school. If this proposal is approved, the Upper School’s status as a Focus school will not be impacted.<sup>6</sup> The Upper

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<sup>3</sup> This EIS and the accompanying Building Utilization Plan do not account for any pre-kindergarten classes at SA - NYC 7 program given that SA - NYC 7 has not been approved to provide pre-kindergarten services at this time.

<sup>4</sup> The Blue Book can be accessed online at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

<sup>5</sup> More information on New York State Education Department accountability status can be found at:

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

<sup>6</sup> SED identified “Focus Schools” as Title I schools with the lowest student subgroup proficiency on the statewide assessments or high schools with the lowest graduation rate for subgroups of students. These schools were initially identified in 2012-2013. A

School is also one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools. Schools selected to be Renewal Schools were assigned the state accountability status of Priority or Focus Schools by SED, they demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Review at the time of selection. (Four schools were selected to be Renewal Schools per the Chancellor’s discretion.) As a Renewal School, The Upper School is currently being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges. If approved, this proposal is not expected impact the Upper School’s status as a Renewal and Community School.<sup>7</sup>

P.S. 25 is not a Focus school, nor a Renewal School, nor a Community School.

In addition to this proposal, the DOE is exploring the possibility of re-siting the Upper School and consolidating it with the middle school grades of P.S. 308 Clara Cardwell in building K308, in District 16. If the DOE pursues that consolidation, it would be subject to a separate proposal requiring PEP approval, and the BUP for this proposal would also be revised accordingly. This proposal to co-locate Success in the K025 building is not contingent on any future proposals involving the Upper School.

## II. Proposed or Potential Use of Building

As stated above, according to the Blue Book, K025 has a target capacity of 895 students. During the current 2015-2016 school year, P.S. 25 and the Upper School are serving approximately 234 students in K025, yielding a building utilization rate of 26%.<sup>8</sup> This means that the building is “under-utilized” and has space to accommodate additional students.

The current and proposed grade spans for all school organizations and programs in building K025 over a five-year period are as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
84KTBD	SA - NYC 7	-	K-1	K-2	K-3	K-4
16K025	P.S. 25 <sup>9</sup>	K-5	K-5	K-5	K-5	K-5
16K534	Upper School	6-8	6-8	6-8	6-8	6-8

new list of Focus schools will be released in early 2016 at which time the old list will sunset. More information is available at: <http://www.p12.nysed.gov/accountability/FocusDistrictOverview.html>.

<sup>7</sup> Information on the School Renewal School program is available online at: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

<sup>8</sup> 2015-2016 building utilization rates are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Unaudited Register as of October 31, 2015, for district schools, and, for charter schools, the first invoiced enrollment for fiscal year 2016. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

<sup>9</sup> P.S. 25 also serves pre-kindergarten in 2015-2016.

The chart below shows the actual and projected school enrollments and building utilization for building K025 if this proposal is approved:

DBN	School Name	2015-2016 Enrollment <sup>10</sup>	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
84KTBD	SA - NYC 7	-	150 - 170	220 - 250	320 - 360	400 - 450
16K025	P.S. 25	147	123 - 183	123 - 183	128 - 188	128 - 188
16K534	Upper School	87	65 - 95	60 - 90	60 - 90	60 - 90
<b>Total Building Enrollment</b>		234	338 - 448	403 - 523	508 - 638	588 - 728
<b>Utilization<sup>11</sup></b>		26%	38% - 50%	45% - 58%	57% - 71%	66% - 81%

If this proposal is approved, in the 2016-2017 school year, SA - NYC 7 is projected to serve approximately 150-170 kindergarten through first-grade students, P.S. 25 is projected to serve 123-183 pre-kindergarten through fifth-grade students, and the Upper School is projected to serve 65-95 sixth- through eighth-grade students, yielding a total projected utilization rate of 38%-50% for K025. In 2019-2020, when SA - NYC 7 is fully phased in, SA - NYC 7 is projected to serve approximately 400-450 kindergarten through fourth-grade students, P.S. 25 is projected to serve 128-188 pre-kindergarten through fifth-grade students, and the Upper School is projected to serve 60-90 sixth- through eighth-grade students, yielding a projected utilization rate of 66%-81% for K025.

If this proposal is approved, P.S. 25, the Upper School, and SA - NYC 7 will receive their adjusted baseline allocations for instructional space and administrative space pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III.B and Appendix A of this EIS, as well as the attached BUP. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).<sup>12</sup>

<sup>10</sup> Enrollment is based on the 2015-2016 Unaudited Register as of October 31, 2015. District school enrollment projections are based on the 2015-2016 Unaudited Register as of October 31, 2015, and, for new charter schools, the projections are based on enrollment in the charter application for authorization. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

<sup>11</sup> All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book. The Blue Book is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

<sup>12</sup> On December 2, 2015, the DOE released an updated Footprint that includes increased allocations of administrative space. The baseline and adjusted baseline allocations of space in 2016-2017 school year and beyond reflect this change.

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

#### A. Students

If this proposal is approved, in 2016-2017, SA - NYC 7 will open and serve students in kindergarten and first grade in the K025 building, where it will be co-located with P.S. 25 and the Upper School. P.S. 25 will continue to serve students in kindergarten through fifth grade and offer a full-day pre-kindergarten program. The Upper School will continue to serve students in grades six through eight. The DOE does not anticipate that the opening and co-location of SA - NYC 7 will impact current student enrollment or instructional programming at P.S. 25 or the Upper School.

#### *Impact on Current and Future Students Attending P.S. 25*

The proposed opening and co-location of SA - NYC 7 with P.S. 25 and the Upper School in K025 is not expected to impact current or future student enrollment, admissions, instruction, or extracurricular programming at P.S. 25.

P.S. 25 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). If this proposal is approved, P.S. 25 will continue to provide ICT, SC, and SETSS classes, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Program (“IEP”). Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, English Language Learner (“ELL”) students are enrolled at P.S. 25 and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at P.S. 25 will continue to receive their mandated language services.

P.S. 25 currently offers the following clubs, extracurricular activities, sports, and partnerships:<sup>13</sup>

- **Clubs and Extracurricular Activities:** Math Game Club, Writer’s Workshop, Club 25, Juice Bar, Cool Men Read, Diva Darlings Read, Science Explorers Club, Chess Club, Conflict resolution, Braiding Club, STEM Club, Chorus, Student Government, Drama Club, Dance and Stepping, Cheer leading, School Newspaper, Visual Arts, Computer Club, CookShop for students and parents, Parent Lending Library, Trip Club, Rising Stars After School, Urban Dove Recreational and Homework Help After school Program, Music and the Brain Piano Program, Drumming Club, Activity Works, Monthly student performance Assemblies, Dunk the Junk Health and Wellness program, Activity Works, One-to-One Laptop program, Kindle and Ipads for students.
- **Sports:** Co-ed Basketball, Intramural Basketball
- **Partnerships:** Quest, 79th Police Precinct, SAPIS program, CAMBA, New York State Community Schools Program, NYU Creative Arts Team, Bank Street College, Public Colors, Ballet Tech, Music Outreach and Project Arts

If this proposal is approved, P.S. 25 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-

<sup>13</sup> Information from the District 16 Elementary School Directory, the P.S. 25 school website available at: <http://schools.nyc.gov/SchoolPortals/16/K025/default.htm> as of November 18, 2015, and from school reported data as of December 2, 2015.

curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

### *Impact on Current and Future Students Attending the Upper School*

The proposed opening and co-location of SA - NYC 7 with P.S. 25 and the Upper School in K025 is not expected to impact current or future student enrollment, admissions, or instruction, or extracurricular programming at the Upper School.

The Upper School currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). If this proposal is approved, the Upper School will continue to provide ICT, SC, and SETSS classes, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Program (“IEP”). Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, English Language Learner (“ELL”) students are enrolled at the Upper School and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at the Upper School will continue to receive their mandated language services.

The Upper School currently offers the following extra-curricular activities, clubs, sports, and partnerships:<sup>14</sup>

- **Extra-Curricular Activities and Clubs:** Student Council, Mentoring Programs, Technology Club, Dance, Art, Debate Team, Walking for the Cure, Penny Harvest
- **Sports:** Boy’s & Girls’ Basketball, Martial Arts, Track and Field, Volleyball, CHAMPS Co-ed Step
- **Partnerships:** Urban Advantage, MSQI, Partnership with Children, Pure Elements

If this proposal is approved, the Upper School will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

### *Impact on Admissions of Future Elementary School Students in District 16*

This proposal is not expected to impact the admissions process for district elementary schools in District 16. P.S. 25 is an existing district school that currently serves students in kindergarten through fifth grades and offers a full-day Pre-K program. Non-charter district schools, including P.S. 25, that are zoned will continue to give priority to students who live in their zone, as they have in the past and in accordance with Chancellor’s Regulation A-101.

If this proposal is approved, SA - NYC 7 will represent a new elementary school option available in District 16. SA - NYC 7 will admit students via lottery for kindergarten through fourth grades. Applications

<sup>14</sup> Information from the District 16 Middle School Directory, the Upper School website available at: <http://schools.nyc.gov/SchoolPortals/16/K534/default.htm> as of November 18, 2015, and from school reported data as of December 2, 2015.

are available on the SACS website.<sup>15</sup> The deadline to submit an application for SA - NYC 7's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of SA - NYC 7's lottery has not yet been announced and will be determined at a later date. SA - NYC 7 will provide the following lottery preferences: (1) siblings of current or accepted students,<sup>16</sup> and (2) applicants who reside within District 16.

SA - NYC 7 will serve general education students and students requiring special education services. Future students with disabilities at SA - NYC 7 will receive mandated services. SA - NYC 7 will also serve ELL students.

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

### *Impact on Admissions of Future Middle School Students in District 16*

This proposal is not expected to impact the admissions process for middle schools in District 16. The Upper School currently admits students through the DOE's middle school admissions process using an unscreened admissions method, giving priority to students and residents of District 16 and then open to students and residents of Brooklyn.

Through the middle school admissions process, 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 admissions process. Information about all of these options and their admissions processes is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

Please see Appendix B of this EIS for more information on middle school enrollment.

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

This proposal is not expected to impact the pre-kindergarten program at P.S. 25. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 25 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Please see Appendix B of this EIS for more information on pre-kindergarten admissions.

### *Impact on Other Organizations in Building K025*

Building K025 currently provides space for the following CBOs: Partnership with Children, which provides counseling and crisis intervention services; Urban Dove, which provide after school programs that engage students from middle school through high school and beyond; and SONYC, which uses a club-like model to engage students after school hours. None of the CBOs in K025 are expected to lose any space or reduce the services offered as a result of this proposal.

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<sup>15</sup> The SACS Web site can be found at: <http://successacademies.org/>.

<sup>16</sup> Lottery preference for siblings of current or accepted students will not apply to the inaugural 2016-2017 school year for SA - NYC 7, as there will not yet be a cohort of current or accepted students for which to add sibling lottery preference.

## B. Schools

If this proposal is approved, there will be sufficient space to accommodate P.S. 25, the Upper School, and SA - NYC 7 at scale in the K025 building pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional and administrative space in K025 for the opening and co-location of SA - NYC 7. As in other situations where schools are co-located, the schools will share large common and specialty rooms in the building, namely the cafeteria, library, gymnasium, and auditorium. Specific decisions regarding the use of shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions.

As per the attached BUP, any space remaining that is not allocated as part of either school's baseline or adjusted baseline footprint will be equitably distributed among the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

## C. Community

The DOE supports the opening of a new Success Academy Charter School in District 16. The State Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELLs, students with disabilities, and students eligible for free or reduced-price lunch at rates comparable to those of the Community School District as determined by the SED. Detailed information about charter schools is published annually and is available in print or on the DOE's Web site here: <http://schools.nyc.gov/community/charters/information/directory.htm>.

The Upper School has been designated as a Renewal School. As a Renewal School, the Upper School is currently being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges. This proposal is not expected to impact the Upper School's status as a Renewal School or a Community School.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K025. This proposal is not expected to impact the accessibility of building K025, which is currently not accessible.

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

### P.S. 25

#### Admissions Data

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

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

	Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	16	14	21	26	22	26	22	147
2016-2017 (projections)	18	20-30	15-25	15-25	20-30	15-25	20-30	123-183
2017-2018 (projections)	18	20-30	20-30	15-25	15-25	20-30	15-25	123-183
2018-2019 (projections)	18	20-30	20-30	20-30	15-25	15-25	20-30	128-188
2019-2020 (projections)	18	20-30	20-30	20-30	20-30	15-25	15-25	128-188

#### Demographic Data<sup>18</sup>

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	29%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	76%

<sup>17</sup> All figures are based on the 2015-2016 Unaudited Register as of October 31, 2015.

<sup>18</sup> All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

School Performance Data

P.S. 25	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>19</sup></b>			
1.1 Curriculum	Proficient <sup>20</sup>	Proficient	N/A
1.2 Pedagogy	Proficient	Developing	N/A
2.2 Assessment	Proficient	Proficient	N/A
3.4 High Expectations	Proficient	Proficient	N/A
4.2 Teacher Teams and Leadership Development	Proficient	Proficient	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	13%	12%	11%
Math % Proficient (Levels 3 and 4)	12%	10%	20%
<b>Other Key Performance Indicators</b>			
Attendance Rate	89%	88%	N/A <sup>21</sup>
<b>2015-2016 State Accountability Status<sup>22</sup></b>	Good Standing		

<sup>19</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>. A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. P.S. 25 did not have a Quality Review for the 2014-2015 school year.

<sup>20</sup> Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

<sup>21</sup> Attendance Rate for 2014-2015 is not available at this time.

<sup>22</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*The Upper School*

Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> Middle school admissions process with priority to students and residents of District 16 and students and residents of Brooklyn <b>Admissions method:</b> Unscreened
<b>Admissions if this Proposal is Approved</b>	<b>Grades 6-8:</b> Middle school admissions process with priority to students and residents of District 16 and students and residents of Brooklyn <b>Admissions method:</b> Unscreened

Enrollment Data<sup>23</sup>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016	19	29	39	87
2016-2017 (projections)	20-30	20-30	25-35	65-95
2017-2018 (projections)	20-30	20-30	20-30	60-90
2018-2019 (projections)	20-30	20-30	20-30	60-90
2019-2020 (projections)	20-30	20-30	20-30	60-90

Demographic Data<sup>24</sup>

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with Individualized Education Programs	32%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	79%

<sup>23</sup> All figures are based on the 2015-2016 Unaudited Register as of October 31, 2015.

<sup>24</sup> All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

School Performance Data

The Upper School	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>25</sup></b>			
1.1 Curriculum	Developing <sup>26</sup>	N/A	Proficient
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	4%	6%	13%
Math % Proficient (Levels 3 and 4)	3%	3%	5%
<b>Other Key Performance Indicators</b>			
Attendance Rate	90%	88%	N/A <sup>27</sup>
<b>2015-2016 State Accountability Status<sup>28</sup></b>	Focus		

**SA - NYC 7**

Admissions Data

<b>Current Admissions</b>	<b>N/A</b>
<b>Admissions if this Proposal is Approved</b>	<b>Grades K-4 : Charter lottery application</b>

<sup>25</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>. The Upper School did not have a Quality Review for the 2013-2014 school year.

<sup>26</sup> Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

<sup>27</sup> Attendance Rate for 2014-2015 is not available at this time.

<sup>28</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

**Enrollment Data**<sup>29</sup>

	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Total Enrollment</b>
2015-2016 (enrollment)	-	-	-	-	-	-
2016-2017 (projections)	80-90	70-80	-	-	-	150-170
2017-2018 (projections)	70-80	80-90	70-80	-	-	220-250
2018-2019 (projections)	80-90	80-90	80-90	80-90	-	320-360
2019-2020 (projections)	80-90	80-90	80-90	80-90	80-90	400-450

**Demographic Data**

SA - NYC 7 does not yet have student enrollment. Therefore, there is no demographic data for the school.

**School Performance Data**

SA - NYC 7 does not yet have student enrollment. Therefore, there is no performance data for the school.

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<sup>29</sup> Projections are based on expected enrollment figures based on the charter application for authorization.

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

The proposal is not expected to impact costs or allocations at P.S. 25 or the Upper School. This proposal should not impact the operating budget or costs of instruction at P.S. 25 or the Upper School. Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs.

Please refer to the FSF Guide<sup>30</sup> and FY15 School Allocation Memorandum<sup>31</sup> for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

For SA - NYC 7, 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 by Total Allowable Pupil Units. Special Education funding is an allocation that charter schools may qualify and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

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

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

### A. Personnel Needs

The proposed co-location of SA - NYC 7 in K025 is not expected to change the number of personnel positions assigned to P.S. 25 or the Upper School, nor is it expected to significantly alter the duties of the current staff at P.S. 25 or the Upper School.

New administrative staff and non-pedagogical positions may be created at SA - NYC 7 over the course of the school's phase-in. SA - NYC 7 is expected to hire additional teachers as each new grade is added and as the total number of students increases. The precise number of positions needed for the 2016-2017 school year and subsequent school years will be determined by the charter school. Those decisions will be made at the school level, based on need and budgetary considerations.

### B. Administration

No change in school supervisory or administrator positions at P.S. 25 or the Upper School are expected as a result of this proposal.

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<sup>30</sup> The FSF Guide is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/FSF_Guide.pdf).

<sup>31</sup> The FY15 School Allocation Memorandum is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/sam21.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam21.pdf).

SA - NYC 7 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

### **C. Transportation**

Transportation will continue to be provided at P.S. 25 and the Upper School according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

This proposal is not expected to impact the transportation services for P.S. 25 or the Upper School.

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

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

## VII. Building Information

<b>Building</b>		K025
<b>Type of Building</b>		PS
<b>Year Built</b>		1941
<b>Overall BCAS rating</b>		2.47
<b>2014-2015 Blue Book Target Building Utilization</b>		32%
<b>2014-2015 Blue Book Target Building Capacity</b>		895
<b>FY 2015 Maintenance Costs<sup>32</sup></b>	<b>Labor</b>	\$25,562
	<b>Materials</b>	\$29,486
	<b>Maintenance, repair, and service contracts</b>	\$85,937
	<b>Custodial operations costs— Materials</b>	n/a
	<b>Custodial operations costs— Custodial Allocation</b>	\$461,700
<b>FY 2015 Energy Costs</b>	<b>Electric</b>	\$77,917
	<b>Gas</b>	\$46,004
	<b>Steam</b>	
	<b>Oil (FY 2014)</b>	\$18,217
<b>Projects completed during the current or prior school year</b>		Roofs/Parapets/Ext Masonry/Ext Doors, Electrical Lighting Fixtures, Classroom Connectivity

<sup>32</sup> Custodial services managed by private facility management company hence fringe benefits, service contracts, minor maintenance and supplies included in Custodial Ops amount.

<p><b>Projects proposed in the capital plan</b></p>	<p>Intrusion Alarms</p>
<p><b>Accessibility of the building</b></p>	<p>No Accessibility</p>
<p><b>Building attributes</b></p>	<p>Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office</p>

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 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 2015-2016 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

## Appendix B: School Admissions

### *Elementary School Admissions*

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

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

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

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

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;

- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to non-zoned schools in the following order of priority:

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

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>33</sup> a Non-Public School Placement, or specialized programs,<sup>34</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

### *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these

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<sup>33</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 347 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>34</sup> Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

options is printed in each district's Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

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

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year will be in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

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

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

### *Pre-Kindergarten School Admissions*

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

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.\*
- b. Students residing in the zone, who do not have a sibling at the school.\*
- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-K program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-K program.
- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.

- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-K program
- h. Students residing in the district, who are zoned to a different school which has a pre-K program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

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

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

## Appendix C: Instructional Footprint

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

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.