

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of Democracy Prep 3 Charter School with Existing School P.S. 154 (05M154) Harriet Tubman in Building M154

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open a new public charter middle school, Democracy Prep 3 Charter School (“Democracy Prep 3”), and site it in Building M154, located at 250 West 127 Street, New York, NY 10027 in Community School District 5. Democracy Prep 3 would be co-located in M154 with P.S. 154 Harriet Tubman (“P.S. 154”), an existing DOE zoned elementary school that serves grades kindergarten through five, and also offers a pre-kindergarten program. 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.

P.S. 154 is a zoned district elementary school that serves 360 students in kindergarten through fifth grade, and also offers a pre-kindergarten program that enrolls 36 students.¹

The New York State Education Department (“SED”) has authorized the creation of Democracy Prep 3, a new public charter school that would open with sixth grade, and then expand one grade per year until it serves sixth through eighth grades. Democracy Prep 3 would admit students at all grade levels through a lottery, and give preference to students residing in District 5. If this proposal were approved, Democracy Prep 3 would serve 100-110 students in sixth grade in 2011-2012. In 2012-2013, Democracy Prep 3 would serve 200-220 students in sixth and seventh grades. At full scale, in 2013-2014, Democracy Prep 3 would serve 300-330 students in sixth through eighth grades in M154.

The opening of Democracy Prep 3 would create 300-330 high-quality middle school seats in District 3. Democracy Prep 3 would be operated by Democracy Prep Public Schools, a charter management organization (“CMO”) that currently operates two public charter schools in District 5, Democracy Prep Charter School (84M350, “Democracy Prep”) and Democracy Prep Harlem (84M481, “Democracy Prep Harlem”), which opened in 2010-2011. In 2009-2010, Democracy Prep was the highest rated middle school in the City on the Progress Report.

The M154 building has the capacity to serve 790 students. In 2010, the building only served 396 students, yielding a utilization rate of 50%.² Once Democracy Prep 3 has completed its expansion to eighth grade in building M154, there would be approximately 670-760 students served in the building by both P.S. 154 and Democracy Prep 3, yielding a building utilization rate of 85-96%.³

¹ 2010-2011 Audited Register.

² The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”) students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. 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.

³ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

II. Proposed or Potential Use of Building

The building in which Democracy Prep 3 is proposed to be co-located, M154, has the capacity to serve 790 students. In 2010-2011 the building served 396 students, yielding a utilization rate of 50%.

Democracy Prep 3 would be co-located with P.S. 154. P.S. 154 is a zoned district elementary school that serves 360 students in kindergarten through fifth grade, and also offers a pre-kindergarten program that enrolls 36 students. Over the next three years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11	2011-12	2012-13	2013-2014
Democracy Prep 3				
Grades	N/A	6	6,7	6,7,8
Projected Enrollment	N/A	100-110	200-220	300-330
P.S. 154				
Grades	K-5	K- 5	K-5	K-5
Projected Enrollment ⁴	396	370-430	370-430	370-430
Total Building Enrollment	396	470-540	570-650	670-760

As can be seen from this chart, P.S. 154 would continue to serve kindergarten through fifth grade, and would continue to offer a pre-kindergarten program, based on continued available funding.

Democracy Prep 3 would open with sixth grade in 2011-2012, would add seventh grade in 2012-2013, and would add eighth grade in 2013-2014. Democracy Prep 3 would serve 300-330 sixth through eighth grade students when it completes its phase-in in 2013-2014.

In addition to the schools, three Community Based Organizations (“CBOs”) have been allocated space in M154. They include RSVP (a senior citizen tutoring program that helps students to accelerate their reading skills through one-to-one tutoring), Change for Kids (literacy, arts, and music programs including Story Pirates, Piano Program, and Pearson ABC Book), and Harlem Children’s Zone (SMART program that assists kindergarten through second grade students after school in homework completion and offers a computer-based program to help students improve their reading skills). Each of these organizations would be able to remain in M154 and their space allocations would not be affected by this proposal. There is also a UFT Teacher Center in M154. The DOE plans to relocate this Teacher Center to another District 5 location by the start of the 2012-2013 school year.

There are no other proposed uses for the building.

Once Democracy Prep 3 has completed its expansion and is serving sixth through eighth grades, there would be approximately 670-760⁵ students served in M154, yielding a building utilization rate of 85-96%. Therefore, the building has adequate capacity to accommodate Democracy Prep 3 and P.S. 154.

⁴ Includes students enrolled in the pre-Kindergarten program.

⁵ Estimate based on projected enrollment at Democracy Prep 3 and projected kindergarten through fifth grade enrollment at P.S. 154, with the current kindergarten class size (2010-2011 Audited Register) used to project the size of future incoming kindergarten classes.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.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 standards for maximum classroom capacities (which are lower than the 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 most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 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 2010-2011 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 standard 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.

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

A. Students

Democracy Prep Public Schools has been approved by its charter authorizer, SED, to open a new public charter school in Community School District 5 in Manhattan. Democracy Prep 3 has been approved to open with sixth grade in 2011-2012, and to add one grade each year until it serves 300-330 students in sixth through eighth grade in 2013-2014.

Democracy Prep 3 would admit students at all grade levels through the charter school lottery application process, with a preference to District 5 residents. If this proposal were approved, Democracy Prep 3 would add approximately 300-330 additional high-quality middle school seats in District 5. The school will provide extended year (August-June) and extended day (7:30 am – 5:15 pm) programming, an afterschool program until 7:30 pm, and will challenge all students with high school level literature, math, art, debate, science and history beginning in middle school.

Impact on Students Currently Attending P.S. 154

The proposed co-location of Democracy Prep 3 is not expected to impact current or future student enrollment or instructional programming at P.S. 154.

P.S. 154 is a zoned district elementary school that serves 360 students in kindergarten through fifth grade,

and also offers a pre-kindergarten program that enrolls 36 students.⁶

- P.S. 154's academic program includes an extended day offered to students in third, fourth, and fifth grades, as well as six other afterschool programs, a tutoring program, a Push-in program, a Saturday Academy program, and summer school.
- P.S. 154 provides extracurricular activities including basketball, cheerleading, and a garden project.
- P.S. 154 partners with the Harlem Commonwealth Council Inc. (Think and Create program), Harlem Children's Zone (SMART program for students in kindergarten through second grade), Carmel Hill Fund (Accelerated Reader Program), RSVP (senior citizen tutoring program), Shape Up NYC (weekly exercise activities for staff and community members after school), Teachers College/Columbia University, Ballet Tech and Dance Theater of Harlem, and Verizon, Inc.

The DOE does not anticipate that this proposal would impact the academic programs or partnerships at P.S. 154. P.S. 154 is currently operating with several cluster rooms in excess of the standard for elementary schools. While these additional rooms will no longer be available, the instructional programming could be continued through use of the auditorium, push-in instruction in the regular classroom, and the standard number of cluster rooms. For example, P.S. 154 currently has two computer labs; however, with only 20 class sections in Kindergarten through fifth grade, each class could visit one computer lab weekly, and 15 of those class sections could visit twice weekly. P.S. 154 would be free to decide whether to retain a second computer lab, or use its space allocation in a different way. Similarly, P.S. 154 would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular 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 extracurricular offerings annually based on student demand and available resources.

P.S. 154 currently offers Self-Contained classes ("SC"), and Special Education Teacher Support Services ("SETSS"). The existing SC classes and SETSS services would continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, current and future students with IEPs will continue to receive mandated services at P.S. 154.

In accordance with DOE policy, English Language Learner ("ELL") students are admitted to elementary schools in the same manner as their peers who are not ELLs. Current and future ELL students at P.S. 154 would continue to receive mandated services.

The M154 building will now serve Kindergarten through eighth grade students. This grade span in one building is common in District 5. Seven of the sixteen middle schools listed in the 2010-2011 District 5 middle school directory share their buildings with elementary school grades. As a result, the DOE does not believe that the proposal to site Kindergarten through eighth grade students in M154 presents a safety issue.

Impact for Future Middle School Students in District 5

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. If the proposal to site Democracy Prep 3 in M154 were approved, Democracy Prep 3 would add 300-330 high-quality middle school seats for students in District 5. The school will provide extended year and extended day (7:30 am – 5:15 pm) programming, an after school program until 7:30 pm, and will challenge all students with high school level literature, math, art, debate, science, and history beginning in middle school. The school will also provide a number of extracurricular activities.

⁶ 2010-2011 Audited Register data.

All current fifth graders residing in District 5 will have the opportunity to submit an application to the charter lottery to enter sixth grade at Democracy Prep 3 in September 2011. Democracy Prep 3's lottery preferences are:

1. Returning students (not applicable in 2011);
2. Siblings of currently attending students (not applicable in 2011);
3. Students who reside in District 5
4. Students who reside outside of District 5

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

Excluding District 5 middle schools proposed for phase-out or closure, there are currently 12 district middle schools in District 5, plus one District 3 school, Wadleigh Secondary School for the Performing & Visual Arts (03M415) to which District 5 students are eligible to apply through the District 5 Middle School Choice process. In a separate EIS published on January 31, 2011, the DOE also proposed the opening of a new District 5 middle school to replace I.S. 195, one of the middle schools approved for phase-out. In addition, there are eight public charter schools located in District 5 serving middle school grades, all of which provide a preference to District 5 residents.

The siting of Democracy Prep 3 may have a mild impact on the enrollment at these other District 5 schools if students choose to attend Democracy Prep 3 instead of these schools. By 2013-2014, Democracy Prep 3 will serve 300-330 students in sixth through eighth grade. If all 300-330 students come from District 5, there could be a slight decrease in enrollment at other District 5 middle schools. However, at present there is no way to reliably predict which District 5 middle schools would be impacted, or by how many seats.

Impact on Future Pre-kindergarten Students

P.S. 154 currently offers a full-day pre-kindergarten program with a projected total enrollment of 36 students.⁷ Barring any changes in available funding or student enrollment, the pre-kindergarten program at P.S. 154 would continue to exist and should not be adversely affected by this proposal.⁸ The enrollment policy for pre-kindergarten admissions would also remain the same. Younger siblings of zoned students already enrolled in P.S. 154 would get first preference into pre-kindergarten admissions. Siblings from outside the zone would receive second preference.

B. Schools

The proposed siting of Democracy Prep 3 in District 5 would create 300-330 additional high-quality middle school seats in the district. Once Democracy Prep 3 has completed its expansion and is serving sixth through eighth grades in 2013-2014, there will be approximately 670-760 students served in M154, yielding a building utilization rate of 85-96%. Therefore, the building has adequate capacity to accommodate Democracy Prep 3 and P.S. 154.

The estimated enrollment for the two organizations in M154 over a 4 year period is shown in the tables below.

⁷ 2010-2011 Audited Register

⁸ The DOE's Pre-kindergarten programs are maintained based on available funding and student enrollment.

Democracy Prep 3's estimated enrollment, over a period of 4 years:

	Grade 6	Grade 7	Grade 8	Total Estimated Enrollment
2010-11	N/A	N/A	N/A	N/A
2011-12	100-110	N/A	N/A	100-110
2012-13	100-110	100-110	N/A	200-220
2013-2014	100-110	100-110	100-110	300-330

P.S. 154's estimated enrollment, over a period of 4 years:⁹

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Estimated Enrollment
2010-11 ¹⁰	60	61	64	47	67	61	360
2011-12	55-65	55-65	55-65	60-70	45-55	65-75	335-395
2012-13	55-65	55-65	55-65	55-65	60-70	55-65	335-395
2013-14	55-65	55-65	55-65	55-65	55-65	60-70	335-395

If this proposal were approved, there would be sufficient space to accommodate P.S. 154 and Democracy Prep 3 in M154 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

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 the school’s principal. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 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 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate

⁹ Excludes pre-kindergarten.

¹⁰ 2010-2011 Audited Register

each Self-Contained special education section served by the school. 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. All schools receive a baseline of the approximate equivalent of 3.5 full size classrooms¹¹ for student support services, resource rooms and administrative space when serving their entire grade span. Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. 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 Building Utilization Plan (“BUP”) that accompanies this EIS, there will be sufficient instructional space in M154 for P.S. 154 and for Democracy Prep 3 to grow to scale. Although P.S. 154 would lose sixteen full-size classrooms that it is currently using over the course of the next three years, as the BUP explains in detail, all of these classrooms are in excess of P.S. 154’s baseline and adjusted baseline allocations per the Footprint. According to the Footprint, P.S. 154 would be allocated 3 cluster rooms. However, P.S. 154 is currently using 7 cluster rooms, including a music room (which is the Change for Kids CBO room, and would not be affected), dance room, science prep room, 2 computer labs, an art room, and a media center. Some of these cluster rooms could be combined in the future. Similarly, according to the Footprint, P.S. 154 is allocated 3 full-size administrative rooms. However, the school is currently using 6 full-size rooms for administrative purposes, including 3 non-designated “other offices.” Moreover, the school is currently using 10 rooms for other uses, including: 2 non-designated “multipurpose classrooms,” 1 non-designated “regular classroom,” 1 room for “general building support,” 2 rooms for Academic Intervention Services, 1 room for Occupational Therapy, 1 resource room, 1 room for ESL, and 1 SAVE/suspension room. The DOE believes that if this proposal is approved, P.S. 154 will be able to combine, repurpose, or more efficiently use its allocated space in M154, and that the proposal should not affect the programmatic offerings at P.S. 154. P.S. 154 will have the support of its Network to adjust its programming to the reduced classroom allocation required by this proposal.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the two gymnasiums, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding the implementation of the BUP. Any unallocated space would be equitably distributed among the schools based on a number of factors, including student enrollment.

In accordance with 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.

C. Community

¹¹ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3 full size classrooms for student support services and one half-size resource room which could be equal to 2 full-size and 3 half-size classrooms or 1 full size classroom and 5 half-size classrooms, etc.

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 siting of Democracy Prep 3 in M154 is intended to meet those goals by providing a high-quality middle school choice option for students in District 5.

Democracy Prep Public Schools currently manages two charter schools, both located in District 5. In 2009-2010, Democracy Prep, the first charter school opened by Democracy Prep Public Schools, was the highest rated middle school citywide on the 2009-2010 Progress Report. The DOE believes in Democracy Prep Public Schools’ record of success and supports the permanent placement of Democracy Prep 3 in District 5 in order to continue providing excellent educational opportunities for students and families.

There is one new District 5 middle school proposed to open in 2011-2012. In addition, two charter schools are phasing in middle school grades, and will give a preference to District 5 students through the charter lottery application process. These schools are listed in the table below.

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 ¹²	Admissions Criteria
New Design Middle School (05M514)	Proposed at 625 West 133rd Street	N/A	6-8	N/A	Limited Unscreened
Democracy Prep Harlem Charter School (84M481)	222 West 134 th Street	6	6-8	109	Lottery entry at all grades <ul style="list-style-type: none"> • Siblings • D5 Residents
Harlem Children’s Zone/Promise Academy II (84M341)	2005 Madison Avenue	K-6	K-12	499	Lottery at K only; entry to other grades from waitlist <ul style="list-style-type: none"> • Siblings • NCLB qualifiers up to 10% • D5 Residents

Detailed information about charter schools will also be published annually and would be available in print or on the DOE website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M154.

¹² 2010-2011 Audited Register

IV. Enrollment, Admissions and School Performance Information

P.S. 154

Admissions Data

Current Admissions	<p>Pre-kindergarten: Standard Universal Pre-K Admissions Process</p> <p>Grades K-5: Zoned</p>
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Enrollment Data¹³

Current Grades Served	K-5
2010-2011 Enrollment¹⁴	360
Grades Served 2011-2012	K-5
2011-2012 Projected Enrollment	335-395
Grades Served 2012-2013	K-5
2012-2013 Projected Enrollment	335-395
Grades Served 2013-2014	K-5
2013-2014 Projected Enrollment	335-395

Demographic Data

Percentage of Students Receiving CTT or SC Services¹⁵	13%
Percentage of Students with an Individual Education Plan¹⁶	24%
Percentage of English Language Learner Students¹⁷	18%
Percentage of Students Eligible for Free or Reduced Lunch¹⁸	94%

¹³ Excludes pre-Kindergarten enrollment

¹⁴ 2010-2011 Audited Register

¹⁵ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹⁶ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

¹⁷ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

¹⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

P.S. 154 Harriet Tubman	2007-2008	2008-2009	2009-2010¹⁹
School Performance and Progress			
Overall Progress Report Grade	B	A	C
Quality Review Score	P	N/A	N/A ²⁰
Performance Data²¹			
English Language Arts % Proficient (Levels 3 and 4)	52%	68%	32%
Math % Proficient (Levels 3 and 4)	62%	77%	33%
Other Key Performance Indicators²²			
Attendance Rate	91%	91%	92%
2010-2011 State Accountability Status			
In Good Standing			

Democracy Prep 3

Admissions Data

Current Admissions	N/A
Future Admissions	Grades 6-8: Lottery to each grade

Enrollment Data

Current Grades Served	N/A
2010-2011 Enrollment	N/A
Grades Served 2011-2012	6
2011-2012 Projected Enrollment	100-110

¹⁹ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁰ P.S. 154 will have a quality review again in 2010-2011 or 2011-2012.

²¹ Source: Progress Report Data

²² Source: Progress Report Data

Grades Served 2012-2013	6,7
2012-2013 Projected Enrollment	200-220
Grades Served 2013-2014	6,7,8
2013-2014 Projected Enrollment	300-330
Projected Enrollment at Scale	300-330

Demographic Data

Democracy Prep 3 does not yet have enrollment. Therefore, there is no demographic data for the school.

Performance Data

Democracy Prep 3 does not yet have enrollment. Therefore, there is no performance data for the school.

V. Initial Costs and Savings

There are no initial costs or savings as a result of this proposal.

In accordance with 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.

Democracy Prep would likely propose wiring its room allocation for internet and wireless network through the federally reimbursed e-rate wiring program. Democracy Prep may also propose upgrades to the bathrooms allocated to its students.

The DOE will relocate any smartboards or technology equipment belonging to P.S. 154 from any rooms allocated to Democracy Prep to rooms still allocated to P.S. 154.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to P.S. 154, nor is it expected to significantly alter the duties of current staff at P.S. 154. New administrative staff and

non-pedagogical positions will be created at Democracy Prep 3 over the course of the school's phase-in. Democracy Prep 3 is expected to hire additional teachers as each new grade is added.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P.S. 154. The basic operating budget for those schools is determined by the same 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 allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for elementary schools was \$4,059.71 and for middle school students was \$4,384.81. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional \$1,623.00 per pupil for each English Language Learner they enrolled, whereas middle schools received an additional \$2,031.00 per pupil. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, P.S. 154 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 154 is currently eligible for Title I funding. Assuming it continues to meet Title I criteria, the size of its Title I funding award would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individualized Education Plans ("IEPs"). P.S. 154 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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

C. Administration

No change in school supervisory or administrator positions at P.S. 154 is expected as a result of this proposal. Democracy Prep 3 may hire school supervisors and/or administrator personnel on an as needed basis over the course of its phase-in.

D. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at P.S. 154.

E. Other Support Services

The provision of certain support services is described above.

VII. Building Information

M154

Type of Building	P.S.
Year Built	1964
Overall BCAS rating	2.6 out of 5
Target Utilization	50%
Target Capacity	790
FY 2009 Maintenance Costs	Labor: \$14506.21 Materials: \$9108.87 Maintenance and repair contracts: \$1262.75 Custodial operations costs—Materials: \$0 Custodial operations costs—Custodial Allocation: \$261481.28
FY 2009 Energy Costs	Electric: \$84916 Gas: \$1622 Oil: \$72228
Projects completed during the current or prior school year	CIP- Ansul systems, Windows, FY09 Reso A playground
Projects proposed in the capital plan	System replacements -windows
Accessibility of the building	Building is not functionally programmatic accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer rooms (CR’s) Gymnasium & Library