

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of the Middle School Grades of Success Academy Charter School - Bed-Stuy 1 (84K367) and Success Academy Charter School - Bed-Stuy 2 (84K125), Collectively Known As Success Academy - Bed-Stuy Middle School, with the Elementary Grades of Success Academy Charter School Bed-Stuy 1 and District 75 Program (75K368) in Building K033 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-locate¹ the middle school grades of Success Academy Charter School - Bed-Stuy 1 (84K367, “SA - Bed-Stuy 1”) and Success Academy Charter School - Bed-Stuy 2 (84K125, “SA - Bed-Stuy 2”), collectively known as Success Academy Bed-Stuy Middle School (“SA - Bed-Stuy MS”), in building K033 (“K033”) with the elementary grades of SA - Bed-Stuy 1 and P.S. K368(75K368, “P368K@I033K”), one site of an existing multi-sited District 75 program² serving students in sixth through twelfth grade³, beginning in the 2016-2017 school year. K033 is located at 70 Tompkins Avenue, Brooklyn, NY 11206, in Community School District 14 (“District 14”).

SA - Bed-Stuy 1 currently serves students in kindergarten through fifth grade in K033, and SA - Bed-Stuy 2 currently serves students in kindergarten through fourth grade in building K059 (“K059”), located at 211 Throop Avenue, Brooklyn, NY 11206, also in District 14. If this proposal is approved, SA - Bed-Stuy 1 will expand to serve students in sixth through eighth grade and SA - Bed-Stuy 2 will expand to serve students in fifth through eighth grade, together functioning as one middle school, to be called SA - Bed-Stuy MS, serving students in fifth through eighth grade in K033. The fifth grade currently organized as part of SA - Bed-Stuy 1 will be re-aligned to be included as part of SA - Bed-Stuy MS beginning in the 2016-2017 school year.

If this proposal is approved, SA - Bed-Stuy MS will serve approximately 185-205 students in fifth and sixth grades in K033 in the 2016-2017 school year, and will add one grade level each year until it fully phases in in 2018-2019 and reaches full-scale in enrollment in the 2019-2020 school year, at which point it will serve

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

² District 75 provides citywide educational, vocational, and behavioral 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>.

³ 75K368, or P368K, currently serves students at twelve sites. This proposal is not anticipated to impact P368K’s other sites.

approximately 615-655 students in fifth through eighth grade.

SA - Bed-Stuy 1 and SA - Bed-Stuy 2 have been authorized by The State University of New York Board of Trustees (“SUNY”) to serve students in kindergarten through fifth grade. SUNY authorized SA - Bed-Stuy 1’s charter in the 2010-2011 school year and SA - Bed-Stuy 2’s charter in the 2011-2012 school year. SA – Bed-Stuy 1’s charter expires at the end of the 2015-16 school year. Success Academy Charter Schools (“SACS”) has submitted an application to renew SA – Bed-Stuy 1’s charter for another five year period, which would allow the school to serve students through tenth grade. SA – Bed-Stuy 2’s charter expires at the end of the 2016-17 school year. Prior to the expiration of the current charter term, SACS intends to submit an application to renew SA – Bed-Stuy 2’s charter for another five year period, which would also allow that school to serve students through tenth grade. For the purposes of this proposal, it is assumed that SUNY will approve SA – Bed-Stuy 1 and SA – Bed-Stuy 2’s charter renewals.

On January 8, 2016, the DOE issued two separate Educational Impact Statements (“EISs”) regarding schools in K033. In one EIS, the DOE proposed the closure of The School for the Urban Environment (14K330, “Urban Environment”), an existing district middle school serving students in sixth through eighth grade in K033, at the end of the current school year.⁴ In another EIS, the DOE proposed the closure of Foundations Academy (14K322), an existing district high school serving students in ninth through twelfth grade also in K033, at the end of the current school year.⁵ In conjunction with these two proposals, the DOE also issued a Building Utilization Plan (“BUP”) to demonstrate space allocations among remaining organizations in K033 if both proposals were approved.⁶ At the February 24, 2016 meeting of the Panel for Educational Policy (“PEP”), both proposals were voted on and approved by the PEP. As set forth in each individual EIS, Urban Environment and Foundations Academy will both close at the end of the 2015-2016 school year and no longer exist as school options beginning in the 2016-2017 school year.

The DOE conducted public engagement in the course of creating this proposal, beginning with a walk-through of building K033 with a Deputy Chancellor and a School Leadership Team (“SLT”) debrief meeting, both on March 1, 2016. Participants included the principal and SLT members of SA - Bed-Stuy 1 and P368K@I033K respectively, representatives from Citywide Council for District 75, representatives from the District 75 Superintendent’s Office, 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 K033. This meeting is open to the public and attendees are encouraged to provide feedback on this proposal as part of the public comment portion of the hearing.

⁴ For more information on the closure of Urban Environment and to view the EIS, please visit: http://schools.nyc.gov/NR/rdonlyres/4B089A83-DEEA-41C3-A5FB-CD229BCF5682/191528/UrbanEnvironmentEIS_vfinal.pdf.

⁵ For more information on the closure of Foundations Academy and to view the EIS, please visit: http://schools.nyc.gov/NR/rdonlyres/4B089A83-DEEA-41C3-A5FB-CD229BCF5682/191531/FoundationsAcademyEIS_vfinal.pdf.

⁶ To view the BUP issued by the DOE associated with the EISs describing the closure of Urban Environment and Foundations Academy, please visit: http://schools.nyc.gov/NR/rdonlyres/4B089A83-DEEA-41C3-A5FB-CD229BCF5682/191539/BUP_K033_vfinal1.pdf.

- 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 emailing D14Proposals@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 a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April202016SchoolProposals>.

Building K033 has the target capacity to serve a total of 1,001 students.⁷ If this proposal is approved, in the 2016-2017 school year, SA - Bed-Stuy MS will serve a projected 185-205 students in fifth and sixth grades, SA - Bed-Stuy 1 will serve a projected 405-455 students in kindergarten through fourth grade, and P368K@I033K will serve a projected 65-90 students in sixth through twelfth grade in K033. K033 will have a total projected building enrollment of 655-750 students, yielding a projected building utilization rate of 65%-75% in 2016-2017.⁸ If this proposal is approved, in 2019-2020, when SA - Bed-Stuy MS's enrollment reaches full-scale serving students in fifth through eighth grade, there will be approximately 1,065-1,180 total students served in the building. The projected building utilization rate as of 2019-2020 will be 106%-118%. 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 co-located traditional district schools. As referenced above, while the anticipated utilization rate of K033 could potentially be above 100%, SA - Bed-Stuy 1, SA-Bed-Stuy MS and P368K@I033K will each receive space that meets all of their instructional and administrative needs pursuant to the Citywide Instructional Footprint ("Footprint").⁹

If the proposal is approved, it is anticipated that SA-Bed-Stuy MS will reprogram the spaces it is allocated in K033 and use the rooms in a different manner than Urban Environment and Foundations Academy. For example, SA-Bed-Stuy MS may use a room previously used by Urban Environment or Foundations Academy for administrative purposes for instruction, and similarly, may use a room previously used for instruction by Urban Environment or Foundations Academy as an administrative space. The projected utilization rates, in Section II below, presume a capacity based on the manner in which Urban Environment and Foundations Academy currently program their space in the current 2015-2016 school year. Because building utilization rates do not account for the fact that rooms may be programmed for more efficient or

⁷ According to the 2014-2015 Enrollment, Capacity and Utilization Report (the "Blue Book").

⁸ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Audited Register as of October 31, 2015 for district schools, excluding Long Term Absence ("LTA") students who have been absent continuously for 30 days or more as of October 31, 2015, and the charter headcount as of October 1, 2015 for charter schools. 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>.

⁹ 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/InstructionalFootprint>.

different uses than the standard assumptions in the utilization calculation, the projected utilization rates in this EIS may be overestimated. Therefore in the 2019-2020 school year, when a total of approximately 1,065-1,180 students are served in K033, the building utilization rate is projected to be 106%-118%. However, if the DOE accounts for rooms being reprogrammed and used differently, the projected building utilization rate will be 97%-108% in the 2019-2020 school year.

The BUP that accompanies this proposal also reflects that there is sufficient space in the building to accommodate this opening and co-location, alongside SA - Bed-Stuy 1 and P368K@I033K. Thus, the DOE believes that K033 can serve all students that attend SA - Bed-Stuy 1, SA - Bed-Stuy MS, and P368K@I033K beginning in the 2016-2017 school year and going forward.

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

II. Proposed or Potential Use of Building

As stated above, K033 has the target capacity to serve a total of 1,001 students and currently serves a total of 698 students in the 2015-2016 school year, yielding a building utilization rate of approximately 70%. In the current school year, Urban Environment serves approximately 80 students in sixth through eighth grade, Foundations Academy serves approximately 62 students in ninth through twelfth grade, SA – Bed-Stuy 1 serves approximately 487 students in kindergarten through fifth grade, and P368K@I033K serves approximately 69 students in sixth through twelfth grade.

As stated above, the proposals to close Urban Environment and Foundations Academy at the end of the current school year were both approved by the PEP on February 24, 2016. Beginning in the 2016-2017 school year, K033 is projected to serve 570-655 students in SA - Bed-Stuy 1 and P368K@I033K, yielding a projected utilization rate of 57%-65% and will be considered “under-utilized”¹⁰ with significant excess space available. This demonstrates ample capacity for K033 to accommodate additional students.

The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS. Additional enrollment and utilization information is detailed in the following section.

If this proposal is approved, pending revisions to SA - Bed-Stuy 1’s and SA - Bed-Stuy 2’s respective charters, the grade spans for all current and proposed school organizations in K033 over a four-year period will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
14K330	Urban Environment ¹¹	6-8	-	-	-	-
14K322	Foundations Academy ¹²	9-12	-	-	-	-
84K367	SA - Bed-Stuy 1	K-5	K-4 ¹³	K-4	K-4	K-4
75K368	P368K@I033K	6-12	6-12	6-12	6-12	6-12

¹⁰ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s website on January 30, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum_1302015.pdf.

¹¹ Reflects changes made by the approved proposal to close Urban Environment at the end of the 2015-2016 school year.

¹² Reflects changes made by the approved proposal to close Foundations Academy at the end of the 2015-2016 school year.

¹³ If this proposal is approved, the fifth grade currently organized as part of SA – Bed-Stuy 1 will be re-aligned as part of SA – Bed-Stuy MS beginning in the 2016-2017 school year.

84K367, 84K125	SA - Bed-Stuy MS	-	5-6	5-7	5-8	5-8
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The chart below shows the projected enrollment and building utilization rates for K033 if this proposal is approved:

DBN	School Name	2015-2016 Enrollment ¹⁴	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
14K330	Urban Environment	80	-	-	-	-
14K322	Foundations Academy	62	-	-	-	-
84K367	SA - Bed-Stuy 1	487	405-455	405-455	385-435	385-435
75K368	P368K@I033K	69	65-90	65-90	65-90	65-90
84K367, 84K125	SA - Bed-Stuy MS	-	185-205	340-370	515-555	615-655
Total Building Enrollment		698	655-750	810-915	965-1,080	1,065-1,180
Utilization		70%	65%-75%	81%-91%	96%-108%	106%-118%

As set forth in proposals approved by the PEP on February 24, 2016, Urban Environment and Foundations Academy will close at the end of the 2015-2016 school year and will no longer exist as school options. If this proposal is approved, in the 2016-2017 school year, SA - Bed-Stuy MS is projected to serve 185-205 students in fifth and sixth grades, SA - Bed-Stuy 1 is projected to serve 405-455 students in kindergarten through fourth grade, and P368K@I033K is projected to serve 65-90 students in sixth through twelfth grade in K033, yielding a total projected utilization rate of 65%-75% for K033. In 2019-2020, when SA - Bed-Stuy MS has fully phased in and its enrollment has reached full-scale, SA - Bed-Stuy MS is projected to serve approximately 615-655 students in fifth through eighth grade, SA - Bed-Stuy 1 is projected to serve 385-435 students in kindergarten through fourth grade, and P368K@I033K is projected to serve 65-90 students in sixth through twelfth grade, yielding a projected utilization rate of 106%-118% for K033.

If this proposal is approved, SA - Bed-Stuy MS, SA - Bed-Stuy 1 and P368@I033K will receive their baseline or adjusted baseline allocations pursuant to the Footprint. More details about space are available in Section III.B and Appendix A of this EIS as well as the BUP that accompanies this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint).

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

A. Students

If this proposal is approved, beginning in the 2016-2017 school year, SA - Bed-Stuy MS will open and serve students in fifth and sixth grades at K033, where it will be co-located with the elementary grades of SA -

¹⁴ All figures are as a percentage of total students from the 2015-2016 Audited Register for district schools, as of October 31, 2015, excluding LTA students, and on the charter headcount as of October 1, 2015.

Bed-Stuy 1 and P368K@I033K.

Impact on Current and Future Students at SA - Bed-Stuy 1

The proposal to open and co-locate SA - Bed-Stuy MS in K033 is not expected to significantly impact current enrollment, admissions, or academic or extracurricular programming at SA - Bed-Stuy 1. If this proposal is approved, SA - Bed-Stuy 1 will continue to serve students in kindergarten through fourth grade. The fifth grade currently organized as part of SA - Bed-Stuy 1 will be re-aligned as part of SA - Bed-Stuy MS beginning in the 2016-2017 school year.

SA - Bed-Stuy 1 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. This proposal will not affect the provision of mandated special education services to such students at SA - Bed-Stuy 1.

SA Bed-Stuy 1 currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day. The DOE does not anticipate that this proposal will impact the school’s ability to continue to offer current programming and extracurricular activities based on student interests, available resources, and staff support for those programs.

SA - Bed-Stuy 1 will continue to admit students via lottery for kindergarten through fourth grade. Applications are available on the SACS website.¹⁵ The deadline to submit an application for SA - Bed-Stuy 1’s lottery for the 2016-2017 school year will be no later than April 1, 2016. The date of SA - Bed-Stuy 1’s lottery has not yet been announced and will be determined at a later date. SA - Bed-Stuy 1 will provide the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 14. This proposal will not affect SA - Bed-Stuy 1’s admissions process.

Impact on Current and Future Students at SA - Bed-Stuy 2

The proposal to open and co-locate SA - Bed-Stuy MS in K033 is not expected to significantly impact current enrollment, admissions, or academic or extra-curricular programming at SA - Bed-Stuy 2. If this proposal is approved, SA - Bed-Stuy 2 will continue to serve students in kindergarten through fourth grade.

SA - Bed-Stuy 2 serves general education students and students requiring special education services, including students currently enrolled in ICT and SC special education classes as well as students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. This proposal will not affect the provision of mandated special education services to such students at SA - Bed-Stuy 2.

SA Bed-Stuy 2 currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day. The DOE does not anticipate that this proposal will impact the school’s ability to continue to offer current programming and extracurricular activities based on student interests, available resources, and staff support for those programs.

¹⁵ The SACS website can be found at: <http://successacademies.org/>.

SA - Bed-Stuy 2 will continue to admit students via lottery for kindergarten through fourth grade. Applications are available on the SACS website. The deadline to submit an application for SA - Bed-Stuy 2's lottery for the 2016-2017 school year will be no later than April 1, 2016. The date of SA - Bed-Stuy 2's lottery has not yet been announced and will be determined at a later date. SA - Bed-Stuy 2 will provide the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 14. This proposal will not affect SA - Bed-Stuy 2's admissions process.

Impact on Current and Future Students at P368K@I033K

This proposal will have no impact on the enrollment, admissions, or services currently offered or received at P368K@I033K. P368K@I033K is one site of a multi-sited District 75 program serving students in sixth through twelfth grade. In the current 2015-2016 school year, the program is serving 69 middle and high school-aged students with a wide range of disabilities. Students are placed in District 75 programs based on their individual needs and recommended special education services. If this proposal is approved, students at P368K@I033K will continue to receive all mandated services.

New incoming students in this program will continue to enter through the District 75 placement process, consistent with current practice. Students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability.

For more information regarding this application process please refer to the following website:
<http://schools.nyc.gov/Offices/District75/default.htm>.

Impact on Future Middle School Students in District 14

This proposal to open and co-locate SA - Bed-Stuy MS in K033 with SA - Bed-Stuy 1 and P368K@I033K in K033 is not expected to impact admissions at other District 14 middle schools. SA - Bed-Stuy MS will enroll students promoted from SA - Bed-Stuy 1 and SA - Bed-Stuy 2.

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 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>.

General information about the middle school admissions process can be found in Appendix B of this EIS and on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

B. Schools

As set forth in previously approved proposals, Urban Environment and Foundations Academy will close at the end of the 2015-2016 school year and will no longer exist as school options in K033. If this proposal is approved, there will be sufficient space to accommodate SA - Bed-Stuy MS, SA - Bed-Stuy 1, and P368K@I033K in K033 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/Instructional Footprint>.

As described in more detail in the attached BUP that accompanies this EIS, there will be sufficient instructional and administrative space in K033 for the opening and co-location of SA - Bed-Stuy MS if the proposal is approved by the PEP. 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 SA - Bed-Stuy MS in District 14 as it will provide the opportunity for families at SA - Bed-Stuy 1 and SA - Bed-Stuy 2 to continue with Success Academy for middle school.

This proposal is not anticipated to have an impact on the options available to middle school students in District 14.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K033. This proposal is not expected to impact the accessibility of building K033, which is currently not accessible.

IV. Enrollment, Admissions, and School Performance Information

SA - Bed-Stuy 1

Admissions Data

Current Admissions	Grades K-4: Charter lottery application
Admissions if This Proposal Is Approved	Grades K-4¹⁶: Charter lottery application

Enrollment Data¹⁷

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	93	81	98	77	79	59	487
2016-2017 (projections)	75-85	85-95	75-85	95-105	75-85	-	405-455
2017-2018 (projections)	75-85	75-85	85-95	75-85	95-105	-	405-455
2018-2019 (projections)	75-85	75-85	75-85	85-95	75-85	-	385-435

¹⁶ The fifth grade currently organized as part of SA - Bed-Stuy 1 will be re-aligned to be included as part of SA - Bed-Stuy MS beginning in the 2016-2017 school year.

¹⁷ All figures are based on the charter headcount as of October 1, 2015.

2019-2020 (projections)	75-85	75-85	75-85	75-85	85-95	-	385-435
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Demographic Data¹⁸

Percentage of Students Receiving ICT or SC Services	2%
Percentage of Students with Individualized Education Programs	9%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Price Lunch	58%

School Performance Data

SA - Bed-Stuy 1	2012-2013	2013-2014	2014-2015
School Quality Indicators ¹⁹			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	81%	83%
Math % Proficient (Levels 3 and 4)	N/A	98%	99%
Other Key Performance Indicators			
Attendance Rate	N/A	N/A	N/A
2015-2016 State Accountability Status	Good Standing		

P368K@I033K

Admissions Data

¹⁸ All figures are as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015, excluding LTA students.

¹⁹ Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. SA – Bed-Stuy 1 is authorized by SUNY. The authorizer’s report can be found on the authorizer’s website at <http://www.newyorkcharters.org/progress/school-performance-reports/>.

Current Admissions	District 75 Placement Is Based on Individual Student Needs/Recommended Special Education Services
Admissions if This Proposal Is Approved	District 75 Placement Is Based on Individual Student Needs/Recommended Special Education Services

Enrollment Data²⁰

	Total Enrollment
2015-2016	69
2016-2017 (projections)	65-90
2017-2018 (projections)	65-90
2018-2019 (projections)	65-90
2019-2020 (projections)	65-90

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	98%
Percentage of ELLs	12%
Percentage of Students Eligible for Free or Reduced Price Lunch	73%

²⁰ All figures are from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

²¹ Demographic data for P368K@I033K is not site specific and represents the P.S. K368 program as a whole.

School Performance Data

P368K@I033K	2012-2013	2013-2014	2014-2015
School Quality Indicators²²			
1.1 Curriculum	Well Developed	N/A ²³	Well Developed
1.2 Pedagogy	Proficient	N/A	Well Developed
2.2 Assessment	Well Developed	N/A	Proficient
3.4 High Expectations	Well Developed	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Well Developed
Performance Data²⁴			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators²⁵			
Attendance Rate	N/A	N/A	N/A
2015-2016 State Accountability Status²⁶		Good Standing	

SA - Bed-Stuy MS

Admissions Data

Current Admissions	N/A
Admissions if this Proposal is Approved	Grades 5-8: Students who have been promoted from SA - Bed-Stuy 1 and SA - Bed-Stuy 2

²² 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>.

²³ Not all schools receive Quality Reviews every year. P368K@I033K did not have a Quality Review for the 2013-2014 school year.

²⁴ Because P368K@I033K is an alternative assessment program, school performance data is not available.

²⁵ Because P368K@I033K is an alternative assessment program, attendance rates are not available.

²⁶ 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 Data²⁷

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	-	-	-	-	-
2016-2017 (projections)	130-140	55-65	-	-	185-205
2017-2018 (projections)	155-165	130-140	55-65	-	340-370
2018-2019 (projections)	175-185	155-165	130-140	55-65	515-555
2019-2020 (projections)	155-165	175-185	155-165	130-140	615-655

Demographic Data

SA - Bed-Stuy MS does not yet have student enrollment. Therefore, there is no demographic data for the school.

School Performance Data

SA - Bed-Stuy MS does not yet have student enrollment. Therefore, there is no performance data for the school.

Urban Environment

Admissions Data

Current Admissions	Grades 6-8: District 14 Middle School Admissions Process Admissions Process: Unscreened
Admissions if This Proposal Is Approved	N/A ²⁸

Enrollment Data²⁹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	30	26	24	80
2016-2017 (projections)	-	-	-	-

²⁷ Projections are based on enrollment figures in the charter application.

²⁸ As set forth in a previously approved proposal, Urban Environment will close at the end of the 2015-2016 school year and will no longer exist as a school option in K033. This proposal does not affect the closure of Urban Environment in K033.

²⁹ All figures are from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

Demographic Data³⁰

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	44%
Percentage of ELL Students	14%
Percentage of Students Eligible for Free or Reduced-Price Lunch	85%

School Performance Data

Urban Environment	2012-2013	2013-2014	2014-2015
School Quality Indicators ³¹			
1.1 Curriculum	Developing	N/A ³²	Proficient
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Developing	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Developing	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	4%	0%	0%
Math % Proficient (Levels 3 and 4)	4%	3%	11%
Other Key Performance Indicators			
Attendance Rate	88%	84%	85%
2015-2016 State Accountability Status ³³	Focus		

³⁰ All figures are as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015, excluding LTA students.

³¹ 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>.

³² Not all schools receive Quality Reviews every year. Urban Environment did not have a Quality Review for the 2013-2014 school year.

³³ 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>.

Foundations Academy

Admissions Data

Current Admissions	Grades 9-12: Citywide High Schools Admissions Process Admissions Method: Limited Unscreened
Admissions if This Proposal Is Approved	N/A ³⁴

Enrollment Data³⁵

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	21	9	14	18	62
2016-2017 (projections)	-	-	-	-	-

Demographic Data³⁶

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	29%
Percentage of ELL Students	10%
Percentage of Students Eligible for Free or Reduced Price Lunch	84%

³⁴ As set forth in a previously approved proposal, Foundations Academy will close at the end of the 2015-2016 school year and will no longer exist as a school option in K033. This proposal does not affect the closure of Foundations Academy in K033.

³⁵ All figures are from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

³⁶ All figures are as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015, excluding LTA students.

School Performance Data

Foundations Academy	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	Developing	Developing	Developing
1.2 Pedagogy	Developing	Developing	Developing
2.2 Assessment	Developing	Underdeveloped	Developing
3.4 High Expectations	Developing	Developing	Developing
4.2 Teacher Teams and Leadership Development	Developing	Developing	Developing
Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	48%	N/A	47%
4-Year Graduation Rate	20%	20%	32%
6-Year Graduation Rate	60%	52%	45%
% Graduating with a Regents Diploma	17%	16%	5%
Attendance Rate	72%	72%	74%
2015-2016 State Accountability Status	Priority		

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact costs or allocations at SA - Bed-Stuy 1 or P368K@I033K in K033.

The General Education Charter School per-pupil rate is determined by the New York State Education Department, 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 for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The Office of Space Planning will facilitate any matching funds triggered by facilities upgrades to K033.

This proposal is not expected to impact costs or allocations at P368K@I033K. Most funding in District 75 schools' budgets is allocated on a class program basis. Schools receive additional funds for services as mandated per students' IEPs.

Please refer to the FSF Guide³⁷ and FY16 School Allocation Memoranda³⁸ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

The proposed opening and co-location of SA - Bed-Stuy MS in K033 is not expected to change the number of personnel positions assigned to SA - Bed-Stuy 1 or P368K@I033K, nor is it expected to alter the duties of its current staff.

New administrative staff and non-pedagogical positions may be created at SA - Bed-Stuy MS over the course of the school's phase-in. SA - Bed-Stuy MS 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 SA - Bed-Stuy 1 or P368K@I033K is expected as a result of this proposal.

SA - Bed-Stuy MS may hire school supervisors and/or administrative personnel on an as-needed basis throughout the course of the school's phase-in.

C. Transportation

There will be no change to existing transportation practices at SA - Bed-Stuy 1, P368K@I033K, Urban Environment or Foundations Academy during the current school year (2015-2016).

Transportation will continue to be provided according to Chancellor's Regulation A-801:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

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

³⁷ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf

³⁸ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html.

VII. Building Information

Building		K033
Type of Building		IS/JHS
Year Built		1957
Overall BCAS rating		2.64
2014-2015 Target Building Utilization		68%
2014-2015 Target Building Capacity		1,001
FY 2015 Maintenance Costs	Labor	\$32,565
	Materials	\$18,934
	Maintenance, repair and contracts	\$93,277
	Custodial operations costs—Materials	\$10,481
	Custodial operations costs— Custodial Allocation	\$311,304
FY 2015 Energy Costs	Electric	\$114,942
	Gas	\$3,164
	Steam	N/A
	Oil	\$103,022
Projects completed during the current or prior school year		Kitchen Flooring/Flood/Ans ul System
Projects proposed in the capital plan		Science Lab Upgrade
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Science Lab, Nurse's Office

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

, 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 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

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

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

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- 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, limited unscreened, 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 was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year are now available for students to consider. Eligible students will have the opportunity to submit a “new schools” application in at that time. Information about middle school application deadlines is 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 receive appropriate services in accordance with DOE policy.

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 integrated co-teaching section and a full-size or half-size room to accommodate each self-contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

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

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