

Educational Impact Statement
The Proposed Co-location of Grades Five and Six of Success Academy Charter School—Harlem 4 (84M386) with P.S. 185 The Early Childhood Discovery and Design Magnet School (03M185), P.S. 208 Alain L. Locke Magnet School for Environment Stewardship (03M208), Harlem Link Charter School (84M329), and P226M@P208M (75M226) in Tandem Buildings M185/M208 for the 2013-2014 School Year
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I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate grades five and six of Success Academy Charter School—Harlem 4 (84M386, “SA—Harlem 4”) in Tandem Buildings M185 and M208 (“M185/M208”), located respectively at 20 West 112th Street, New York, NY 10026 and 21 West 111th Street, New York, NY 10026 in Community School District 3 (“District 3”), for the 2013-2014 school year only. “Tandem buildings” are two separate buildings with separate entrances which are joined by a central core containing a shared gymnasium, auditorium, and cafeteria(s). 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.

If this proposal is approved, grades five and six of SA—Harlem 4 will be co-located in M185/M208 for the 2013-2014 school year only with four existing schools: P.S. 185 The Early Childhood Discovery and Design Magnet School (03M185, “P.S. 185”), a zoned early childhood school in the M185 building serving students in kindergarten through second grade and offering three sections of a full-day pre-kindergarten program; P.S. 208 Alain L. Locke Magnet School for Environmental Stewardship (03M208, “P.S. 208”), a zoned elementary school in the M208 building serving students in third through fifth grade; Harlem Link Charter School (84M329, “Harlem Link”), a public charter school located in both the M185 and M208 buildings serving students in kindergarten through fifth grade; and P226M (75M226, “P226M@P208M”), one site of a multi-site District 75 school that is currently serving students in kindergarten through fifth grade in M208.¹

In addition, there are currently two DOE organizations occupying space in the M185/M208 building: District 3 School Food and District 75’s professional development office; this proposal is not anticipated to impact the siting of either organization.

P.S. 185 is a zoned early childhood school that admits students in kindergarten through second grade in

¹ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

accordance with Chancellor's Regulation A-101.² P.S. 185 also has a pre-kindergarten program, which admits students through the standard universal pre-kindergarten admissions process.

P.S. 208 is a zoned elementary school that admits students in third through fifth grade in accordance with Chancellor's Regulation A-101. Although they are two distinct schools, P.S. 185 and P.S. 208 serve the same zone, and students generally articulate from the second grade at P.S. 185 to the third grade at P.S. 208.

P226M is a District 75 school that operates 11 schools which are split-sited across ten different locations, including M185/M208.³ P226M@P208M currently serves students in kindergarten through fifth grade in M208. Students are placed in District 75 programs, like P226M@P208M, based on individual students' needs/recommended special education services.

Harlem Link is a public charter school currently serving students in kindergarten through fifth grade and admits students via a charter lottery application process.

Admissions procedures for P.S. 185, P.S. 208, P226M@P208M and Harlem Link are discussed in more detail in section III.A. below.

The fifth grades of Success Academy Charter School–Harlem 2 (84M384, “SA–Harlem 2”) and Success Academy Charter School–Harlem 3 (84M385, “SA–Harlem 3”) are currently co-located in M185/M208 for the 2012-2013 school year.⁴ Both SA–Harlem 2 and SA–Harlem 3 will move out of M185/M208 prior to the beginning of the 2013-2014 school year. SA–Harlem 2 and SA–Harlem 3 will serve their articulating fifth grade students at other sites beginning in the 2013-2014 school year.

If this proposal is approved, SA–Harlem 4 will serve students in grades five and six in M185/M208 for the 2013-2014 school year only. Any plan(s) to co-locate future cohorts of SA–Harlem 4 in a DOE building would be described in a future Educational Impact Statement (“EIS”), which would require approval by the Panel for Educational Policy (“PEP”).

The State University of New York (“SUNY”) Charter Schools Institute originally authorized SA–Harlem 4 to serve students in kindergarten through fifth grades. On February 26, 2013, SUNY approved the renewal of SA – Harlem 4's charter for another five years through July 31, 2018 and authorized it to expand to serve students in grades kindergarten through eight.

SA–Harlem 4 is an existing public charter school currently serving students in kindergarten through fifth grade across two sites. SA – Harlem 4's kindergarten through fourth grades are served in building M113 (“M113”), located at 240 West 113th Street, New York, New York 10026 in District 3, about 0.3 miles north of M185/M208. SA–Harlem 4's fifth grade is temporarily being served in building M149 (“M149”), located at 34 West 118th Street, New York, New York 10026, also in District 3, about 0.5 miles from M185/M208.

² The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

³ P226M also serves students at the following sites, all in Manhattan: P226M @ High School for Health Professions & Human Services, located at 345 East 15th Street; P226M @ Millennium High School, located at 75 Broad Street; P226M @ Julia Richman High School located at 317 East 67th Street; P226M @ Urban Academy High School, located at 317 East 67th St; P226M @ Pace University, located at 163 William Street; P226M @ Manhattan School, located at 12 West 12th Street; and P226M @ P076M, located at 220 West 121st Street; P226M @ Goodwill, located at 2196 5th Avenue; P226M @ P380M, located at 508 West 153rd Street; P226M @ Stuyvesant, located at 345 Chambers Street.

⁴ The details of the proposal concerning the co-location of the fifth grades of SA – Harlem 2 and SA – Harlem 3 in M185/M208 for the 2012-2013 school year can be found on the DOE's Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm>

SA–Harlem 4 is co-located with two other schools in M113: P.S. 241 STEM (03M241, “P.S. 241”), a zoned elementary school serving students in kindergarten through fifth grade as well as a pre-kindergarten program; and The Opportunity Charter School (84M279, “Opportunity”), a public charter school serving students in grades six through twelve. SA–Harlem 4’s kindergarten through fourth grades will continue to be served at this site and will continue to be co-located with P.S. 241 and Opportunity.

The fifth grade of SA–Harlem 4 is co-located in M149 for only the 2012-2013 school year and will no longer be co-located in M149 beginning in the 2013-2014 school year. SA–Harlem 4’s fifth grade is temporarily co-located with three other schools in M149: P.S. 149 Sojourner Truth (“03M149, “P.S. 149”), currently serving students in kindergarten through eighth grade as well as a pre-kindergarten program; P811M@P149M (75M811, “P811M@P149M”), one site of a multi-site District 75 school; and grades kindergarten through four of Success Academy Charter School–Harlem 1 (84M351, “SA–Harlem 1”), a public charter school currently serving students in kindergarten through seventh grade. SA–Harlem 1, SA–Harlem 2 and SA–Harlem 3 are operated by Success Academy Charter Schools (“SACS”), the same charter management organization (“CMO”) that operates SA–Harlem 4.

SACS is a CMO that currently operates 12 public charter schools in New York City. The four SACS elementary schools that received a Progress Report for the 2011-2012 school year received overall grades of A.

According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”), M185/M208 has a combined target capacity to serve 1,016 students.⁵ Currently, the buildings serve 900 students,⁶ yielding a combined building utilization rate of 89%.⁷ According to the 2011-2012 Under-utilized Space Memorandum and List, building M208 is “underutilized” and has extra space to accommodate students.⁸ SA – Harlem 2 and SA – Harlem 3 will vacate M185/M208 prior to the beginning of 2013-2014 school year, at which point the building will continue to be underutilized. If this proposal is approved, in 2013-2014, SA–Harlem 4 will serve approximately 122-155 students in fifth and sixth grade at M185/M208 in 2013-2014, at which point the buildings are projected to serve approximately 826-983 students in total, yielding an estimated building utilization rate of 81%-97%. The allocation of instructional and administrative space is discussed in more detail in the attached revised Building Utilization Plan (“BUP”).

II. Proposed or Potential Use of Building

As described in more detail in the attached revised BUP, there is sufficient space in M185/M208 to accommodate the proposed co-location of grades five and six of SA–Harlem 4 in M185/M208 along with the existing schools. M185/M208 has a combined target capacity to serve 1,016 students, and is currently serving 900 students, yielding a building utilization rate of 89%. (The concept of “target capacity” and the related concept of “utilization rate” are explained below.)

⁵ 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”).

⁶ 2012-2013 Audited Register (as of October 26, 2012) or charter headcount as of October 1, 2012.

⁷ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁸ The 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE’s website on October 24, 2012 and revised on November 20, 2012. The revised mem can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf

The current and proposed grade spans for the schools in M185/M208 are as follows:

Grade Spans			
DBN	School Name	2012-2013	2013-2014
84M386	Success Academy Charter School - Harlem 4	-	5-6
03M185	P.S. 185 The Early Childhood Discovery and Design Magnet School	K-2	K-2
03M208	P.S. 208 Alain L. Locke Magnet School for Environmental Stewardship	3-5	3-5
75M226	P226M@P208M	K-5	K-5
84M329	Harlem Link Charter School	K-5	K-5
84M384	Success Academy Charter School - Harlem 2	5	-
84M385	Success Academy Charter School - Harlem 3	5	-

The current and projected enrollments for the schools in M185/M208, as well as the building utilization rates, are as follows:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment
84M386	Success Academy Charter School - Harlem 4	-	122 - 155
03M185	P.S. 185 The Early Childhood Discovery and Design Magnet School	237	219 - 249
03M208	P.S. 208 Alain L. Locke Magnet School for Environmental Stewardship	182	170 - 200
75M226	P226M@P208M	42	40 - 44
84M329	Harlem Link Charter School	300	275 - 335

84M384	Success Academy Charter School - Harlem 2	63	-
84M385	Success Academy Charter School - Harlem 3	76	-
Total Building Enrollment		900	826 - 983
Utilization⁹		89%	81% - 97%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ("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 DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

In addition, as discussed in the attached revised BUP, if this proposal is approved each school will continue to receive at least its baseline room allocation pursuant to the Footprint after the co-location is implemented. Therefore, M185/M208 has adequate capacity to accommodate the fifth and sixth grades of SA-Harlem 4 along with the existing schools. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 26, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

As mentioned above, there are currently two DOE organizations occupying space in the M185/M208 building: District 3 School Food and District 75's professional development office; this proposal is not anticipated to impact the siting of either organization.

The DOE does not currently have other plans for the use of M185/M208. However, any significant changes to school utilization would be proposed in a separate EIS in accordance with Chancellor's Regulation A-190.

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

A. Students

Impact on Students Currently Attending Schools in M185/M208

The proposed co-location of grades five and six of SA–Harlem 4 is not expected to impact current or future instructional programming at P.S. 185, P.S. 208, Harlem Link, P226M@P208M, SA–Harlem 2 and SA–Harlem 3.

The schools in M185/M208 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes, students enrolled in self-contained (“SC”) special education classes, and students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities receive services in accordance with the Individualized Education Program (“IEP”) developed for each student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled at the schools in M185/M208 will continue to receive their mandated special education services after the implementation of the proposed co-location.

In addition, these schools serve students classified as English Language Learner (“ELL”) who receive English as a Second Language (“ESL”) or transitional bilingual services. All ELL students enrolled at these schools will continue to receive appropriate ELL services in future years.

The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment, and the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 185 in 2013-2014, subject to continuing funding and demand.

As mentioned above, both SA–Harlem 2 and SA–Harlem 3 will move out of M185/M208 prior to the beginning of the 2013-2014 school year.¹⁰ SA–Harlem 2 and SA–Harlem 3 will serve their fifth grade and sixth grade students at other sites beginning in the 2013-2014 school year.

Impact on Extracurricular Programs and Partnerships at Existing Schools in M185/M208

The DOE does not anticipate that this proposal will impact the existing extracurricular programs, special programs, or partnerships of P.S. 185, P.S. 208, Harlem Link, or P226M@P208M. Only P.S. 185 and P.S. 208 offer special programs and partnerships. These schools will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-

¹⁰ The details of the proposal concerning the co-location of the fifth grades of SA – Harlem 2 and SA – Harlem 3 in M185/M208 for the 2012-2013 school year can be found on the DOE's Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm>

location will not impact those opportunities. Students will 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.

According to the school's website, P.S. 185 currently offers the following special programs and partnerships:¹¹

- District 3 Magnet School (Theme: Engineering)¹²
- Engineering is Elementary
- Lego WeDo Robotics
- Investigation Mathematics
- Lego Lab
- Raz Kids Online Reading Program
- Piano Keyboards: Music and the Brain
- Dance
- Visual Arts
- Spanish Dual Language Program
- Learning Leaders
- Materials For The Arts
- Foundation/Wilson Phonics Program
- CookShop
- Parent Support Groups
- Early Morning Tutoring Program
- After School Program
- Dance/Physical Education Program
- Computer Programming
- Columbia University, Bank Street College of Education
- Parsons New School for Design
- WNET
- Materials for the Arts
- New York Cares Lego Robotics Program
- The Town Hall Foundation
- North Shore LIJ Lenox Hill Hospital
- Teachers College-Readers & Writers Project
- Carmel Hill Fund-Accelerated Reader Program
- Children Aid Society
- Tufts University/DevTech/Marina Bers

According to the school's website, P.S. 208 currently offers the following special programs and partnerships:¹³

- District 3 Magnet School (Theme: Environmental Stewardship)
- Music
- Feld Ballet

¹¹ The P.S. 185 Web site can be accessed here: <http://schools.nyc.gov/SchoolPortals/03/M185/AboutUs/Overview/default.htm> and here: <http://www.d3mag.net/ecsdd/about.html>.

¹² A magnet school is a public school that offers a specialized curriculum, highly trained teachers, and innovative instruction. Magnet schools receive federal funding to go above and beyond the standards of typical public schools.

¹³ The P.S. 208 Web site can be accessed here: <http://schools.nyc.gov/SchoolPortals/03/M208/AboutUs/Overview/default.htm> and here: <http://www.d3mag.net/mses/about.html>.

- Dance
- Basketball
- Track and Field
- Cheerleading Teams
- Conflict Resolution/Peer Mediation
- Gospel Chorus
- Violence Prevention Program
- Days of Taste
- After –School Peer Tutoring Program
- TITLE I/PCEN Reading
- Bilingual Education
- Project Arts
- Community School Project
- Computer Lab
- Cloud Institute
- Children of the Earth Foundation
- Lower East Side Ecology Center
- Eagle Cove School (Pasadena, Maryland)
- Kyaimu Primary School (Kenya, Africa)
- New York Cares
- Parsons New School for Design
- Carmel Hill/Accelerated Reader
- Macys.com

According to their schools' websites, P226M@P208M and Harlem Link do not currently offer special programs or partnerships.

Enrollment Impact on Future Elementary Students in District 3

The proposed co-location of grades five and six of SA–Harlem 4 in M185/M208 is not expected to impact future student enrollment at P.S. 185, P.S. 208, Harlem Link, or P226M@P208M.

P.S. 185 and P.S. 208

P.S. 185 is a zoned early childhood school and P.S. 208 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site:

<http://schools.nyc.gov/choicesenrollment/elementary>.

P.S. 185 and P.S. 208 will continue to admit students 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 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 kindergarten through five 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, 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 students with Autism Spectrum Disorders enrolled in special programs such as dual-language or inclusion classes.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades kindergarten through five 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 kindergarten through five 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 kindergarten through five 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 kindergarten through five 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.

Students with IEPs (with the exception of those recommended for a District 75 or a non-public school placement) will follow the same process as their non-disabled peers. The DOE will support schools by reviewing students IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students with IEPs have access to learn alongside their non-disabled peers to the greatest extent possible.

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

Out-of-zone students may continue to apply to P.S. 185 and P.S. 208 through the District 3 Magnet Application.¹⁴

As stated above, the DOE's pre-kindergarten programs are maintained based on available funding and student enrollment, and the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 185 in 2013-2014, subject to continuing funding and demand. Incoming pre-kindergarten students can apply to the pre-kindergarten program at P.S. 185 through the centralized pre-kindergarten admissions process. Siblings of students currently enrolled at P.S. 185 have first priority for admissions. Students who reside in the P.S. 185 zone, but who do not have a sibling currently enrolled at P.S. 185 have second priority for admission.

Harlem Link

¹⁴ The District 3 Magnet School Application is available at <http://www.d3mag.net/apply.html>.

This proposal will not impact Harlem Link’s admissions process for elementary students. Harlem Link is an existing public charter school currently serving students in grades kindergarten through five. Harlem Link will continue to admit students through a charter lottery application process which prioritizes applicants in the following order:

- Returning students;
- Siblings of students already enrolled in Harlem Link;
- Applicants who reside in District 3;
- Applicants who reside outside District 3.

Once the available spaces are filled by students according to the above prioritizations, the remaining applicants are placed on a waitlist. Students with siblings enrolled in the school receive preference over waiting list candidates who do not have siblings enrolled in the school.

Enrollment Impact on Future Students – P226M@P208M

This proposal is not anticipated to impact the admissions process for District 75 programs. P226M@P208M will continue to admit students through the District 75 referral process and serve students according to their IEPs. Students will continue to be placed in District 75 programs based on individual student needs/recommended special education services.

New incoming kindergarten students will seek placement through the District 75 placement process, consistent with current practice. Families of District 75 elementary and middle school 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.

The District 75 program in the M185/M208 building, P226M@P208M, will continue to admit future students in a manner consistent with current practice. Students will continue to be placed in District 75 programs based on their individual needs and recommended special education services. Families of District 75 students who are in self-contained classes in elementary school and who are articulating into middle school will work with their District 75 school and placement staff to identify the middle school programs that best meet their needs. The following variables are taken into account when considering the best placement: whether the student needs a barrier-free site, whether the student requires nursing services, the student’s home district, and whether the student has siblings in the articulating school.

For additional information about District 75 programs, please visit the DOE website at <http://schools.nyc.gov/Offices/District75/default.htm>.

Enrollment Impact on Future Elementary Students – Over-the-Counter Placements

P.S. 185 and P.S. 208 will also continue to serve “over-the-counter” (“OTC”) students. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;

- Left the New York City school system and have returned;¹⁵
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When a student eligible for elementary or middle school needs an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in those schools where the admissions methods are unscreened. Students seeking OTC placement who are zoned to an elementary or middle school are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, students have the right to return if they so choose.

Impact on Future Middle School Students in District 3

The proposed co-location will offer the current fourth and fifth grade cohorts of SA – Harlem 4, located in District 3 buildings M113 and M149, respectively, the opportunity to continue their education at SA – Harlem 4 and in District 3 during the 2013-2014 school year. The proposed co-location of grades five and six of SA – Harlem 4 in M185/M208 is not anticipated to have a material impact on existing district middle schools in District 3.

If this proposal is approved, for the 2013-2014 school year only, SA–Harlem 4 will serve approximately 122-155 fifth and sixth grade students in M185/M208 articulating from SA–Harlem 4’s fourth and fifth grades currently located in buildings M113 and M149, respectively.

SA–Harlem 4 provides the following lottery preferences:

- Siblings of current or accepted students;
- ELL students;
- Applicants who reside within District 3.

SA–Harlem 4 sets aside a certain percentage of seats for ELL students that is related to the average ELL percentage at traditional public elementary schools within the City and/or District 3. With respect to the remaining seats and the waitlist, SA–Harlem 4 provides lottery priority to in-district applicants, with any further remaining seats to go to out-of-district applicants.

Furthermore, the proposed co-location of grades five and six of SA–Harlem 4 in M185/M208 is not anticipated to have a material impact on existing district middle schools in District 3 or on the admissions process to these schools. Through the District 3 Middle School Choice Process, all District 3 fifth-grade students are offered the opportunity to apply to a range of middle schools within the district, and/or schools

¹⁵ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

with borough-wide or Citywide eligibility.

In the District 3 Middle School Choice Process, students rank their preferences from among District 3 choice middle schools and programs. These options include:

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

Students may also choose to apply to a number of schools that manage their own admissions processes and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students participate in the middle school admissions process in the same manner as their non-ELL peers. Thus, ELL students are placed according to the same criteria as their English-speaking peers.

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

General information about the Middle School Choice Process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

If students do not participate in the Middle School Choice process, their placement is determined by the DOE's OTC process, as described above.

In addition, screened and audition middle schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

B. Schools

As described in the attached revised BUP, if this proposal is approved, there will be sufficient capacity to accommodate grades five and six of SA–Harlem 4, P.S. 185, P.S. 208, Harlem Link, and P226M@P208M in M185/M208 for the 2013-2014 school year. Collectively, these schools are projected to enroll estimated 826-983 students in M185/M208 in 2013-2014. At that point, the projected utilization for M185/M208 will be approximately 81%-97%.

Space allocations will be guided by the Citywide Instructional Footprint. Please visit the DOE's website to access the Footprint: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.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 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. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding shared space questions.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of grades five and six of SA–Harlem 4 in M185/M208 is intended to meet those goals by ensuring that the school has sufficient space to allow current and future SA–Harlem 4 students to continue their elementary and middle school education in District 3.

As stated earlier, SACS schools with testing grades have performed well on Statewide standardized tests. At these schools, 96% of students scored proficient or better on the 2011-2012 New York State math test, and 88% scored proficient or better on the 2011-2012 New York State English Language Arts test.

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

Any plan to co-locate future cohorts of SA – Harlem 4 in a DOE building would be described in a future EIS, which would require approval by the PEP.

This proposal is not expected to impact the ability of community members to apply for or receive permits to use buildings M185/M208 outside of school hours.

If this proposal is approved, SA–Harlem 4 will join three other charter schools that are currently serving middle school students in District 3:

DBN	School Name	Grade Span 2012-2013	Grade Span at Scale	Enrollment 2012-2013 ¹⁶
84M279	Opportunity Charter School	6-12	6-12	438
84M351	Success Academy Charter School - Harlem 1	K-7	K-8	753
84M861	Future Leaders Institute Charter School	K-8	K-8	363

IV. Enrollment, Admissions and School Performance Information

SA – Harlem 4¹⁷

Admissions Data

Current Admissions	Grades K-5: Charter lottery application (students admitted K-3)
Admissions after Co-location of Grades Five and Six of SA – Harlem 4 in M185/M208	Grades K-6: Charter lottery application (students admitted K-3)

Enrollment Data¹⁸

¹⁶ Based on the charter headcount as of October 1, 2012.

¹⁷ The admissions, demographic, and school performance data for SA–Harlem 4 reflect all grades served by SA–Harlem 4. The enrollment data reflects only those grades that will be served in M185/M208.

¹⁸ All figures represent authorized charter enrollment pursuant to the charter application.

	Grade 5	Grade 6	Total Enrollment
2012-2013 (audited)	-	-	-
2013-2014 (projections)	74-94	48-61	122-155

Demographic Data¹⁹

Percentage of Students Receiving ICT or SC Services	6%
Percentage of Students with IEPs	14%
Percentage of ELL Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data

Success Academy Charter School – Harlem 4	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	A	A
Quality Review Score ²⁰	N/A ²¹	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	82%	89%
Math % Proficient (Levels 3 and 4)	N/A	92%	98%
Other Key Performance Indicators			
Attendance Rate	N/A	96%	96%
2012-2013 State Accountability Status	In Good Standing ²²		

P.S. 185

Admissions Data

¹⁹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

²⁰ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²¹ Not all schools receive Quality Reviews every year. Thus, SA–Harlem 4 does not have a Quality Review for the 2009-2010, 2010-2011 and 2011-2012 school years.

²² This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Current Admissions	Pre-Kindergarten: Standard Universal Pre-K Admissions Process Grades K-2: Zoned
Admissions after Co-location of Grades Five and Six of SA–Harlem 4 in M185/M208	Pre-Kindergarten: Standard Universal Pre-K Admissions Process Grades K-2: Zoned

Enrollment Data²³

	PK	Grade KG	Grade 1	Grade 2	Total Enrollment
2012-2013 (audited)	54	62	58	63	237
2013-2014 (projections)	54	55-65	55-65	55-65	219-249

Demographic Data²⁴

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	88%

School Performance Data

P.S. 185 The Early Childhood Discovery and Design Magnet School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	B
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	29%	25%	46%
Math % Proficient (Levels 3 and 4)	29%	35%	46%
Other Key Performance Indicators			

²³ All figures are from the 2012-2013 Audited Register (as of October 26, 2012). Pre-kindergarten ("PK") is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

²⁴ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

Attendance Rate	92%	92%	92%
2012-2013 State Accountability Status	In Good Standing		

P.S. 208

Admissions Data

Current Admissions	Grades 3-5: Zoned
Admissions after Co-location of Grades Five and Six of SA–Harlem 4 in M185/M208	Grades 3-5: Zoned

Enrollment Data²⁵

	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (audited)	68	54	60	182
2013-2014 (projections)	55-65	65-75	50-60	170-200

Demographic Data²⁶

Percentage of Students Receiving ICT or SC Services	23%
Percentage of Students with Individualized Education Programs	28%
Percentage of English Language Learner Students	14%
Percentage of Students Eligible for Free or Reduced Lunch	97%

School Performance Data

P.S. 208 Alain L. Locke Magnet School for Environmental Stewardship	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	B
Quality Review Score	N/A	N/A	P

²⁵ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

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

Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	30%	26%	36%
Math % Proficient (Levels 3 and 4)	33%	30%	41%
Other Key Performance Indicators			
Attendance Rate	93%	91%	92%
2012-2013 State Accountability Status	Focus School		

P226M@P208M

Admissions Data

Current Admissions	Grades K-5: District 75 Referral Process
Admissions after Co-location of Grades Five and Six of SA–Harlem 4 in M185/M208	Grades K-5: District 75 Referral Process

Enrollment Data²⁷

	Total Enrollment
2012-2013 (audited)	42
2013-2014 (projections)	40-44

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	98%
Percentage of English Language Learner Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	61%

School Performance Data

P226M@P208M does not receive a progress report.

²⁷ All District 75 projections are based on planned section counts and settings.

²⁸ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012). Demographic data reflects enrollment at P226M across all sites.

Harlem Link

Admissions Data

Current Admissions	Grades K-5: Charter lottery application
Admissions after Co-location of Grades Five and Six of SA–Harlem 4 in M185/M208	Grades K-5: Charter lottery application

Enrollment Data²⁹

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (audited)	50	48	53	55	55	39	300
2013-2014 (projections)	45-55	45-55	50-60	50-60	50-60	35-45	275-335

Demographic Data³⁰

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	91%

²⁹ All figures represent total headcount as of October 1, 2012.

³⁰ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Harlem Link Charter School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	D	C	A
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	33%	33%	50%
Math % Proficient (Levels 3 and 4)	61%	64%	81%
Other Key Performance Indicators			
Attendance Rate	93%	95%	94%
2012-2013 State Accountability Status	In Good Standing		

SA – Harlem 2³¹

Admissions Data

Current Admissions	Grades K-5: Charter lottery application (students admitted K-3)
Admissions after Co-location of Grades Five and Six of SA–Harlem 4 in M185/M208	Grades K-5: Charter lottery application (students admitted K-3)

Enrollment Data³²

	Grade 5	Total Enrollment
2012-2013 (audited)	63	63
2013-2014 (projections)	-	-

³¹ The admissions, demographic and school performance data for SA–Harlem 2 reflect all grades served by SA–Harlem 2. The enrollment data reflects only those grades served in M185/M208.

³² All figures represent total headcount as of October 1, 2012.

Demographic Data³³

Percentage of Students Receiving ICT or SC Services	5%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	75%

School Performance Data

Success Academy Charter School – Harlem 2	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	N/A	A	A
Quality Review Score	N/A	N/A	N/A
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	N/A	73%	82%
Math % Proficient (Levels 3 and 4)	N/A	86%	96%
<i>Other Key Performance Indicators</i>			
Attendance Rate	N/A	96%	96%
2012-2013 State Accountability Status	In Good Standing		

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

SA – Harlem 3³⁴

Admissions Data

Current Admissions	Grades K-5: Charter lottery application (students admitted K-3)
Admissions after Co-location of Grades Five and Six of SA–Harlem 4 in M185/M208	Grades K-5: Charter lottery application (students admitted K-3)

Enrollment Data³⁵

	Grade 5	Total Enrollment
2012-2013 (audited)	76	76
2013-2014 (projections)	-	-

Demographic Data³⁶

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	80%

³⁴ The admissions, demographic, and school performance data for SA – Harlem 3 reflect all grades served by SA-Harlem 3. The enrollment data reflects only those grades served in M185/M208.

³⁵ All figures represent total headcount as of October 1, 2012.

³⁶ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Success Academy Charter School – Harlem 3	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	A	A
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	73%	89%
Math % Proficient (Levels 3 and 4)	N/A	93%	94%
Other Key Performance Indicators			
Attendance Rate	N/A	96%	95%
2012-2013 State Accountability Status	In Good Standing		

V. Initial Costs and Savings

If this proposal to co-locate grades five and six of SA-Harlem 4 for the 2013-2014 school year is approved, this proposal will not incur any additional costs to the DOE.

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.

At present, M185/M208 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any additional costs. 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 DOE has been informed by SACS that it may seek permission for certain capital improvements or facilities upgrades. These capital improvements or facilities upgrades would be subject to the New York State Charter School Act of 1998.

This proposal is not expected to impact initial costs or allocations at the schools in building M185/M208.

Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

SA–Harlem 4 may hire additional teachers for the 2013-2014 school year as the total number of students enrolled in the school increases. The precise number of positions needed (if any) for the 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in the fifth and sixth grades will be determined based on annual enrollment projections available as the school grows to serve those grades.

The proposed co-location is not expected to change the number of personnel positions at P.S. 185, P.S. 208, Harlem Link, or P226M@P208M, nor is it expected to significantly alter the duties of current staff at those schools.

B. Administration

If this proposal is approved, SA–Harlem 4 may hire supervisors and/or administrator personnel on an as needed basis throughout the course of the school’s expansion.

No change in school supervisory or administrator positions at the co-located schools is expected as a result of SA–Harlem 4’s co-location with P.S. 185, P.S. 208, Harlem Link, and P226M@P208M.

C. Transportation

There will be no change to existing transportation practices at P.S. 185, P.S. 208, Harlem Link, or P226M@P208M due to this proposal.

Transportation will continue to be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		M185/M208
Type of Building		PS
Year Built		1968
Overall BCAS rating		2.52
2011-2012 Target Building Utilization		119%, 51%
2011-2012 Target Building Capacity		1,016
FY 2012 Maintenance Costs	Labor	\$28,940
	Materials	\$10,615
	Maintenance and repair contracts	\$21,726
	Service contracts	\$3,120
	Custodial operations costs—Materials	\$9,441
	Custodial operations costs—Custodial Allocation	\$315,332
FY 2012 Energy Costs	Electric	\$157,029
	Gas	\$3,507
	Oil	\$92,732
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office