

# **REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Public Charter School, Success Academy Charter School, with Existing Schools Louis D. Brandeis High School (03M470), The Urban Assembly School for Green Careers (03M402), The Global Learning Collaborative (03M403), Innovation Diploma Plus (03M404), and Frank McCourt High School (03M417) in the Brandeis Educational Campus**

## **I. Summary of Proposal**

In an Educational Impact Statement (“EIS”) posted on December 17, 2011, the New York City Department of Education (“DOE”) proposed to open a new public charter school, Success Academy Charter School<sup>1</sup> (“SACS”), and site it in the Brandeis Educational Campus, Building M470 (“M470” or the “Brandeis Campus”), located at 145 West 84<sup>th</sup> Street, New York, NY 10024 in Community School District 3. SACS would be co-located in M470 with Louis D. Brandeis High School (03M470, “Brandeis High School”), The Urban Assembly School for Green Careers (03M402, “Green Careers”), The Global Learning Collaborative (03M403, “Global Learning”), Innovation Diploma Plus (03M404, “Diploma Plus”), and Frank McCourt High School (03M417, “Frank McCourt”). 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. The proposal was approved by the Panel for Educational Policy (“PEP”) on February 1, 2011.

The DOE has now revised this proposal. The revised EIS:

- updates current enrollment at all schools to reflect the 2010-2011 Audited Register (which was not yet available at the time the original EIS was published);
- changes the projected enrollment for Green Careers and Global Learning to conform to budget register projections for 2011-2012,<sup>2</sup> and therefore also changes the total number of students projected to be served by all schools and the projected building utilization rate;
- includes additional information about the programs and partnerships of the high schools in the Brandeis Educational Campus;
- includes additional information on the impact of the proposal on future elementary school students in District 3;
- provides detailed projections of the proposed grade levels and estimated enrollments of all six organizations in M470 over a 5 year period;
- includes updated facilities information and;
- includes information about a YABC program that operates in the M470 building.

<sup>1</sup> SACS has since received permission from its authorizer to change its name to Upper West Success Academy. Because the original EIS used the SACS name, this revised EIS uses that name as well.

<sup>2</sup> Budget register projections are the official enrollment projections for the following academic year, and provide the basis for the financial budget of each school based on the number of students in total, and the number of students requiring Individualized Education Plans (“IEPs”) and English Language Learner (“ELL”) services. These projections were finalized recently.

The DOE has also published a revised Building Utilization Plan (“BUP”), which is annexed to this revised EIS. The BUP has been revised as follows:

- the proposed shared space schedule has been revised and the DOE has clarified the rationale for the amount of time that each co-located school is proposed to have in the shared spaces under this proposal;
- the current enrollment information for all DOE schools has been updated to reflect the 2010-11 Audited Register (which was not available at the time the BUP was originally published);
- the number of students that Green Careers is projected to serve in 2011-2012 has been revised to reflect budget register projections for 2011-2012.
- the allocation of space between all school organizations has been revised to address mathematical inconsistencies in the original BUP, and additional information about planned construction;
- the science labs have been included as shared spaces and have not been allocated to the individual schools;
- room allocation charts have been added for each school during each year;
- updated and more detailed information has been provided regarding planned construction projects in the building; and
- the formatting of the room allocation charts in the original BUP has been altered to make them easier to understand.

SACS would open in September 2011 to serve 180-190 students in Kindergarten and first grade, and would add one grade each year until it reaches full scale in 2015-2016. At that time, SACS will serve approximately 480-490 students in Kindergarten through fifth grade. The charter for SACS authorizes a higher enrollment for this school; however, the proposed enrollment is the maximum that can be accommodated in the available space.

Success Charter Network, a Charter Management Organization (“CMO”) that operates seven public charter schools in New York City, was approved by its charter authorizer, the State University of New York (“SUNY”), to open a new public charter school in Community School District 3 in Manhattan. SUNY approved the new school, SACS, to open with Kindergarten and first-grade classes in 2011-2012, and to add one grade each year until it serves Kindergarten through fifth grade.

The Brandeis Campus currently houses five high schools. Brandeis High School is in the process of phasing out, and is scheduled to close in June 2012. It currently serves 685 students in grades 11-12.<sup>3</sup>

Four other high schools are phasing in to the Brandeis Campus; all will serve grades 9-12 at full scale. Green Careers is a Limited Unscreened High School that opened in September 2009 and currently serves 183 students in grades nine and ten.<sup>4</sup> Global Learning is a Limited Unscreened High School that opened in September 2009 and currently serves 209 students in grades nine and ten.<sup>5</sup> Innovation Diploma Plus is a transfer high school that opened in September 2009. It currently serves 226 over-age and under-credited students in grades 9-12.<sup>6</sup> Frank McCourt is a Screened High School that opened in September 2010. It currently serves 100 students in ninth grade.<sup>7</sup>

<sup>3</sup> 2010-2011 Audited Register. As Brandeis High School phases out, some students are technically classified in grades “no longer served” at the school. This occurs in situations where current students have not accumulated sufficient credits to be promoted to the next grade. For example, a ninth-grade student who only earned four credits during the 2009-10 school year would still technically be considered a ninth-grade student in 2010-11. In 2010-2011, there are 57 such ninth graders and 190 such tenth graders currently being served at Brandeis High School. These students have access to appropriate courses to support their continued progress toward graduation.

<sup>4</sup> 2010-2011 Audited Register.

<sup>5</sup> 2010-2011 Audited Register.

<sup>6</sup> 2010-2011 Audited Register.

<sup>7</sup> 2010-2011 Audited Register.

The Brandeis Campus has the capacity to serve 2,148 students. In the 2010-11 school year, the building only served 1,403 students,<sup>8</sup> yielding a utilization rate of 65%.<sup>9</sup> Once Brandeis High School has phased out, the other four high schools have phased in, and SACS is serving students in grades K-5, there will be approximately 1,980-2,090 students served in the building, yielding a building utilization rate of 92%-97%.<sup>10</sup>

The DOE supports opening an additional Success Academy public charter school in District 3 as a way to increase access to high-quality schools for District 3 families. Families residing in District 3 will be given preference for admission to SACS. There are currently seven Success Academy public charter schools in Manhattan and the Bronx, including two in District 3. In 2009-2010, 86.0% of Harlem Success Academy 1 students (84M351, “HSA 1”) scored at-or-above grade level on the State English language arts (ELA) test, and 94.2% of students scored at-or-above grade level on the State math test. These results are among the highest of any school in District 3. Only two selective schools—The Anderson School (03M334), which is a citywide Gifted and Talented school, and Special Music School (03M859), which admits students based on musical talent—exceeded HSA 1 in both ELA and math. HSA 1 results were higher than any District 3 zoned elementary or K-8 school.

## II. Proposed or Potential Use of Building

The Brandeis Campus has the capacity to serve 2,148 students. In the 2010-11 school year, the building serves only 1,403 students,<sup>11</sup> yielding a utilization rate of 65%. Once Brandeis High School has phased out, the other four high schools have phased in, and SACS is serving students in grades K-5, there would be approximately 1,980-2,090 students served in the building, yielding a building utilization rate of 92%-97%.

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<sup>8</sup> 2010-2011 Audited Register.

<sup>9</sup> The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”) students who had been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. It is appropriate to exclude LTAs from enrollment projections for space planning purposes because LTAs do not currently attend the school, and thus are not occupying “seats” in the building. 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.

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

<sup>11</sup> 2010-2011 Audited Register.

Over the next five years, the proposed grade spans and projected enrollment for all schools in the Brandeis Campus are as follows:<sup>12</sup>

School Year	2010-11 <sup>13</sup>	2011-12	2012-13	2013-14	2014-15	2015-16
Brandeis High School						
Grades	11-12	12	N/A	N/A	N/A	N/A
Projected Enrollment	685	400-425 <sup>14</sup>	N/A	N/A	N/A	N/A
Green Careers						
Grades	9-10	9-11	9-12	9-12	9-12	9-12
Projected Enrollment	183	280-310 <sup>15</sup>	425-450	425-450	425-450	425-450
Global Learning						
Grades	9-10	9-11	9-12	9-12	9-12	9-12
Projected Enrollment	209	315-330 <sup>16</sup>	425-450	425-450	425-450	425-450
Diploma Plus						
Grades	9-12	9-12	9-12	9-12	9-12	9-12
Projected Enrollment	226	225-250 <sup>17</sup>	225-250	225-250	225-250	225-250
Frank McCourt						
Grades	9	9-10	9-11	9-12	9-12	9-12
Projected Enrollment	100	200-225 <sup>18</sup>	325-350	425-450	425-450	425-450
SACS						
Grades	N/A	K-1	K-2	K-3	K-4	K-5
Projected Enrollment	N/A	180-190	235-249	320-340	390-415	480-490
Total Building Enrollment	1403	1,600-1,730	1,635-1,749	1,820-1,940	1,890-2,015	1,980-2,090

As can be seen from this chart, Brandeis High School will phase out one grade each year and close in June 2012. In the 2011-2012 school year, Green Careers is projected to serve 280-310 students, Global Learning will serve 315-330 students and Frank McCourt will serve 200-225 students.<sup>19</sup> In the years following,

<sup>12</sup> All Enrollment numbers, in the school years following 2011-2012, are subject to change pending their finalized projections.

<sup>13</sup> 2010-2011 Audited Register.

<sup>14</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>15</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>16</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>17</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>18</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>19</sup> Total projection is consistent with budget register projections for 2011-2012.

Green Careers, Global Learning, and Frank McCourt will continue to phase in one grade each year until they serve 425-450 students in grades nine through twelve. Diploma Plus will continue to serve 225-250 students in grades nine through twelve.

SACS will open with kindergarten and first grade in 2011-2012, and will add one grade each year until it serves grades kindergarten through five. SACS would serve approximately 80 students per grade or approximately 480-490 students at full scale.

In addition to the schools, there is a Living for the Young Family through Education (“LYFE”) center in M470. LYFE centers support pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of the high schools in the shared building. The LYFE program serves students in those schools, but also students in other schools in the surrounding community as well. The proposed co-location of SACS would not impact the LYFE Center.

The Brandeis Campus also contains a school-based health clinic, St. Luke’s, operating as an extension clinic of a hospital group. There is also one half-size room allocated to School Safety and one half-size room allocated to The Grand Street Settlement, a Community Based Organization (“CBO”) that works with at-risk kids. There will be no impact on the LYFE Center, the St. Luke’s school-based health clinic, School Safety or Grand Street Settlement as a result of this proposal.

In 2010-2011 and prior years, there was also a Young Adult Borough Center (“YABC”) program in the M470 building. Young Adult Borough Centers are evening academic programs designed to meet the needs of high school-age students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. Students who are registered in a YABC program remain assigned, for all accountability measures, to their sending school. The YABC in M470 primarily served students who were enrolled at Brandeis. Enrollment has been declining with the ongoing phase-out of Brandeis, and the YABC program in M470 is being discontinued due to that declining demand. The YABC program does not have permanent space allocation in M470, and thus the decision to close this location of the program was not affected by the proposal to site a new school in the building. There are other YABC centers in Manhattan which have sufficient capacity to serve students who might otherwise have been served in the Brandeis Campus location. A list of YABC centers in New York City is available at <http://schools.nyc.gov/NR/ronlyres/ECC31A4F-9112-4FB7-9CBA-D01DC696F315/93907/YoungAdultBoroughCenterLocations20102012.pdf>

The DOE would renovate four rooms adjacent to the current cafeteria to create a multi-purpose space to be used as a cafeteria and gymnasium by SACS students, who would be of elementary school age. These four rooms are available to be converted because they are currently too noisy for use as classroom space. These four rooms are currently used for storage, including the storage of Brandeis High School’s student records, which would be relocated to a new location in the basement-level floor of the Brandeis Campus.

There are no other proposed uses for the building.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at [http://source.nycsca.org/pdf/capitalplan/2009-10/BB\\_2009\\_2010.pdf](http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf), a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goal classroom capacities (which are aspirational targets lower than the UFT

contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for goal 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, Success Academy schools often program larger class sizes than the DOE class size targets, meaning that its utilization rate of its dedicated space is often higher than for DOE schools with an equivalent number of class sections.

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

#### A. Students

SACS has been approved by SUNY to serve up to 689 students in Kindergarten through fifth grade. The DOE has informed Success Charter Network that the space available in the Brandeis Campus cannot support that scale of enrollment. Instead, in 2011-12, SACS would open with 180-190 students in kindergarten and first grade. SACS would then add one grade each year until it serves 480-490 students in grades kindergarten through five in 2015-2016.

##### *Impact on Students Currently Attending School in the M470 Building*

Brandeis High School is in the process of phasing out, and will close in June 2012. It currently serves 685 students in grades 11-12.<sup>20,21</sup> Brandeis will provide required instructional programs and special education services, and continue offering additional instructional and extracurricular programs to meet the needs of its students as it phases out. However, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

Green Careers is a Career and Technical Education ("CTE") demonstration school that opened as part of Mayor Bloomberg's CTE initiative. It admits students through the High School Admissions Process and is a Limited Unscreened school that gives priority to students from Manhattan. It currently serves 183 students in grades 9-10<sup>22</sup> and will serve 425-450 students in grades 9-12 at full scale.

<sup>20</sup> As discussed above, as Brandeis High School phases out, some students are technically classified in grades "no longer served" at the school. In 2010-2011, there are 57 such ninth graders and 190 such tenth graders currently being served at Brandeis High School. These students have access to appropriate courses to support their continued progress toward graduation.

<sup>21</sup> 2010-2011 Audited Register.

<sup>22</sup> 2010-2011 Audited Register.

- Academic Program: All students participate in summer learning and participation in an internship or college coursework is required for graduation. The school is designed to prepare students for both college and careers in environment-related fields; Career and Technical Training is integrated across the curriculum.
- Extracurricular Activities include Student Government, Mentoring, Peer Mediation, Women's Group, Men's Group, debate, art, dance, gardening, creative writing, drawing, Latin Dance, knitting, Gay-Straight Alliance, and a variety of sports.
- Partnerships: United Puerto Rican Organization of Sunset Park (UPROSE), The After-School Corporation (TASC), New York City College of Technology, Urban Assembly, Urban Agenda, Regional Plan Association, US Green Building Council, NY Building Congress, Consortium for Worker Education, Solar One, Jonathan Rose Companies, GreenOrder, Con Edison, the New York State Department of Environmental Conservation, the Mayor's Office of Long-Term Planning and Sustainability, and the Cooper-Hewitt Design Museum

Global Learning admits students through the High School Admissions Process and is a Limited Unscreened school that gives priority to students from Manhattan. It currently serves 209 students in grades 9-10<sup>23</sup> and will serve 425-450 students in grades 9-12 at full scale. The school was opened with a Bilingual Spanish program in order to provide an option to the English Language Learner students who have historically attended Brandeis High School.

- Academic Program includes a community service requirement and an internship requirement, International Study Abroad courses, and online language classes in French, German, Italian, Japanese, and Korean.
- Extracurricular activities include Principal's Council, Student Parliament, Peer Mediation, International Book Club, Global Music Exploration, and Anime/Manga Club.
- Partnerships: One to World, China Prep, Counseling in Schools, American Place Theater, Asia Society International Studies Schools Network.

Diploma Plus is a transfer high school that serves over-age and under-credited students in grades 9-12. It currently serves 226 students at full scale.<sup>24</sup> This school was opened in the Brandeis Campus to serve the over-age and under-credited students who have historically attended Brandeis High School.

- Academic program includes Learning to Work, College Now, technology classes, project-based learning, multimedia & video center.
- Partnerships include Alianza Dominicana, DOME Project, St. Luke's Hospital, Hunter College Future Focus Support.
- Extracurricular activities include student council, college trips, Young Men's Forum, Young Women's Forum.

Frank McCourt is the sixth selective school opened as part of Mayor Bloomberg's initiative to open seven new selective schools in New York City. It currently serves 100 students in ninth grade<sup>25</sup> and will serve 425-450 students in grades 9-12 at full scale. It admits students through the High School Admissions Process and is a screened school.

- Academic program focuses on developing students' communication skills and projects, presentations and extensive writing are required for all courses. Program highlights include Writers-in-Residence, Campus Media, Action Research, and a required internship.
- Extracurricular activities currently include Principal's Council, FMHS Community Council, Brandeis Student Campus Council and Campus Press and will expand as the school phases-in.
- There are no current partnerships.

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<sup>23</sup> 2010-2011 Audited Register.

<sup>24</sup> 2010-2011 Audited Register.

<sup>25</sup> 2010-2011 Audited Register.

The DOE does not anticipate that this proposal would necessitate the elimination of any academic programs or partnerships at any of the high schools located in the Brandeis Campus. Similarly, the high schools would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. While the proposed co-location would not require the elimination of those programs or opportunities, they may be configured differently as a result of this proposal. For example, some activities may need to share classroom space or move into a different classroom, or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Brandeis High School currently offers Self Contained (SC) classes. Green Careers, Global Learning, Diploma Plus and Frank McCourt all offer Collaborative Team Teaching (CTT). All five high schools offer Special Education Teacher Support Services (“SETSS”).<sup>26</sup> The existing classes and services would continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, current and future students with IEPs will continue to receive mandated services at all of the high schools in the Brandeis Campus and at SACS.

Global Learning offers a Spanish Bilingual program that would not be impacted by this proposal. In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to high schools in the same manner as their peers who are not ELLs. Current and future ELL students at the high schools in the Brandeis Campus and at SACS would continue to receive mandated services.

If this revised proposal is approved, the Brandeis Campus would now serve elementary school students and high school students. Currently, the DOE manages other campuses where elementary schools are co-located with high schools, including the Julia Richman Educational Complex (the “Richman Campus”), which houses Ella Baker (a K-8 school), four high schools, and part of a District 75 special education program; Building M013, which houses Central Park East I Elementary School, Central Park East High School, and a middle school; and the Adlai Stevenson Campus (the “Stevenson Campus”) which houses eight high schools, an Alternative Learning Center, and the full-day pre-Kindergarten sections of elementary school P.S. 138. At the Stevenson Campus, high school students are subject to security screening while pre-K students are not, in keeping with New York Police Department (“NYPD”) policy. The pre-Kindergarten students on the Stevenson Campus have been allocated contiguous and dedicated space within the building. Based on its experiences with these co-locations, none of these co-locations have presented any unusual problems due to the co-location of elementary age students with high school age students. The DOE, in consultation with the Building Council, will, where possible, allocate contiguous and dedicated space to SACS to ensure the safety of all students.

The Brandeis Campus currently scans all students and visitors to the building upon arrival. It is the policy of the NYPD and DOE that students enrolled in pre-Kindergarten through grade five are not required to go through scanning. Thus, elementary students at SACS will not be subject to scanning to gain entry to the building. However, their parents and caretakers will need to walk through scanners in order to be admitted along with their children.

#### *Impact for Future Elementary School Students in District 3*

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. SACS will add 480-490 high-quality elementary school seats for students in

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<sup>26</sup> 2010-2011 Audited Register.

District 3. SACS will provide an extended day and extended year, and sports, arts, and chess will all be part of the regular school day.

In 2009-10, 86.0 % of Harlem Success Academy 1 (“HSA 1”)<sup>27</sup> students scored at or above grade level on the State English language arts (ELA) tests, and 94.2% scored at or above grade level on the State math tests. These results made HSA 1 the top-performing public charter school in New York City, and the third-highest performing elementary or K-8 school in District 3. Other District 3 schools achieving comparable results are either highly selective programs (e.g., Anderson School, Special Music School), or serve fewer students who are eligible for free or reduced-price lunch (e.g., P.S. 199, where only 7% of students are eligible for free or reduced-price lunch compared with 74% of students eligible for free or reduced-price lunch at HSA 1).<sup>28</sup> The success of HSA 1 gives the DOE confidence that SACS would add 480-490 additional high-quality K-5 seats to District 3.

SACS will enroll students through a lottery, as mandated by New York State charter law. All incoming Kindergarten and first grade students residing in District 3 had the opportunity to submit an application to the charter lottery to enter K-1 at SACS in 2011-2012. SACS’s lottery preferences are:

- Siblings of currently attending or accepted students;
- Applicants zoned to attend or currently attending failing schools<sup>29</sup> and applicants who are deemed English Language Learners (ELLs) who reside in District 3;
- Applicants zoned to attend or currently attending failing schools and applicants who are deemed English Language Learners (ELLs) who do not reside in District 3;
- Other applicants who reside in District 3;
- Other applicants who reside outside of District 3.

After the initial lottery, the waitlist provides preference for residents of District 3. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE website here: [http://schools.nyc.gov/NR/ronlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/ronlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf).

SACS has held its lottery for the 2011-12 school year, making offers to 184 students. 100% of first round offers to SACS for August 2011 were made to residents of District 3. In addition, 15% of offers went to District 3 residents who are ELLs.

Other choice elementary school programs in District 3 include Gifted and Talented programs, Dual-Language programs, the Special Music School (03M859), and Manhattan School for Children (03M333, “MSC”). Information about gifted and talented programs can be found at <http://schools.nyc.gov/Academics/GiftedandTalented/default.htm>. Information about Dual Language programs can be found at [http://schools.nyc.gov/NR/ronlyres/90EC9B10-88FF-4A06-98BC-23CC495032C9/81575/NYCDualLanguage2010\\_FINAL1.pdf](http://schools.nyc.gov/NR/ronlyres/90EC9B10-88FF-4A06-98BC-23CC495032C9/81575/NYCDualLanguage2010_FINAL1.pdf).

There are currently 13 district elementary schools and 9 district K-8 schools in District 3. In addition, there are five public charter schools currently serving elementary school grades in District 3 and one currently serving K-8.

<sup>27</sup> Harlem Success Academy 1 was the only Success Academy school serving grades that participated in State ELA and math tests in 2009-2010.

<sup>28</sup> 2010-2011 Audited Register.

<sup>29</sup> SACS defines “failing schools” as any school that receives a D or F on the Performance grade of the DOE annual progress report. For purposes of enrollment for the 2011-2012 school year, 12 of the 17 zoned schools in District 3 met this definition.

The siting of SACS may have an impact on the enrollment at these other District 3 schools if students choose to attend SACS instead of these schools. By 2015-2016, SACS will serve 480-490 students in kindergarten through fifth grade. If all 480-490 students come from District 3, there could be a decrease in enrollment at other District 3 elementary schools (enrollment lost to SACS may also be offset by an overall increase in the number of District 3 students).

## B. Schools

The proposed siting of SACS in the Brandeis Campus would create 480-490 additional high-quality kindergarten through fifth grade seats in District 3. The proposed co-location of SACS would increase the total number of students enrolled in the Brandeis Campus by approximately 180-190 students in 2011-2012, and by approximately 480-490 kindergarten through fifth grade students through 2015-2016. The DOE would continue monitoring enrollment and capacity in the Brandeis Campus as SACS enrolls each new grade level.

SACS will enroll approximately 28 students per class section, while the target class size in DOE schools for Kindergarten through third grade is 20 students. Thus, we expect SACS enrollment will be approximately 140% of target (as calculated by the DOE's class size standards) for its space allocation in those grades.

If this revised proposal were approved, there would be sufficient space to accommodate SACS and all of the high schools in the Brandeis Campus pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 3.5 full size classrooms<sup>30</sup> for student support services, resource rooms and administrative space when serving their entire grade span. Additional

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<sup>30</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3 full size classrooms for student support services and one half-size resource room which could be equal to 2 full-size and 3 half-size classrooms or 1 full size classroom and 5 half-size classrooms, etc.

resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider a variety of factors including but not limited to the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached revised Building Utilization Plan (“BUP”) that accompanies this EIS, there will be sufficient instructional space in M470 for all of the high schools and SACS to grow to scale.

As in other situations where schools are co-located, the high schools would continue to share large common and specialty rooms in the building, namely the cafeteria, the three gymnasiums, the two fitness rooms, the dance studio, the auditorium, the science labs, the playground/yard/garden, and the library. Because of different programmatic and space requirements, SACS would not share the existing cafeteria, gymnasiums, fitness rooms, science labs, or library with the high schools. SACS would share space in the dance studio, auditorium, and playground/yard/garden. Specific decisions regarding the scheduling of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding the implementation of the revised BUP. Any unallocated space would be equitably distributed among the schools based on a number of factors, including student enrollment.

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

The DOE would renovate four rooms adjacent to the current cafeteria to create a separate multi-purpose space to be used as a cafeteria and gymnasium for SACS students, who would be of elementary school age. These four rooms are available to be converted because they are currently too noisy for use as classroom space. These four rooms are currently used for storage. In addition, as stated in more detail in the BUP, the DOE is in the midst of a previously conceived multi-year plan to convert existing administrative space in the building into classrooms. The DOE also plans to (1) upgrade the gymnasiums and locker room facilities used by the high schools (2) convert the music room into a new black box theater for use by the high schools and (3) create a new CTE classroom for use by Green Careers (which is a CTE school). The planned conversion of the music room to a black box theater was identified as a priority by the Building Council. Music/band will be accommodated in alternative space (e.g., the auditorium).

### **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 siting of SACS in M470 is intended to meet those goals by providing a new, high-quality elementary school choice option for students in District 3.

While there are already two Success Academy schools located in District 3, they are not located in close proximity to the Upper West Side. The proposed opening of SACS in M470 would provide the opportunity for children from the Upper West Side to attend a Success Academy school closer to their homes. This location is also nearby to schools that have had waiting lists for Kindergarten, and would provide an additional unzoned option for families and students concerned that they may not receive a seat in their zoned school for Kindergarten to the extent they choose to participate in the lottery and receive a seat

through the lottery process. In 2009-10, 86.0 % of Harlem Success Academy 1 (“HSA 1”) students scored at or above grade level on the State English language arts (ELA) tests, and 94.2% scored at or above grade level on the State math tests (Harlem Success Academy 1 was the only Success Academy school serving grades that participated in State ELA and math tests in 2009-2010). These results made Harlem Success Academy 1 the top-performing public charter school in New York City, and the third-highest performing elementary or K-8 school in District 3. Other District 3 schools achieving comparable results are either highly selective programs (e.g., Anderson School, Special Music School), or predominantly serve students who are more advantaged than Success Academy 1 students (e.g., P.S. 199, where only 7% of students are eligible for free or reduced-price lunch compared with 74% of students eligible for free or reduced-price lunch at HSA 1).<sup>31</sup> The success of HSA 1 gives the DOE confidence that SACS would add 480-490 additional high-quality K-5 seats to District 3.

There is one district school currently phasing in elementary school grades in District 3. In addition, one charter school is phasing in elementary school grades, and will give a preference to District 3 students through the charter lottery application process. These schools are listed in the table below.

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 <sup>32</sup>	Admissions Criteria
Harlem Success Academy Charter School 4 (84M386)	240 West 113 <sup>th</sup> St.	K-3	K-8	323	Lottery for K-2
P.S. 452 (03M452)	100 West 77 <sup>th</sup> St.	K	K-5	55	Zoned

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M470.

<sup>31</sup> 2010-2011 Audited Register

<sup>32</sup> 2010-2011 Audited Register

## IV. Enrollment, Admissions and School Performance Information

### Brandeis High School

#### Admissions Data

<b>Current Admissions</b>	No new admissions
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#### Enrollment Data

<b>Current Grades Served<sup>33</sup></b>	11-12
<b>2010-2011 Enrollment<sup>34</sup></b>	685
<b>Grades Served after co-location in 2011-2012</b>	12
<b>Projected 2011-2012 Enrollment</b>	400-425
<b>Grades Served in 2012-2013 and beyond</b>	N/A
<b>Projected Enrollment in 2012-2013 and beyond</b>	0

#### Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>35</sup></b>	4%
<b>Percentage Students with Individual Education Plan<sup>36</sup></b>	12%
<b>Percentage English Language Learner Students<sup>37</sup></b>	35%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>38</sup></b>	76%

#### School Performance Data

<b>Louis D. Brandeis High School<sup>39</sup></b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	N/A	N/A
Quality Review Score	WD	P	
<b>Graduation Data</b>			
Four-Year Graduation Rate	33%	37%	38%
Four-Year Regents Diploma Rate	18%	21%	22%
Six-Year Graduation Rate	52%	49%	48%
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	34%	43%	N/A
Attendance Rate	73%	75%	72%
<b>2010-2011 State Accountability Status</b>			
Restructuring (advanced) - Comprehensive			

<sup>33</sup> As discussed above, some students at Brandeis are technically classified in grades “no longer served” at the school.

<sup>34</sup> 2010-2011 Audited Register Data.

<sup>35</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>36</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>37</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>38</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

<sup>39</sup> Data is from the DOE Progress Report

Green Careers

Admissions Data

Admissions	Limited Unscreened
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Enrollment Data

Current Grades Served	9-10
2010-2011 Enrollment <sup>40</sup>	183
Grades Served in 2011-2012	9-11
Projected 2011-2012 Enrollment <sup>41</sup>	280-310
Grades Served in 2012-2013 and beyond	9-12
Projected Enrollment 2012-2013 and beyond	425-450

Demographic Data

Percentage Students Receiving CTT or SC services <sup>42</sup>	18%
Percentage Students with Individual Education Plan <sup>43</sup>	27%
Percentage English Language Learner Students <sup>44</sup>	26%
Percentage of Students Eligible for Free or Reduced Lunch <sup>45</sup>	86%

School Performance Data

The Urban Assembly School For Green Careers <sup>46</sup>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
<b>Graduation Data</b>			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	N/A	N/A	79%
Attendance Rate	N/A	N/A	85%
<b>2010-2011 State Accountability Status</b>	Pending		

<sup>40</sup> 2010-2011 Audited Register.

<sup>41</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>42</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>43</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>44</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>45</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

<sup>46</sup> Data is from the DOE Progress Report

Global Learning

**Admissions Data**

<b>Admissions</b>	Limited Unscreened
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**Enrollment Data**

<b>Current Grades Served</b>	9-10
<b>2010-2011 Enrollment<sup>47</sup></b>	209
<b>Grades Served in 2011-2012</b>	9-11
<b>Projected 2011-2012 Enrollment<sup>48</sup></b>	315-330
<b>Grades Served in 2012-2013 and beyond</b>	9-12
<b>Projected Enrollment 2012-2013 and beyond</b>	425-450

**Demographic Data**

<b>Percentage Students Receiving CTT or SC services<sup>49</sup></b>	16%
<b>Percentage Students with Individual Education Plan<sup>50</sup></b>	23%
<b>Percentage English Language Learner Students<sup>51</sup></b>	25%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>52</sup></b>	70%

**School Performance Data**

<b>The Global Learning Cooperative<sup>53</sup></b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
<b>Graduation Data</b>			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	N/A	N/A	66%
Attendance Rate	N/A	N/A	85%
<b>2010-2011 State Accountability Status</b>	Pending		

<sup>47</sup> 2010-2011 Audited Register.

<sup>48</sup> Total projection is consistent with budget register projections for 2011-2012

<sup>49</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>50</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>51</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>52</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

<sup>53</sup> Data is from the DOE Progress Report

**Diploma Plus**

**Admissions Data**

<b>Admissions</b>	Screened
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**Enrollment Data**

<b>Current Grades Served</b>	9-12
<b>2010-2011 Enrollment<sup>54</sup></b>	226
<b>Grades Served in 2011-2012 and beyond</b>	9-12
<b>Projected Enrollment 2011-2012 and beyond<sup>55</sup></b>	225-250

**Demographic Data**

<b>Percentage Students Receiving CTT or SC services<sup>56</sup></b>	0%
<b>Percentage Students with Individual Education Plan<sup>57</sup></b>	9%
<b>Percentage English Language Learner Students<sup>58</sup></b>	4%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>59</sup></b>	61%

**School Performance Data**

<b>Innovation Diploma Plus<sup>60</sup></b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
<b>Graduation Data</b>			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
<b>Other Key Indicators</b>			
Average Credits per Semester for Students Beginning Year with 0.00 - 11.00	N/A	N/A	5.8
Average Credits per Semester for Students Beginning Year with 11.01 - 22.00	N/A	N/A	6.3
Average Credits per Semester for Students Beginning Year with 22.01 - 33.00	N/A	N/A	8.0
Attendance Rate <sup>61</sup>	N/A	N/A	68%
<b>2010-2011 State Accountability Status</b>	Pending		

<sup>54</sup> 2010-2011 Audited Register.

<sup>55</sup> Total projection is consistent with budget register projections for 2011-2012

<sup>56</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>57</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>58</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>59</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

<sup>60</sup> Data is from the DOE Progress Report

<sup>61</sup> DOE website Statistical Summary

**Frank McCourt**

**Admissions Data**

<b>Admissions</b>	Screened
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**Enrollment Data**

<b>Current Grades Served</b>	9
<b>2010-2011 Enrollment<sup>62</sup></b>	100
<b>Grades Served in 2011-2012</b>	9-10
<b>Projected 2011-2012 Enrollment<sup>63</sup></b>	200-225
<b>Grades Served in 2012-2013</b>	9-11
<b>Projected 2012-2013 Enrollment</b>	325-350
<b>Grades Served in 2013-2014 and beyond</b>	9-12
<b>Projected Enrollment 2013-2014 and beyond</b>	425-450

**Demographic Data**

<b>Percentage Students Receiving CTT or SC services<sup>64</sup></b>	5%
<b>Percentage Students with Individual Education Plan<sup>65</sup></b>	19%
<b>Percentage English Language Learner Students<sup>66</sup></b>	1%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>67</sup></b>	60%

**School Performance Data**

Frank McCourt opened in 2010 and does not yet have performance data.

**SACS**

**Admissions Data**

<b>Admissions</b>	Lottery to grades K-2
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**Enrollment Data**

<b>Current Grades Served</b>	N/A
<b>2010-2011 Enrollment</b>	N/A
<b>Grades Served in 2011-2012</b>	K-1
<b>Projected 2011-2012 Enrollment<sup>68</sup></b>	180-190
<b>Grades Served in 2012-2013</b>	K-2
<b>Projected 2012-2013 Enrollment</b>	235-249

<sup>62</sup> 2010-2011 Audited Register.

<sup>63</sup> Total projection is consistent with budget register projections for 2011-2012

<sup>64</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>65</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>66</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>67</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

<sup>68</sup> Total projection is consistent with budget register projections for 2011-2012

<b>Grades Served in 2013-2014</b>	K-3
<b>Projected 2013-2014 Enrollment</b>	320-340
<b>Grades Served in 2014-2015</b>	K-4
<b>Projected 2014-2015 Enrollment</b>	390-415
<b>Grades Served in 2015-2016</b>	K-5
<b>Projected 2015-2016 Enrollment</b>	480-490

### Demographic Data

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

### School Performance Data

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

## V. Initial Costs and Savings

The DOE already has a restructuring plan in place to convert the M470 building from a single school to an Educational Campus. A portion of this budget would be applied towards renovations to create a multi-purpose room for elementary students to use as a cafeteria and gymnasium, and otherwise accommodate a fifth school in the building.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The project in the Brandeis Campus is expected to cost approximately \$500,000, meaning an equal amount will be spent on capital improvements or facilities upgrades for the benefit of the other schools in the building. These improvement/upgrade projects are discussed in Section VI.E below.

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

### A. Personnel Needs

This co-location is not expected to change the number of personnel positions required at any of the high schools in the Brandeis Educational Campus, or significantly alter the duties of current staff. New administrative staff and non-pedagogical positions will be created at SACS over the course of the school's phase-in. SACS is expected to hire additional teachers as each new grade is added.

### B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at any of the high schools in the Brandeis Campus. The basic operating budget at these schools is determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive

City tax levy funding on a per-pupil basis. Each student receives a per-pupil allocation based on the grade-level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for high schools was \$4,181.11. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031.00 per pupil for each English Language Learner they enrolled. For high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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

As with all other schools citywide, high schools may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. All of the high schools located in Brandeis Campus are currently Title I schools. Assuming that the schools continue to meet Title I criteria, the size of a school's Title I funding award would grow or shrink as the school population grows or shrinks.

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

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

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

### **C. Administration**

No change in school supervisory or administrator positions at any of the high schools in the Brandeis Educational Campus is expected as a result of this proposal. SACS may hire school supervisors and/or administrator personnel on an as needed basis over the course of its phase-in.

### **D. Transportation**

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

There would be no change to existing transportation practices at any of the schools in the Brandeis Educational Campus due to this proposal.

### E. Facilities Upgrades

As discussed above, the DOE is engaged in restructuring the M470 facility to accommodate multiple school organizations into an Educational Campus. The restructuring work will move forward regardless of whether or not another school (elementary, middle or high) phases into the building. Further, the utility of the restructuring work that has already been completed will not be lost as a result of this co-location. The only work that would be undertaken specifically related to the co-location of an elementary school is the conversion of four classrooms that are currently being used for storage into an a new multi-purpose room. The renovation of these four rooms will not negatively impact the utility of any of the completed capital improvement projects.

We estimate that \$500,000 would be applied towards this conversion to create a multi-purpose space for elementary students to use as a cafeteria and gymnasium, and otherwise accommodate a fifth school in the building. This project qualifies for the matching provision described above; thus, the DOE would ensure that each of the other schools located in the building received equal matching expenditures. If the estimate of the work to accommodate SACS exceeds \$500,000, the amount spent for each of the other co-located schools would correspondingly increase. Planned facilities work for the benefit of the high schools in the building includes the construction of a black box theater for use by the high schools in the building, renovation of the high schools’ gymnasiums and locker room space, and construction of a high school CTE room and instructional space.

### F. Other Support Services

Other support services would continue to be provided consistent with citywide policy.

## VII. Building Information

### M470

<b>Type of Building</b>	HS
<b>Year Built</b>	1965
<b>Overall BCAS rating</b>	2.63 out of 5
<b>Target Utilization</b>	88%
<b>Target Capacity</b>	2148
<b>FY 2009 Maintenance Costs</b>	Labor: \$52033.99 Materials: \$40182.18 Maintenance and repair contracts: \$69013.39 Custodial operations costs—Materials: \$19295.44 Custodial operations costs—Custodial Allocation: \$496793.38
<b>FY 2009 Energy Costs</b>	Electric: \$494419 Gas: \$1446 Oil: \$131508
<b>Projects completed during the current or prior school year</b>	N/A
<b>Projects proposed in the capital plan</b>	Classroom connectivity. New/retrofit telephone/intercom systems
<b>Accessibility of the building</b>	Fully programmatic accessible
<b>Building attributes</b>	Art rooms (CR's), Auditorium, Cafeteria, Computer rooms(CR's), Dance Room, Fitness Rooms (2), Gymnasiums(3), Library, Science Labs (CR's)