

SPACE TO LEARN

How NYC's Public Charter Schools
Are Denied Public Space



THREE YEARS AFTER NEW YORK STATE PASSED A LAW ASSURING PUBLIC CHARTER SCHOOLS FAIR ACCESS TO PUBLIC FACILITIES, IT IS CLEAR THAT THE PRACTICE OF UNFAIRLY DENYING PUBLIC CHARTER SCHOOLS SPACE IS ALIVE AND WELL — IT'S JUST OCCURRING IN A SUBTLER FORM.

Since the law passed¹, the de Blasio administration has pursued an unwritten policy of impeding charters' access to public space at all costs. The administration has delayed the process wherever possible, rejected applications in districts with ample public space, and forced educators to identify, secure, and pay for private space they often can't afford.

This paper is broken into two parts: a comprehensive analysis of more than 100 space requests made by charter schools over the past three years, and a series of in depth stories of charter school leaders who have endured overwhelming challenges to obtain private space for their students. Taken together, this data and these school leaders' experiences tell the story of the de Blasio administration's comprehensive rejection of the goals behind the 2014 facilities law.

Our analysis of city and state data reveals a continual pattern of charter schools being denied public space in districts with thousands of empty seats. According to data from the city and state education departments:

- **The City has denied 79 percent of charter school co-location applications since the facilities law was passed in 2014.** Charter schools have requested access to public space 105 times in the last two and a half years. This has resulted in just 22 approved co-locations and 83 refusals or denials of public space.



79%

OF REQUESTS FOR PUBLIC SPACE
HAVE BEEN DENIED
SINCE THE FACILITIES LAW PASSED.

¹ New York State Education Law: [Title 2, Article 56, Section 2853](#).

- **In over 90 percent of these rejections, there was ample public space available to support a co-location.** Last year alone, there were 171 co-location ready buildings in districts where charters sought space.²
- **More than 90 percent of the City’s space denials were overturned by the New York State Education Department (NYSED),** meaning that the state acknowledged the validity of the charters’ applications for public space and made them eligible for rental assistance from the City.
- **Meanwhile, DOE spending on charter school leases has increased 294 percent³ in just three years, and is projected to rise to \$40.3 million in 2016-2017.⁴** While some of this spending is due to school operators who intentionally sought private space, giving schools access to public space would have saved millions in taxpayer dollars.

To truly understand the impact of the de Blasio administration’s unequal treatment of public charter schools, it’s important to look beyond the data and study the immense operational and financial challenges it has imposed on public charter schools across the five boroughs. This paper profiles three school communities that exemplify these challenges: Boys Prep Bronx Elementary School, International Charter School of New York (in Brooklyn), and South Bronx Classical III.

First, there is the challenge of finding suitable private space and navigating the pitfalls of complex real estate deals. In the words of Public Prep’s Ian Rowe:

“ALL OF A SUDDEN I HAD TO BE AN EXPERT ON REAL ESTATE, ZONING CODE, LEASE NEGOTIATION, DEAL STRUCTURING AND CAPITAL FINANCE, AND BUILD OUTS — ALL WHILE EDUCATING KIDS.”

-IAN ROWE, PUBLIC PREPARATORY NETWORK

² The New York City Department of Education (DOE) will not consider a building for co-location unless there are at least 300 empty seats in a building.

³ The City of New York, [Adopted Budget FY 2016: Supporting Schedules](#), p. 413.

⁴ The City of New York, [Adopted Budget FY 2017: Supporting Schedules](#), p. 430.

EXECUTIVE SUMMARY CONTINUED

If a school leader is lucky enough to find a suitable private space, they often can't afford it because the rental assistance provided by the City under the law rarely covers enough of the cost. As a result, the barriers to entry for educators seeking to open innovative public charter schools have become almost impossibly high, and the ability to overcome these barriers is often limited to those who can raise millions of dollars in private financing.

Meanwhile, single site charter school leaders like Matthew Levey, head of the International Charter School of New York, spend nearly \$1 million each year on rent and operating costs for a space without a gym, auditorium, playground, or cafeteria - a space he is quickly outgrowing, limiting his ability to serve more children as set out in the school's charter. The de Blasio administration has denied two ICS requests for public space. Recently, the school was offered a space that wouldn't serve its full enrollment located 30 minutes by subway from their current site.

But the real victims of this policy are New York City families who are forced to contend with the paralyzing uncertainty of not knowing where their children will go to school, whose schools cannot open on time, or who must send their children to school in a sub-par building. According to Rowe, **"imagine holding a lottery in April and not being able to tell prospective families where their kids will be going to school. It's just devastating."** And as Levey noted, **"this is the number one anxiety for our parents. And it comes up in every prospective parent tour as well."**

All of this adds up to a failed approach to space allocation that does not work for educators or families. The administration's space policy has come at an enormous cost to taxpayers and, more importantly, to children — tens of thousands of whom remain on charter school waitlists, desperate for access to a quality school.

The City must change course. They must stop denying charter schools access to public space and start providing public space to schools when there is clearly available space to be had.

SECTION 1: THE CASE FOR CHARTER SCHOOL GROWTH

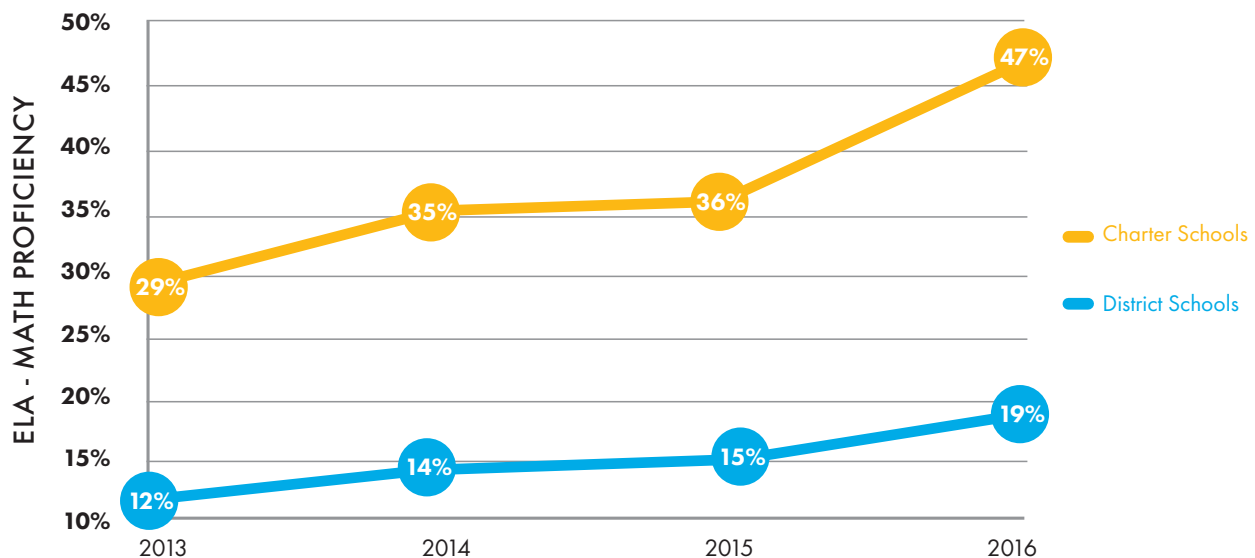
The New York City charter sector is at a pivotal moment in its history and trajectory. Student enrollment has swelled to more than 100,000,⁵ reaching communities that have long been deprived of a high quality local school.

As previous research has shown, charter schools are often their neighborhoods' highest performing schools, driving the lion's share of their communities' progress against the achievement gap. And parents are eager to enroll their children in these schools — this school year, more than 44,000 students who applied to a public charter school were not offered a seat because demand for the schools exceeded available seats. When city leadership ignores public demand for charter schools, tens of thousands of children remain stuck on charter school waitlists year after year.

The reason for this demand is clear: the sector's results. Charter schools have routinely produced outstanding results in communities where district schools have struggled for years.⁶ In the city's eight lowest performing school districts,⁷ where 89 percent of students are low income and 95 percent are students of color, charter students have increased their proficiency in math and reading by 18 percentage points over the last four years. On average, nearly 50 percent of charter school students in these districts are performing on grade level⁸ in math and reading, far surpassing citywide performance and that of their local district school peers. Just 19 percent of their district school peers can read or do math on grade level, well below the citywide average of 37.2 percent.

This overwhelming success — and the potential to have a profound impact on the city's achievement gap — is why the city's charter schools are committed to growth.

Students Scoring at Grade Level in Failing Districts



⁵ New York City Charter School Center, [Charter School Enrollment and Trends](#).

⁶ Students are annually assessed on the Common Core New York State 3-8 Math and English Language Arts exams. These exams are designed to measure student knowledge and skills at grade appropriate standards.

⁷ FES previously analyzed charter and public school performance in the lowest performing districts: Manhattan- District 5, Brooklyn- District 16, 19, 23, 32, and in the Bronx- District 7, 9, and 12.

⁸ On grade level refers to a student's ability to read and do math at the grade appropriate set of standards and benchmarks as established by New York State.

SECTION 2: A PATTERN OF PUBLIC SPACE DENIALS

An analysis of more than 100 space requests over the past three years reveals a sustained pattern of public charter schools being denied public space in districts with thousands of empty seats. Multiple years of public records were examined to determine the breadth and depth of the problem.

The two primary data sources for this analysis were the DOE's Panel for Education Policy's public notices and NYSED's Appeals to the Commissioner. The Panel for Education Policy (PEP) approves all utilization changes to school buildings. The PEP is required to post and maintain public notices of any space utilization proposals, including co-location proposals, on the DOE's website. NYSED's Appeals to the Commissioner are publicly available records of the Commissioner's decision regarding appeals on a host of issues, including NYC charter school co-locations.

Two unique datasets were culled from both sources to identify longitudinal co-location patterns under the de Blasio administration. A clear trend quickly emerged: **79 percent of requests for public space have been denied since the facilities law passed, despite ample open public space in the districts where charters have sought to serve new students.**

City and state data proves that charter schools are routinely denied access to public space. Charter schools have requested access to public space over 100 times in the last two and a half years. The 100 plus requests for public space have yielded a meager 22 co-locations and 83 denials of public space. Since the New York facilities law went into effect on April 1, 2014, five charter schools were denied space in 2013-2014, 54 charter schools were denied space in 2014-2015, and 24 charter schools were denied space in 2015-2016.

Meanwhile, nearly 95 percent of the City's refusals to co-locate charter schools were overturned by the New York State Education Department, meaning that the state acknowledged the validity of their applications for space. While the state cannot legally offer schools public space, when charter schools win their appeal, they automatically become eligible for per-pupil facilities assistance for private space from the City.

The City's rejection of charter school applications flies in the face of overwhelming parent demand and public data that shows there is an abundance of public space available in districts where charters have sought to open or expand. Last year, in districts where public charter schools sought space, there were 171 buildings that could have been used for co-location. The City has inexplicably denied co-location applications⁹ in places like Brooklyn's District 16, where 10 buildings sat underutilized and 650 kids were stuck on waitlists, and the Bronx's District 8, where there were nine co-location ready school buildings with a waitlist that surpassed 2,300 students.

By all publicly available measures, these districts have ample space for co-location. But the DOE has repeatedly rejected charters from accessing public space, and routinely hides behind the rhetoric of rejecting and questioning the validity of its own Blue Book data. Even if DOE's numbers are off by as much as 30 percent, there would still have been 120 school buildings with more than enough seats to accommodate a co-location.¹⁰

⁹ The NYC DOE ostensibly considers the following four factors in co-location siting decisions: its impact on students with disabilities, the overall logistics, avoiding the co-location of elementary schools in high schools, and school size (with an emphasis of not opening schools that are smaller than 250 students).

¹⁰ The DOE will not consider a school(s) for co-location unless there are at least 300 open seats in a school building.

SECTION 3:

THE IMPACT OF THE CITY'S SPACE DENIALS

The stories of public charter schools who have been denied space by the de Blasio administration make one thing abundantly clear: while the 2014 law may have stopped the administration from flagrantly denying space to public charter schools, the alternative has been an unwritten policy of impeding charters' access to public space in subtler but equally detrimental ways.

BOYS PREP BRONX ELEMENTARY SCHOOL



“IMAGINE HOLDING A LOTTERY IN APRIL AND NOT BEING ABLE TO TELL PROSPECTIVE FAMILIES WHERE THEIR KIDS WILL BE GOING TO SCHOOL. IT’S JUST DEVASTATING...”

-IAN ROWE, PUBLIC PREPARATORY NETWORK

BOYS PREP BRONX ELEMENTARY SCHOOL CONTINUED

Ian Rowe, CEO of Public Prep, knew he had a winning model for schools as he was planning to open his third school in the South Bronx. Boys Prep would follow the highly successful model of his other single sex public charter schools, Girls Prep Bronx Elementary and Girls Prep Middle School. Boys Prep Bronx Elementary would be an all boys school, serving K-8 students in a single sex environment, the first school of its kind in the Bronx. According to Rowe: “we knew there would be significant demand based on our experience opening Girls Prep... we received 1,000 applications for less than 75 open seats for Boys Prep.”

Boys Prep had successfully secured public space at the end of the Bloomberg administration. However, they knew that with the incoming de Blasio administration, their relationship with the DOE was likely to shift dramatically. They had an immediate need for space - Boys Prep was sited in a space that accommodated 350 students, but their fully phased in enrollment would ultimately require space for approximately 600 kids.

At the start of the de Blasio administration, the initial co-location of Boys Prep was under threat. Despite the uncertainty, Boys Prep welcomed families and held their lottery for their 2014 class without knowing whether those students would have a school building to call home. According to Rowe: **“Imagine holding a lottery in April and not being able to tell prospective families where their kids will be going to school. It’s just devastating.”**

In October 2015, Rowe submitted a request for co-located space that would fit all of their pending grades. Rowe had a strong preference to keep Boys Prep in public space. But when the DOE denied their co-location request without cause, Boys Prep was caught off guard. The new law was supposed to facilitate access to public space, not become the mechanism that would successfully shut them out. According to Rowe: **“It was a very stressful time, and we did not feel the City was working in our favor. We were going to have to tell over 200 families ‘sorry, there’s no place for you to go’. It was devastating; we had our school on the chopping block. We had to hold a meeting with families to tell them we might not have a school for their kids.”**

Boys Prep appealed DOE’s decision to NYSED and became the first school already in public space to successfully win their appeal under the 2014 facilities law. Winning their NYSED appeal ensured that Boys Prep would be eligible for rental assistance, but also meant Rowe needed to identify a private space in the area that would be suitable for the school.

So, Rowe began a hunt for school ready space in the South Bronx. Like other public charter school leaders, he quickly realized the challenge, later reflecting that “this is not what we signed up for...all of a sudden I had to be an expert on real estate, zoning, code, lease negotiation, deal structuring and capital finance, and build outs— all the while educating kids. It was unreal.” Suitable private commercial space was scant and buildings were frequently in disrepair, had zoning issues, or were too far from public transportation and public green space.

BOYS PREP BRONX ELEMENTARY SCHOOL CONTINUED

Eventually, Rowe found a suitable space and, through some creative financing and a good faith commitment from the building's owner, felt confident that Boys Prep had identified its permanent home. But as Rowe was putting the finishing touches on the deal, the DOE filed a surprise appeal contesting NYSED's determination that Boys Prep was eligible for facilities funding. This appeal had a catastrophic impact on Rowe's deal. Suddenly, without any guarantee that DOE would backstop the lease, Boys Prep's permanent home was thrown into serious jeopardy.

After a tense back and forth, DOE agreed to backstop Boys Prep's lease, but refused to pull back its appeal. The appeal remains active today - a looming threat to the vibrant school community that Rowe and his staff have built at Boys Prep.

The uniqueness and the complexity of the Boys Prep facilities funding deal caught the eye of the Real Estate Board of New York (REBNY), and this year the school was nominated for a REBNY innovation award. While he is proud of his team for their efforts to land such a complex deal, Rowe talks about the nomination with a certain amount of irony in his voice: "Who knew this is what we would be offered awards for? I would have thought Blue Ribbon¹¹ first, not a nomination from REBNY for an innovative school finance deal."

And therein lies the new unspoken cost of doing business with the City. This generation of public charter school leaders are confronted with a new set of responsibilities that will make or break their school even before they have even opened their doors to actually educate students. Rowe expressed concern: "what does this mean for the sector moving forward? We were lucky enough to make it work, but not everyone will...I can't imagine trying to do what we did as a new charter school leader."

¹¹ The National Blue Ribbon Schools Program is a competitive award managed by the U.S. Department of Education. K-12 schools are awarded a Blue Ribbon designation for overall excellence or for their progress in closing the achievement gap.

INTERNATIONAL CHARTER SCHOOL OF NEW YORK



**“THERE’S BEEN A HUGE PSYCHOLOGICAL AND PHYSICAL
TOLL... THIS IS A DISTRACTION FROM OUR MOST
IMPORTANT JOB — EDUCATING KIDS.”**

-MATTHEW LEVEY, INTERNATIONAL CHARTER SCHOOL OF NEW YORK

Matthew Levey, founding Executive Director of the International Charter School of New York (ICS), had a very specific vision for his school as he crafted his public charter school application in 2013. He was determined to create a warm and caring community where a diverse group of students would grow, not just academically, but emotionally as well. The school would be deeply committed to a coherent content, rich curriculum and ensure parent voices were valued and heard. The New York Times profiled ICS' opening in September 2015, highlighting Levey's challenges and commitment to opening a diverse school of choice in Downtown Brooklyn.

ICS first opened its doors to kindergartners and first graders in the fall of 2015 and will eventually grow to serve 550 students through the fifth grade. The school's 220 students reflect the ethnic and economic mix of its Brooklyn neighborhood.

ICS submitted an initial application for co-location when Levey was notified of his charter approval in 2014. The DOE turned down ICS' initial request for co-location in public space, claiming they did not have "appropriate space in a DOE building in CSD 13 to site the school and therefore cannot extend an offer of co-located space at this time."¹² However, DOE Blue Book data showed that there were 10 school buildings in District 13 with more than 300 open seats.

The DOE's refusal sent Levey on an extended hunt for any suitable private space. Over months he toured multiple spaces: "office buildings, an old car dealership, and a former ice cream factory, and engaged in a month long pursuit of a parking garage he hoped to renovate."¹³ Three months before the new students were to arrive, ICS found two floors in a building in Downtown Brooklyn. Levey signed a two year lease, hoping it would be a temporary fix until a long term home could be found that would accommodate the school's full enrollment.

While continuing a full commercial search, Levey contacted the DOE for a second time in January 2015. He hoped to identify temporary space that could help bridge the gap between the time when the downtown space would be filled and a long term solution could be made available. Again the response was that the DOE "would [not] have anything suitable for incubation."¹⁴

¹² This is a direct quote from ICS' NYSED Appeal to the Commissioner. The Commissioner's decision can be found under [Decision No. 16,691](#).

¹³ Kyle Spencer, [Matthew Levey's Charter School Quest](#), The New York Times, September 11th, 2015. Accessed February, 16th 2016.

¹⁴ Email from E. Rose to Levey, Jan. 9, 2015.

Now in its second year, ICS is already suffering from the constraints of a maxed out building. The school does not have a gym, auditorium, playground, or cafeteria. Every available square foot is devoted to instruction. Physical therapists work with children in hallways, and the principal's office often serves as a quiet room for students who need to decompress because classrooms are tight.

And while ICS receives about \$560,000 in legally mandated assistance for private space, the school's costs are closer to \$1 million each year. Plans for teacher bonuses have to be weighed against the need to bolster the school's financial reserves while paying the unfunded share of the monthly rent and keeping the lights on. Levey is also concerned that rising rents in his school's Brooklyn neighborhood will cut further into the school's resources as time goes by.

ICS submitted a third formal co-location request for space in CSD 13 on October 11, 2015 in the hopes of securing public space. Levey identified multiple DOE properties where he believed ICS could be accommodated temporarily. As this report notes, there are 10 buildings in CSD 13 with more than 300 free seats.

In January, the DOE informally offered 15 rooms in a different CSD, about four miles - or 30 minutes by subway - from the school's current space. The following year, it was explained, the available space would be reduced to 12 rooms due to the expansion of other schools in the same building. When asked how ICS should convince parents and faculty that this was a good idea, the DOE suggested that Levey shrink ICS's enrollment to fit within the available space.

Conversations between ICS and the DOE are ongoing, but the protracted uncertainty about the physical home of this budding school has had a real impact on the ICS community. As Levey noted, **"this is the number one anxiety for our parents. And it comes up in every prospective parent tour as well."**

Despite the challenges, ICS is staying the course. So far, they have received 500 applications for 100 available seats for the next school year.

SOUTH BRONX CLASSICAL III



**“IT WAS DEVASTATING TO LOOK FAMILIES
IN THE EYE AND TELL THEM THAT WE DIDN’T HAVE
ROOM FOR THEIR CHILDREN.”**

-LESTER LONG, SOUTH BRONX CLASSICAL CHARTER SCHOOL

SOUTH BRONX CLASSICAL III CONTINUED

The South Bronx Classical Charter School (SBCCS) network serves some of the most under resourced communities in the South Bronx. Founded in 2005, SBCCS has cultivated a community of excellence for over 800 K-8 scholars. SBCCS has found success in the South Bronx districts that have historically been mired in poor performance. In 2015-2016 alone, SBCCS scholars outperformed the city by huge margins on the New York State 3-8 English Language Arts and Math exams while serving a student body that was 75 percent low income and 96 percent Black and Hispanic. Their results have been acknowledged nationally - SBCCS was a 2014 recipient of the competitive and prestigious National Blue Ribbon Award, a distinction given to outstanding schools across the country.

Due to the overwhelming success of their first two schools, SBCCS was determined to expand their footprint in the South Bronx. According to Lester Long, Founder and Executive Director of SBCCS: "We were eager to open a school anywhere in districts 7, 8, 9, 11, or 12, which is a very unusual level of flexibility." Their third school, South Bronx Classical III, would expand to serve the ever growing list of children desperate for a local high quality neighborhood school.

Once SBCCS submitted their new charter application to the state, they applied for public space. The DOE denied their application for co-located space for no obvious reason. SBCCS filed their appeal with NYSED, which was ultimately approved in March 2015. This left senior leadership scrambling; they now had just five months to find a school ready space in order to open their doors to families in August.

Desperate not to let families down, SBCCS signed a lease for a smaller, temporary space knowing full well they would have to move and disrupt their scholars' routines within a few short years.

The temporary space, which currently houses kindergartners through second graders, is far from ideal. It is 25 feet from a slaughterhouse and sited in what was designed to be a culinary school. Long highlighted the very real limitations of their temporary space: "We converted industrial kitchens into classrooms, sinks into tables, refrigerators into closets, and walk in freezers into storage space. But the space is tight."

Due to the limitations of their private space, SBCCS was forced to cut down their enrollment to fit within the available space. Instead of a planned 90 seats in their most recent lottery, they could only admit 30 new students. **SBCCS had over 2,000 applications for those 30 seats.** "It was devastating to look families in the eye and tell them that we didn't have room for their children," said Long.

Even temporary private space comes with an exorbitant price tag. The 20 percent per-pupil facilities assistance does not come close to meeting the needs of the punishing and limited real estate market in the South Bronx. The additional expenditures of school security, custodial labor and supplies, crossing guards, and facilities maintenance saddles public charter schools with an unfunded mandate. Long is forced to raise an additional \$750,000 annually just to pay rent for this space.

SECTION 4: CONCLUSION

The 2014 facilities law was intended to be a clear statement to New York City's leaders: charter schools are public schools that deserve to be treated equally and given equal access to public facilities.

Yet three years later, city leaders have not adhered to the spirit of the law. Despite ample available space in districts where parents are desperately seeking better school options, the City has denied more than three quarters of public space applications since 2014.

This is not a victimless case of bureaucratic red tape. It has had a real impact on children, families, and educators who want students to have a great school close to home. School leaders are too often left in the dark about whether they will have access to public space. Frequently, they are forced to scramble to secure adequate private space after they have been denied, when all they should be focused on is educating children. Parent anxiety is running high given the uncertainty of not knowing if their child will attend their school of choice in the fall.

These denials have also had a negative impact for taxpayers. DOE spending on charter school leases has increased 294 percent in just three years and is projected to rise to \$40.3 million in 2016-2017.

New Yorkers deserve better. Moving forward, the City must embrace the 2014 law in full by granting public charter schools access to public space in underutilized districts. This is the kind of policy that children deserve, one that prioritizes getting as many children into high quality public schools as quickly as possible — regardless of public school type.

Only a dramatically reformed, inclusive city space policy will allow the city's charter schools to meet overwhelming demand from families.

METHODOLOGY STATEMENT

The core argumentation for this white paper relies on three primary data sources:

- **New York City School Construction Authority’s Blue Book data**
- **Panel for Education Policy public notices**
- **New York State Education Department’s (NYSED) Appeals to the Commissioner**

New York City’s Blue Book data tracks year over year enrollment and capacity trends for public school buildings. This is the definitive source for building capacity and utilization rates. In addition to Blue Book data, FES repurposed existing publicly available data and created two unique datasets to supplement Blue Book data for this analysis.

The Panel for Education Policy (PEP) approves all utilization changes to school buildings. The PEP is required to post and maintain public notices of any space utilization proposals, including co-location proposals, on the DOE’s website. NYSED’s Appeals to the Commissioner are publicly available records of the Commissioner’s decision regarding appeals on a host of issues, including NYC charter school co-locations.

FES created two unique, multi-year datasets culled from both sources to identify longitudinal co-location patterns under the de Blasio administration.

FES first tallied approved co-locations. For the approved co-location dataset, FES reviewed PEP public notices for co-locations from SY 13-14 through SY 16-17 and compiled:

- **The name of the charter school requesting co-location**
- **The borough, community school district, building code, and DBN for each co-location proposal**
- **The PEP meeting date and vote outcome for the co-location proposal**

FES then examined rejected co-locations by looking at NYSED appeals. For the NYSED appeals dataset, which tracked the Commissioner’s decision on space denials, FES reviewed public notices from SY 13-14 through SY 16-17 and compiled:

- **The name of the charter school appealing the DOE’s decision**
- **The unique identifying number of the NYSED appeal**
- **The requested community school district and requested grade span**
- **The rationale for the DOE’s denial and the Commissioner’s ultimate ruling**

The two datasets were then compared to utilization rates from New York City Blue Book data, which is provided by community school district, to determine whether or not schools were being granted or denied space in any discernible pattern. An analysis of more than 100 space requests yielded a pattern of minimal co-locations and a distinct trend of public space denials in districts with ample excess space.

APPENDIX: CO-LOCATION DENIALS BY SCHOOL DISTRICT, 2014 - 2016

BOROUGH	DISTRICT	# OF CO-LOCATION DENIALS BY DISTRICT FROM 2014-2016	2015-2016 BUILDINGS WITH 300+ SEATS	2016-2017 CHARTER SCHOOL WAITLIST
Manhattan	1	2	2	250
Manhattan	2	3	11	500
Manhattan	3	1	6	1,500
Manhattan	4	4	3	3,300
Manhattan	5	7	3	4,800
Manhattan	6	4	5	700
Bronx	7	12	4	2,650
Bronx	8	5	9	2,350
Bronx	9	5	5	4,000
Bronx	10	3	5	900
Bronx	11	3	6	3,550
Bronx	12	3	3	700
Brooklyn	13	7	10	1,650
Brooklyn	14	2	11	1,200
Brooklyn	15	3	3	1,400
Brooklyn	16	6	10	650
Brooklyn	17	4	14	1,400
Brooklyn	18	4	11	1,300
Brooklyn	19	4	9	800
Brooklyn	21	1	4	700
Brooklyn	22	1	5	950
Brooklyn	23	4	6	1,200
Queens	24	2	2	250
Queens	27	1	6	850
Queens	30	5	2	3,300
Staten Island	31	3	7	850
Brooklyn	32	1	9	1,450
TOTAL		100¹⁵	171	43,150

¹⁵ The total number of co-location denials by district (100) differs from the overall count of denied co-locations (83) as schools can request multiple districts in a single request for co-located space.