AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Re-siting and Temporary Co-Location of Coney Island Preparatory Public Charter School (84K744) with Existing Schools I.S. 303 Herbert S. Eisenberg (21K303), Rachel Carson High School for Coastal Studies (21K344), and a District 75 School (P771K@I303) in Building K303

I. Summary of Proposal

Coney Island Preparatory Public Charter School (84K744, "Coney Island Prep") is an existing public charter school approved to serve students in fifth through eighth grade.[1] Coney Island Prep is currently in the process of expanding and currently enrolls 179 students in fifth and sixth grade in a leased building, Building KBKI ("KBKI"), located at 2315 Surf Avenue, Brooklyn, NY 11224 in Community School District 21. On March 4, 2011, the New York City Department of Education ("DOE") published an Educational Impact Statement ("EIS") describing a proposal to re-site Coney Island Prep and temporarily co-locate Coney Island Prep in Building K303 ("K303"), located at 501 West Avenue, Brooklyn, NY 11224 in Community School District 21, beginning in the 2011-2012 school year. In K303, Coney Island Prep would be temporarily co-located with an existing DOE zoned middle school that serves sixth to eighth grade students, I.S. 303 Herbert S. Eisenberg (21K303, "I.S. 303"), an existing DOE high school that currently serves ninth through twelfth grade students, Rachel Carson High School for Coastal Studies (21K344, "Rachel Carson HS"), and a District 75[2] school's inclusion program (75K771, "P771K@I303"[3]) that serves sixth through eighth grade students. The DOE is proposing to re-site and temporarily co-locate Coney Island Prep in K303 for two years because Coney Island Prep cannot remain in its current location and continue to expand in 2011-2012. A "re-siting" means a school will be located in a different building than the building in which it is currently located. "Co-location" refers to situations where two or more schools occupy space within a single building, often sharing large common rooms and outdoor spaces.

This is a proposal to co-locate Coney Island Prep in K303 for two years—the 2011-2012 and 2012-2013 school years. The DOE will evaluate the space available in K303 and other District 21 locations and will issue a new EIS for the long-term siting of Coney Island Prep based on the most appropriate space available for the 2013-2014 school year and beyond.

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[1] Coney Island Prep is authorized by its charter authorizer to serve fifth through ninth grades, and the DOE anticipates that Coney Island Prep will apply for a grade expansion to serve fifth through twelfth grades. The DOE recognizes there is not sufficient space in K303 for Coney Island Prep to serve high school grades. The DOE is considering all long-term options to accommodate the anticipated growth of Coney Island Prep.

[2] District 75 provides Citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 consists of 56 school organizations, home and hospital instruction and vision and hearing services. District 75 schools and programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York.

[3] More information on District 75 schools may be found in the District 75 directory (http://schools.nyc.gov/documents/d75/schools/DIRECTORY_complete.pdf). P771K currently serves students in four sites other than K303: (1) P771K@225, which serves elementary-aged students at 1075 Ocean View Avenue, Brooklyn, NY 11235; (2) P771K@329, which serves elementary-aged students at 2929 West 30 Street, Brooklyn, NY 11224; (3) P771K@236, which serves elementary-aged students at 6302 Avenue U, Brooklyn, NY 11234; and (4) P771K@280, which serves high school-aged students at 8310 21 Avenue, Brooklyn, NY. The proposed re-siting of Coney Island Prep is not anticipated to impact these other sites. All references to the District 75 school in this proposal refer to P771K@I303 as P771@I303, and the school will be referred to in this document as P771@I303. P771@I303 refers to the P771 students who attend classes in the K303 building located at 501 West Avenue, Brooklyn, NY 11224.

This amended EIS corrects typographic errors that incorrectly identified Coney Island Prep's current building as K302, clarifies the reasons why Coney Island Prep may not remain in its current location for the 2011-2012 school year, and clarifies the proposal's potential impact on I.S. 303's instructional programs in Section I and Section III.A , but it does not modify or revise the proposal itself. A revised Building Utilization Plan ("BUP") is annexed hereto.

Coney Island Prep was approved by its charter authorizer, the DOE, to open a public charter school in Community School District 21 in Brooklyn in 2009-2010. The DOE approved Coney Island Prep's proposal to open with fifth grade classes in 2009-2010 and to add one grade each year until it serves up to 424 students in fifth through eighth grade. Coney Island Prep provides a preference to District 21 students in its charter school lottery application process.[4]

If this proposal is approved, Coney Island Prep would be temporarily sited in K303 for two years. Coney Island Prep's current fifth and sixth grade would be re-sited to K303 for the 2011-2012 school year. In addition, in 2011-2012, the first year of the proposed co-location, Coney Island Prep would expand to serve seventh grade and would enroll approximately 90 students in seventh grade. Thus, in 2011-2012, Coney Island Prep would serve fifth through seventh grade students in K303. In 2012-2013, Coney Island Prep would expand to serve approximately 81 students in eighth grade, at which point Coney Island Prep would serve 350 fifth through eighth grade students.

Building K303 currently houses three organizations: I.S. 303, Rachel Carson HS, and P771K@I303. I.S. 303 is a zoned DOE middle school that also has a talent magnet program, which enrolls students according to application auditions. In 2011-2012, I.S. 303 is projected to serve approximately 685-715 sixth through eighth grade students. Rachel Carson HS is a DOE high school that enrolls students through the Citywide high school application process, and exercises a Limited Unscreened selection method. In 2011-2012, Rachel Carson HS is projected to serve approximately 410-460 ninth through twelfth grade students. P771K@I303 is a District 75 inclusion program. P771K@I303 students are enrolled in I.S. 303 middle school general education classes based on their IEP recommendations and receive Special Education Teacher Support Services ("SETSS"). In an inclusion program, a student with special education needs receives services in a general education classroom along with general education students. In 2011-2012, P771K@I303 is projected to serve 16-22 sixth through eighth grade students.[5]

The DOE does not anticipate that this proposal would affect student enrollment, the admissions process or instructional programming at I.S. 303, Rachel Carson HS or P771K@I303.

The DOE notes that, unlike most middle schools, I.S. 303's sixth and seventh grade students do not move from class to class. Rather, current sixth and seventh grade students remain in their homeroom throughout the day except for when they are scheduled for a cluster activity (i.e. art, music, etc) or for lunch or recess, etc. Thus, the current sixth and seventh grade classes are programmed similar to an elementary school, and as such use comparable space. According to I.S. 303's Comprehensive Education Plan, I.S. 303 implemented this instructional programming beginning in the 2005-2006 school year after it had been rated Planning for Restructuring by the New York State Education Department.[6]

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[4] For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: http://schools.nyc.gov/community/planning/charters/For+Parents. Applicants who reside in the district in which a charter is located receive preference for admission.

[5] Enrollment estimate at P771K@I303 uses current enrollment of students to project future enrollment.

[6] A school's Comprehensive Educational Plan is developed by a school's principal and School Leadership Team, and it is the school's annual instructional plan. According to the New York State Education Department, a school is designated "School Planning for Restructuring" if it failed to make Average Yearly Progress on its accountability measure after it had been identified as a "School in Corrective Action." Schools designated "School Planning for Restructuring" must develop a plan for restructuring the school.

The Citywide Instructional Footprint ("the Footprint") assumes that students in sixth through twelfth grades move from class to class and that classroom space should be programmed for maximum efficiency. Unlike schools that serve sixth through twelfth grades, elementary schools are allocated additional cluster rooms[7] relative to their overall enrollment. Despite the fact that a middle school may not receive additional cluster rooms per its enrollment under the Instructional Footprint, a middle school may still program itself like an elementary school by providing cluster activities via push-in instruction. Push-in instruction refers to the concept of teaching a subject such as art or music within a classroom that is not formally designated for that specific subject. Thus, for example, a middle school that is programmed as an elementary school and may use its unallocated space at the principal's discretion.

This proposal would not require I.S. 303 to change the way in which it currently serves its middle school students. However, the DOE notes that I.S. 303 is currently using nearly double the number of rooms that it should be allocated according to the Footprint. If this proposal is approved, I.S. 303 would continue to receive rooms in excess of its baseline allocation of rooms, but it would no longer receive as many excess rooms as it has in the past. Thus, I.S. 303 may determine that the space allocated to the school in the building would be better utilized by programming the school's sixth and seventh grade classes as other middle schools do, rather than keeping these students in the same classroom all day.

It should also be noted that, in 2011-2012, per the revised BUP attached to this amended EIS, I.S. 303 will be allocated six additional full-size classrooms and two half-size classrooms above its baseline allocation of rooms according to the Footprint. These six excess full-size classrooms may be used as cluster rooms. In 2012-2013, the final year of this temporary co-location proposal, I.S. 303 will be allocated three full-size classrooms and two half-size classrooms above its baseline allocation according to the Footprint. These rooms could be used for cluster programming.

As stated in the Footprint, classrooms are designated as full-size for sixth through twelfth grade students if they measure at least 500 square feet. It should also be noted that, according to the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book"), instructional rooms equal to or greater than 240 square feet are assigned a capacity, and the DOE has established classroom target capacities by grade. Rooms serving sixth through eighth grade have the target capacity to serve 28 students, and rooms serving ninth through twelfth grade have the target capacity to serve 30 students. This is consistent with the Footprint and, thus, how the revised BUP allocates space to I.S. 303, P771K@I303, Rachel Carson HS, and Coney Island Prep during the proposed temporary co-location.

K303 has been identified as an under-utilized building, meaning it currently has at least 300 seats available.[8] In 2009-2010, the building served 1,216 students[9] but had the capacity to serve 1,725 students, yielding a target building utilization of 70%.[10] In 2010-11, the combined enrollment of school organizations in the building was 1,202 students,[11] which yields an estimated utilization rate of 70%.[12] In 2012-2013, the last year

[7] Cluster rooms are normally used to offer pull-out services, small group instruction, or for other instructional purposes.

[8] The preliminary 2010-2011 Under-Utilized Space Memorandum and List was published on the DOE's website on October 8, 2010. It can be accessed at http://schools.nyc.gov/community/planning.

[9] Source: 2009 audited register.

[10] The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

[11] Source: 2010 audited register.

of this proposed temporary co-location, when Coney Island Prep has expanded to serve eighth grade, K303 would serve approximately 1,451-1,537 students combined,[13] which yields an estimated utilization rate of 89%.

If this proposal is approved, the DOE will support I.S. 303, Rachel Carson HS, P771K@I303, and Coney Island. The specific supports for school safety and security are outlined in Section III.B. Moreover, if this proposal is approved, the DOE Office of Space Planning will support K303's Building Council to establish safe sharing of spaces, such as the cafeteria. Also, as stated in the BUP, pursuant to Chancellor's Regulation A-414, every school/campus must have a School Safety Committee. The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school. The committee is comprised of various members of the school community, including principal(s); designee of all other programs operating within the building; UFT Chapter Leader; custodial engineer/designee; and in-house School Safety Agent Level III. The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the Principal(s) when it identifies the need for additional security measures, intervention, training, etc.

The committee is also responsible for developing a comprehensive School Safety Plan which defines the normal operations of the site and what procedures are in place in the event of an emergency.

Furthermore, in the future, if there is an increase in student enrollment resulting from demand greater than current projections for I.S. 303, Rachel Carson HS, or P771K@I303, or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Coney Island Prep to an alternate location geographically proximate to K303. In that case, the Chancellor would certify in writing that in her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use.

Background on the DOE's Decision-Making Process

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. In determining the optimal way to distribute space to schools, the DOE is proposing to re-site and co-locate Coney Island Prep in the K303 building. Coney Island Prep will continue to be a high-quality option for families in District 21.

Coney Island Prep opened in 2009-2010 and served 90 fifth grade students in 2009-2010. Coney Island Prep currently serves 179 fifth and sixth grade students. Though Coney Island Prep has not yet received a Progress Report, its academic indicators in 2009-2010 indicate that Coney Island Prep is a high-quality option that is meeting the needs of its students. In 2009-2010, 44% of Coney Island Prep's students performed on grade level in English Language Arts ("ELA"), putting Coney Island Prep in the top 25% of all elementary schools in New York City. That same year, 77% of Coney Island Prep's students performed on grade level in math, putting Coney Island Prep in the top 12% of elementary schools in New York City. Also, in 2009-2010, Coney Island Prep was in the top 37% of elementary schools in terms of learning growth in ELA and amongst the top 1% of elementary schools in terms of learning growth in math.

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[12] 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).

[13] Estimate includes: 1) projected 6-8 enrollment at I.S. 303, 2) projected 5-8 enrollment at Coney Island Prep, 3) projected 9-12 enrollment at Rachel Carson HS, and 4) projected enrollment at P771K@I303.

The DOE believes in Coney Island Prep's record of success, though limited, supports the continued placement of Coney Island Prep in District 21 in order to continue providing excellent educational opportunities for students and families.

II. Proposed or Potential Use of Building

The building in which I.S. 303, Rachel Carson HS, and P771K@I303 are located, K303, has the capacity to serve 1,725 students. In 2009-2010, the building served 1,216 students, yielding a target utilization rate of 70%. In 2010-2011, K303's building enrollment was 1,202, which yields an estimated utilization rate of 70%. Over the next two years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11	2011-12	2012-13
I.S. 303	6-8	6-8	6-8
Rachel Carson HS	9-12	9-12	9-12
P771K@I303	6-8	6-8	6-8
Coney Island Prep	N/A	5-7	5-8

I.S. 303 enrolled 727 students in 2010-2011 and would continue serving sixth through eighth grade students if this proposal is implemented. In 2011-2012, I.S. 303 is projected to serve approximately 685-715 students.

Rachel Carson enrolled 454 students in 2010-2011 and would continue to serves ninth through twelfth grade students if this proposal is implemented. In 2011-2012, Rachel Carson HS is projected to serve approximately 410-460 students.

Coney Island Prep would be re-sited and temporarily co-located in K303 in 2011-2012, at which point it would serve fifth through seventh grade students with an enrollment of approximately 269 students. In 2012-2013, Coney Island Prep would expand to serve eight grade and would serve approximately 350 students in fifth through eighth grade. K303 is intended to be Coney Island Prep's temporary location. The DOE will issue a new EIS for Coney Island Prep's long term siting.

P771K@I303, a District 75 inclusion program, enrolled 16-22 students in 2010-2011 and would continue to serve sixth through eighth grade students through the inclusion program. These students would continue to receive their mandated services in a general education classroom with general education students in I.S. 303. In 2011-2012, P771K@I303 is projected to serve 16-22 students, in sixth through eighth grade.

In 2011-2012, once Coney Island Prep is re-sited and temporarily co-located in K303, there would be approximately 1,451-1,547 total students served in the building across all organizations, yielding a target building utilization rate of 89%. Therefore, the building has adequate capacity to accommodate the co-location of Coney Island Prep.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's 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 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.

As stated in the revised BUP attached to this amended EIS, I.S. 303, Rachel Carson HS, and Coney Island Prep will have access to the full-size science demonstration room and the full-size science laboratory in building K303. A proposed schedule for sharing the science demonstration room and the laboratory is included in the revised BUP.

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

As noted previously, Coney Island Prep opened in District 21 in 2009-2010 and is currently serving fifth and sixth grade. The proposed co-location of Coney Island Prep in K303 is not expected to impact future student enrollment, instructional programming, or the admissions process at I.S. 303, Rachel Carson HS or P771K@I303.

A. Students

Impact on Students Currently Attending I.S. 303

I.S. 303 is a zoned middle school that also offers an academic screened magnet program, which is open to District 21 students through the District 21 middle school choice admissions process.[14] The academic screened magnet program admits students based on auditions. Specifically, the magnet program focuses on the arts, computer/math, creative writing/journalism, dance, drama, law, media, science and vocal music. This academic screened magnet program would continue to be provided and the admissions process would remain the same.

I.S. 303 offers Collaborative Team Teaching ("CTT") classes, Self-Contained classes ("SC"), and SETSS. The existing CTT, SC and SETSS classes would continue to be provided and students with disabilities would continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Similarly, current and future students with IEPs will continue to receive mandated services at I.S. 303.

[14] Additional information regarding the District 21 middle school choice process please visit: http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn. I.S. 303 enrolls students to its magnet program according to application auditions.

In accordance with DOE policy, English Language Learner ("ELL") students and students receiving English as a Second Language are admitted to middle schools in the same manner as their peers who are not ELLs. Current and future ELL students at I.S. 303 would continue to receive mandated services.

I.S. 303 is currently using a large number of excess rooms in the building, and those excess rooms are used at the principal's discretion. For example, they may be used as cluster rooms, homerooms, or for other purposes. If this proposal is approved, I.S. 303 will lose a number of these excess classrooms and will need to operate closer to its baseline allocation of rooms pursuant to the Footprint. As described in the attached revised BUP, the DOE does not anticipate that the reduction of excess classroom space will impact the availability of enrichment activities at I.S. 303. If the proposal is approved, students at I.S. 303 would be sharing common spaces such as the the cafeteria, auditorium, gymnasiums, the outdoor school yard, and the library with an increased number of students. While the proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools, I.S. 303 may need to adjust its shared space usage depending on the Building Council's decisions.

According to I.S. 303's Comprehensive Education Plan, beginning in the 2005-2006 school year, I.S. 303 reorganized its instructional structure after it had been rated Planning for Restructuring by the New York State Education Department. According to the New York State Education Department, a school is designated "School Planning for Restructuring" if it failed to make Average Yearly Progress on its accountability measure after it had been identified as a "School in Corrective Action." Schools designated "School Planning for Restructuring" must develop a plan for restructuring the school. I.S. 303 has programmed its sixth and seventh grade classes such that these students remain in their homeroom throughout the course of the day, except when they are scheduled for a cluster activity, such as art or music.[15] This proposal would not require I.S. 303 to change the way in which it currently serves its sixth and seventh grade students. However, because I.S. 303 would no longer receive as many classrooms above its baseline allocation as it has in the past, I.S. 303's school management team may determine that the space allocated to the school in the building would be better utilized by programming the school's classes as other middle schools do, rather than keeping students in the same classroom all day. It should be noted that I.S. 303 is no longer designated as "Planning for Restructuring" and is now in "Good Standing."

I.S. 303 currently offers Accelerated High School Programs in Earth Science and Math, an English as a Second Language program, as well as instruction in Spanish and Italian.

I.S. 303 offers the following enrichment activities: Law Court, Creative Writing, Media/Digital Photography, Dance, Drama, and Chorus.

I.S. 303 also offers the following extracurricular activities: co-educational basketball, extended day, weekend program, and summer session.

I.S. 303 would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities, but those programs may be configured differently as a result of this proposal. For example, some activities may need to share classroom space, 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.

[15] A school's Comprehensive Educational Plan is developed by a school's principal and School Leadership Team, and it is the school's annual instructional plan.

In addition, the DOE does not anticipate that this proposal would impact the community partnerships that I.S. 303 currently has in building K303. I.S. 303 is currently partnered with the Brighton Neighborhood Association and the New York State Supreme Court – King's County.

Impact on Current P771K@I303 Students Attending School in K303

As discussed above, P771K@I303 is an inclusion program. P771K@I303 students are enrolled in I.S. 303's middle school general education classes based on their IEP recommendations and receive SETSS. In an inclusion program, a student with special education needs receives services in a general education classroom along with general education students. Other than the increased use of shared spaces discussed above, this proposal is not expected to impact P771K@I303 students, who will continue to receive all mandated services.

District 75 students who receive District 75 SETSS in elementary school and matriculate into middle school work with District 75 school and placement staff to identify the middle school program that best meets their needs. The following variables are taken into account when considering the best placement: whether the students needs a barrier-free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school.

The District 75 inclusion program allows the DOE to provide special education services in the least restrictive environment. Specifically, the school allows for the following:

- the District 75 inclusion student ideally attends his/her home zoned school (the school he/she would attend if he/she were not disabled or had available the same options for school attendance as his or her neighborhood peers);
- the student is included in age-appropriate general education classes and receives all special education services/supports needed to participate and succeed within the context of general education classes;
- the curriculum, activities, materials, and/or schedule are adapted and or modified to address the student's individual goals and objectives as specified on the student's IEP;
- the student with disabilities participates in activities and classes in numbers which reflect the natural proportions of individuals with disabilities within the community at large; and
- the student's classification remains the same; only the location and method of delivery of special education services change.

A student is placed in a District 75 inclusion setting depending on the recommendation of the IEP Team,[16] which determines whether a student would benefit from the District 75 inclusion school and makes that recommendation based on the student's IEP.

P771K@I303 students currently take part in the instructional, enrichment and extracurricular activities offered at I.S. 303. They will continue to take part in these activities if this proposal is approved.

If this temporary co-location proposal is approved, the DOE does not expect the co-location of Coney Island Prep in K303 will impact future student enrollment, instructional programming, or the admissions process at P771K@I303.

[16] The IEP team is a multidisciplinary team that includes the parent and, if appropriate, the student that is responsible for the timely and appropriate evaluation, placement, and IEP development for students age 5 through 21 suspected of, or determined to be disabled. In New York City, an IEP Team may be located at a school, or at the Committee on Special Education Office.

Impact on Students Currently Attending Rachel Carson HS

Rachel Carson HS is a DOE high school that currently enrolls 454 students through the Citywide high school admissions process. Rachel Carson HS currently offers Collaborative Team Teaching ("CTT") classes and Special Education Teacher Support Services ("SETSS"). The existing CTT and SETSS classes 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 Rachel Carson HS.

Students with IEPs are admitted to high schools in the same manner as general education students. Schools are expected to create programs that meet the needs of all students and ensure appropriate exposure to a general education curriculum.

Students who are classified as ELLs and are enrolled and receiving English as a Second Language or transitional bilingual services will continue to receive mandated services. All current and future ELL students at Rachel Carson HS would continue to receive mandated services.

- Rachel Carson HS currently offers Marine Science credit courses, Marine Advanced Technology Education (MATE) Robotics Program and Competition, French, Spanish, an English as a Second Language program, and Advanced Placement Courses in English Literature and Composition, Environmental Science, Government and Politics: United States.

In addition, Rachel Carson HS offers the following extracurricular activities:

- School Newspaper, Literary Journal, School Website, an After-school Program, Cross-age Tutoring, After-school Tutorials, Saturday School, New York Aquarium Internships, PLATO Credit Recovery Program, Ocean Futures, Underwater Robotics, National Honor Society, a Dance Team, and student clubs for Books, Environmental Science, Film and Video, French, Basketball, Debate, Guitar, Ecology, and Recycling.

- Rachel Carson HS also currently offers the following Public Schools Athletic League athletics teams:
    - Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cricket, Cross Country, Football & JV Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball & JV Softball, Volleyball & JV Volleyball, Wrestling;
    - Girls: Basketball, Bowling, Cross Country, Indoor Track, Outdoor Track, Softball;
    - Co-ed: Cricket.

Rachel Carson HS would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities, but it may change the way these programs are configured. For example, some activities may need to share classroom space 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.

If the proposal is approved, students at Rachel Carson HS would be sharing common spaces such as the the cafeteria, auditorium, gymnasiums, outdoor school yard, and the library with an increased number of students. While the proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools, Rachel Carson HS may need to adjust its shared space usage depending on the Building Council's decisions.

The DOE does not anticipate that this proposal would impact Rachel Carson HS's current partnerships.

- Rachel Carson HS partners with Kingsborough Community College's Marine Center and the Wildlife Conservation Society (New York Aquarium).

Impact of Coney Island Prep's Re-Siting and Co-Location in K303 on Current Students attending Coney Island Prep

If this proposal is approved, students currently in fourth grade will continue to have the opportunity to apply through the charter school lottery application process to attend Coney Island Prep. Coney Island Prep currently enrolls fifth grade students through a lottery, as mandated by New York State Charter Law. Coney Island Prep's lottery prioritizes applicants in the following order:

- Siblings of currently attending students;
- Other applicants who reside within District 21;
- Other applicants who reside outside of the District.

If this proposal is approved, Coney Island Prep would be re-sited and temporarily co-located in K303 in 2011-2012 and will serve fifth through seventh grade. Current Coney Island Prep fifth and sixth grade students may continue to attend Coney Island Prep for sixth and seventh grade, respectively, but they would be served at K303 instead of their current building. Coney Island Prep will continue to only accept charter applications for the fifth grade. In 2012-2013, the last year of this temporary co-location proposal, Coney Island Prep would expand to serve eighth grade in K303.

Approximately 23% of Coney Island Prep's current students have IEPs, and approximately 7% of Coney Island Prep's current students are ELL students.[17] All current and future students with disabilities and ELL students enrolled at Coney Island Prep would continue to receive mandated services.

The DOE does not anticipate that the move from KBKI to K303 will impact the availability of instructional programming at Coney Island Prep. In addition, the DOE does not anticipate that this proposal would impact Coney Island Prep's existing enrichment activities or partnerships.

- Coney Island Prep currently offers extended day and an after-school program.

The move from KBKI to K303 is not expected to present a travel hardship to the students currently enrolled in Coney Island Prep. K303 is approximately 1.5 miles from KBKI and is accessible from the F subway line and the B36 bus line.

Impact of Coney Island Prep's Co-Location on Future Middle School Students in District 21

This proposal is not anticipated to affect the District 75 middle school placement process for students receiving District 75 services or the middle school admission process at I.S. 303. District 75 placement staff will continue to identify the middle school program that best meets the needs of District 75 elementary school students receiving District 75 services who will matriculate into middle school. The following variables are taken into account when considering the best placement: whether the students needs a barrier-free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the school.

Currently, all students enrolled at P771K@I303 are in sixth through eighth grade only. District 75 students are admitted to P771K@I303 through referrals from the District 75 Placement Office and are offered a

[17] Source: 2010 audited register.

placement based on geographic location of where the student lives, disability outlined in the IEP, and seat availability. This placement process would not be impacted, and P771K@I303 is projected to enroll 16-22 students in 2011-2012.

If this proposal is approved, there would be no change in Coney Island Prep's admissions policy or charter lottery process.

I.S. 303 is a DOE zoned middle school and will continue to enroll students who are zoned to it through the District 21 Middle School Choice process. A student's zoned school is determined by his or her home address, and all students in the zone would continue to be entitled to a seat at I.S. 303. For more information about school zoning and admissions processes, please visit the DOE website's School Search function: http://schools.nyc.gov/SchoolSearch. I.S. 303 also admits students residing in District 21 to its talent magnet program, which enrolls students according to application auditions received through the District 21 Middle School Choice process.

In the District 21 Middle School Choice process, students rank their preferences from among District 21 choice middle schools. These options include:[18]

- unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school);
- unzoned, choice middle schools with an unscreened or limited-unscreened application processes (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- zoned middle schools.

Non-District 75 students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the choice school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same criteria as their English-speaking peers. Students requiring ELL services will continue to receive mandated services at the middle school to which they are matched.

I.S. 303 will continue to admit all students residing in the I.S. 303 zone through the District 21 middle school choice process, including students who enroll through an over-the-counter ("OTC") placement.[19]

[18] http://schools.nyc.gov/ChoicesEnrollment/Middle.

[19] Enrollment projections for I.S. 303 include students who seek to enroll "over-the counter." As described in more detail in the attached Building Utilization Plan that accompanies this EIS, schools are assigned space based on the relative enrollments of the co-located schools. Thus, the space allocated to I.S. 303 in K303 will accommodate the school's projected enrollment, including "OTC" students.

Over-the-counter (OTC) placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101)[20]; or
- Students who did not participate in the middle school admissions process for some other reason.

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

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened. Should a zoned school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

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

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 21 Middle School Choice process. Additional information regarding special programs and courses offered by District 21 middle schools are available in the online Middle School Directory (updated yearly): http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm.

As discussed above, during the two years in which Coney Island Prep is sited in the building, I.S. 303 may determine to reconfigure the way in which sixth and seventh grade students are served in the building. For a more detailed description of the changes that may be made if this proposal is approved please refer to Section I.

Impact of Coney Island Prep's Co-location on Future High School Students

This proposal will not affect the manner in which students are admitted to Rachel Carson HS.

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during the "Main Round" of high school admissions. Rachel Carson HS will continue to admit students as part of the High School Admissions Process. Rachel Carson HS has a limited unscreened admissions method, and it gives priority to students who attend an information session. The proposed co-location of Coney Island Prep will not impact Rachel Carson HS's admissions policies.

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

Students who are currently enrolled in the eighth grade and are interested in applying to Rachel Carson HS should have already participated in the High School Admissions Process this school year for a ninth-grade seat in September 2011. The High School Admissions Process permits student applicants to list up to twelve high school programs in order of preference on his/her application. These applications were due in early December.

There are three rounds to the High School Admissions Process:

Specialized High Schools Round: Students who took the Specialized High School Admissions Test and are eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts receive both a specialized high school offer and, if they received one, their Main Round offer at the same time in February. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

Main Round: All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

Supplementary Round: Any student who is not matched in the Main Round would have to complete a new high school application in April 2011. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: http://schools.nyc.gov/ChoicesEnrollment/High/Calendar.

Students with Individualized Education Plans ("IEPs") are admitted to high schools in the same manner as general education students. Schools are expected to create programs that meet the needs of all students and ensure appropriate exposure to a general education curriculum. Therefore, the placement process for students with IEPs and ELLs is the same process as described above.

In addition to the High School Admissions Process, some students receive placement into the school through the over-the-counter process.

When a student needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that would meet the student's needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process. Because the DOE projects Rachel Carson HS's enrollment to remain stable during the proposed temporary co-location, the DOE also anticipates that the number of OTC students admitted to Rachel Carson HS will also remain stable.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available is reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened.

Screened programs (those that have academic criteria) which have a two-year track record of not filling projected enrollment targets through the High School Admissions Process are "de-screened" for OTC

students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered to OTC students through referral.[21] In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago.

B. Schools

The proposed re-siting and temporary co-location of Coney Island Prep in K303 would allow the school to continue to expand and continue to provide parents with a quality middle school option in District 21.

K303 has adequate capacity to accommodate I.S. 303, Rachel Carson HS, P771K@I303 and Coney Island Prep. The building had the capacity to serve 1,725 students. In 2010-2011, I.S. 303 enrolled 727 sixth through eighth grade students, Rachel Carson enrolled 454 ninth through twelfth grade students, and P771K@I303 enrolled 21 students, for a total of 1,202 students, yielding an estimated utilization rate of 70%. If this proposal is approved, Coney Island Prep would be temporarily co-located in building K303 for two years. In 2011-2012, Coney Island Prep's fifth and sixth grade would be re-sited to K303 and the school would expand to serve seventh grade. In 2012-2013, the last year of this temporary co-location, Coney Island Prep would expand to serve eighth grade. Collectively, I.S. 303, Rachel Carson HS, P771K@I303 and Coney Island Prep are projected to enroll approximately 1,451-1,537 students in 2012-2013. At that point, the projected utilization rate for K303 would be approximately 89%.

The estimated enrollment for I.S. 303, Rachel Carson HS, P771@P303K, and Coney Island Prep in K303 over a three year period are shown in the below table.

I.S. 303's estimated enrollment, over a period of 3 years:

	Grade 6	Grade 7	Grade 8	Projected Enrollment
2010-11[22]	228	237	262	727
2011-12[23]	225-235	225-235	235-245	685-715
2012-13	225-235	225-235	225-235	675-705

[21] International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage those who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over-age and under-credited").

[22] Source: 2010 audited register.

[23] Enrollment projections are based on enrollment in 2010-2011 (2010-2011 audited register), with historical average enrollment used to project future incoming enrollment. The enrollment decline in 2011-2012 results from the matriculation of the larger than usual eighth grade class in 2010-2011. In the event that there is a larger than expected enrollment at I.S 303, there will be sufficient space to allow for this growth as described in the Building Utilization Plan.

Coney Island Prep's estimated enrollment, over a period of 3 years:

	Grade 5	Grade 6	Grade 7	Grade 8	Total Projected Enrollment
2010-11[24]	N/A	N/A	-	-	N/A
2011-12	90	89	90	-	269
2012-13	90	90	89	81	350

Rachel Carson HS's estimated enrollment, over a period of 3 years:

	Grade 9-12 Total Projected Enrollment
2010-11[25]	454
2011-12	410-460
2012-13	410-460

P771K@I303's estimated enrollment, over a period of 3 years:

	Grade 6-8 Total Projected Enrollment
2010-11[26]	21
2011-12	16-22
2012-13	16-22

If this proposal is approved, there would be sufficient space to accommodate I.S. 303, Rachel Carson HS, P771K@I303, and Coney Island Prep, pursuant to the Footprint throughout the period while Coney Island Prep is temporarily co-located in K303. 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.

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 ("SC"). Therefore, the Footprint allocates one full-size classroom for each general education or collaborative team teaching ("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

[24] Source: 2010 audited register.
[25] Source: 2010 audited register.
[26] Source: 2010 audited register.

education or CTT section and a full-size or half-size classroom to accommodate each SC 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.

As described in more detail in the attached revised BUP that accompanies this EIS, there will be sufficient instructional space in K303 for I.S. 303, Rachel Carson HS, P771K@I303, and Coney Island Prep to be co-located in K303. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the auditorium, the two gymnasiums, the outdoor schoolyard, the library, the science demonstration room, and the laboratory. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, which consists of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. The DOE Office of Space Planning will work with the Building Council to establish safe student use of the building's shared spaces, such as the cafeteria. The use of shared spaces after school hours would also be scheduled by the Building Council.

A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding shared space questions. As indicated in the revised BUP, virtually all space in excess of the three schools' collective baseline or adjusted baseline allocations will be allocated to I.S. 303.

In the future, if there is an increase in student enrollment resulting from demand greater than current projections for I.S. 303 or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Coney Island Prep to an alternate location geographically proximate to K303. The Chancellor shall certify in writing that in her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use.

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.

Building Safety and Security

The DOE makes available the following supports to schools around safety and security:

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Review and monitoring of school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certification of School Safety Plans annually

C. Community

The DOE supports parent choice and strives to ensure that all families have access to diverse schools that meet their children's needs. The proposed re-siting and temporary co-location of Coney Island Prep in K303 is intended to meet those goals by providing an option for students in District 21. District 75 students would continue to be admitted to P771K@I303 through referrals from the District 75 Placement Office. I.S. 303 would continue to enroll all zoned students and admit District 21 students to its academic screened magnet

program based on auditions. Rachel Carson HS would continue to enroll students through the Citywide high school admissions process.

In 2009-2010, building K303 served 1,216 students and had a capacity to serve 1,725 students, yielding a target building utilization of 70%. In 2010-11, K303 enrolled 1,202 students combined, which yields an estimated utilization rate of 70%. In 2011-2012, when Coney Island Prep is re-sited to K303, the building would serve approximately 1,380-1,466 students combined, for an estimated utilization rate of 85%. In 2012-2013, the last year of this temporary co-location proposal, K303 would serve approximately 1,451-1,537 students, which yields an estimated utilization rate of 89%. The DOE Office of Space Planning will work with the Building Council to establish safe student use of the building's shared spaces, such as the cafeteria. Also, as stated in the BUP, pursuant to Chancellor's Regulation A-414, every school/campus must have a School Safety Committee.

The DOE would issue a new EIS for the permanent siting of Coney Island Prep for the 2013-2014 school year and beyond.

As stated above, in the future, if there is an increase in student enrollment resulting from demand greater than current projections for I.S. 303, Rachel Carson HS, or P771K@I303, or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Coney Island Prep to an alternate location geographically proximate to K303. In that case, the Chancellor would certify in writing that in her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use.

This re-siting and temporary co-location proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K303. This proposal is not expected to impact the site accessibility of the K303 building.

IV. Enrollment, Admissions and School Performance Information

I.S. 303

Admissions Data

Current Admissions	**Grades 6-8**: zoned **Magnet program**: talent application through the District 21 middle school choice process

Enrollment Data

Current Grades Served	6-8
Current Actual 2010-2011 Enrollment[27]	727
Projected Grades Served in 2011-2012	6-8
Projected 2011-2012 Enrollment	685-715
Projected Grades Served in 2012-2013	6-8
Projected 2012-2013 Enrollment	675-705

Demographic Data

Percentage Students Receiving CTT or SC services[28]	10%
Percentage Students with Individual Education Plan[29]	17%
Percentage English Language Learner Students[30]	11%
Percentage of Students Eligible for Free or Reduced Lunch[31]	79%

[27] Source: 2010 audited register.
[28] Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.
[29] Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.
[30] English Language Learner students as percentage of total students from the 2010-2011 Audited Register.
[31] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data:

I.S. 303 Herbert S. Eisenberg	2007-2008	2008-2009	2009-2010[32]
School Performance and Progress			
Overall Progress Report Grade	A	A	B
Quality Review Score	Well Developed		
Performance Data[33]			
English Language Arts % Proficient (Levels 3 and 4)	68%	82%	47%
Math % Proficient (Levels 3 and 4)	88%	93%	70%
Other Key Performance Indicators[34]			
Attendance Rate	93%	93%	93%
2010-2011 State Accountability Status	In Good Standing		

Coney Island Prep

Admissions Data

Current Admissions	**Grade 5**: Lottery
Admissions after Re-siting and Co-Location	**Grade 5**: Lottery

Enrollment Data

Current Grades Served	5-6
Current Actual 2010-2011 Enrollment[35]	179
Projected Grades Served in 2011-2012	5-7
Projected 2011-2012 Enrollment	269
Projected Grades Served in 2012-2013	5-8
Projected 2012-2013 Enrollment	350

[32] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' raw scores on the tests remained largely unchanged relative to the prior year.
[33] Source: Progress Report.
[34] Source: Progress Report.
[35] Source: 2010 audited register.

Demographic Data

Percentage Students Receiving CTT or SC services	0%
Percentage Students with Individual Education Plan	23%
Percentage English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	N/A[36]

School Performance Data

Coney Island Preparatory Public Charter School	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	Coney Island Prep opened in 2009-2010, and thus it does not have a Progress Report grade.		
Quality Review Score			
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A[37]	44%
Math % Proficient (Levels 3 and 4)	N/A	N/A	77%
Other Key Performance Indicators			
Attendance Rate	N/A	N/A	96%
2010-2011 State Accountability Status	Subject to Charter School Law Provisions		

[36] According to Coney Island Prep's website, 75% of Coney Island Prep's students are eligible for free or reduced lunch.
[37] Coney Island Prep began to enroll students in 2009-2010. Thus, performance and attendance data are not available for 2007-2008 and 2008-2009.

Rachel Carson HS

Admissions Data

Current Admissions	**Grades 9-12**: Citywide High Schools Admissions Process

Enrollment Data

Current Grades Served	9-12
Current Actual 2010-2011 Enrollment[38]	454
Projected Grades Served in 2011-2012	9-12
Projected 2011-2012 Enrollment	410-460
Projected Grades Served in 2012-2013	9-12
Projected 2012-2013 Enrollment	410-460

Demographic Data

Percentage Students Receiving CTT or SC services	8%
Percentage Students with Individual Education Plan	12%
Percentage English Language Learner Students	13%
Percentage of Students Eligible for Free or Reduced Lunch	80%

[38] Source: 2010 audited register.

School Performance Data:

Rachel Carson High School for Coastal Studies	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	B	B
Quality Review Score	Proficient	Underdeveloped with Proficient Features	Proficient
Graduation Data			
Four-Year Graduation Rate	N/A	73%	65%
Four-Year Regents Diploma Rate	N/A	71%	61%
Six-Year Graduation Rate	N/A	N/A	N/A
Other Key Indicators			
Percent of First-Year Students Earning 10+ Credit	68%	66%	82%
Attendance Rate	85%	85%	81%
2010-2011 State Accountability Status	In Good Standing		

District 75 School (P771K@I303)

Admissions Data

Current Admissions	Placement Based on Individual Students Needs/ Recommended
Admissions in 2011-2012	Placement Based on Individual Students Needs/ Recommended

Enrollment Data

Current Grades Served	6-8
Current Enrollment[39]	21
Grades Served in 2011-12	6-8
Projected 2011-12 Enrollment	16-22
Grades Served in 2012-2013	6-8
Projected 2012-12 Enrollment	16-22

[39] Source: 2010 audited register.

Demographic Data[40]

Percentage Students Receiving CTT or SC services[41]	100%
Percentage Students with Individual Education Plan[42]	100%
Percentage English Language Learner Students[43]	15%
Percentage of Students Eligible for Free or Reduced Lunch[44]	62%

School Performance Data:[45]

P771	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	Well Developed	Proficient	Proficient
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	N/A	57%
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	N/A	65%
Percentage of Alternative Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	N/A	95%
Percentage of Alternative Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	N/A	95%
Other Key Performance Indicators			
Attendance Rate[46]	90%	89%	88%
2010-2011 State Accountability Status	In Good Standing		

[40] Demographic data is for P771K as a whole, not P771K@I303.
[41] Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.
[42] Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.
[43] English Language Learner students as percentage of total students from the 2010-2011 Audited Register.
[44] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.
[45] Report Cards for District 75 programs were first implemented in 2009-2010. School performance data reflects performance as a whole for P771K, not just for P771K@I303.
[46] Attendance data is for P771K as a whole, not specific to P771K@I303.

V. Initial Costs and Savings

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 cost to relocate Coney Island Prep from its current location is estimated to be $33,613.96.

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 assigned to I.S. 303, Rachel Carson HS, or P771K@I303 or significantly alter the duties of current staff.

New administrative staff and non-pedagogical positions will be created at Coney Island Prep over the course of the school's phase-in. The precise number of positions needed for the 2011-2012 school year would be determined by the charter school management. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

The re-siting and co-location of Coney Island Prep in K303 would not impact the operating budget or instruction costs for I.S. 303 or Rachel Carson HS or P771K@I303. The basic operating budget for those schools is determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for middle schools was $4,384.81 and 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, middle schools received an additional $2,031.00 per pupil for each English Language Learner they enrolled, and high schools received an additional $2,031.00 per pupil for each English Language Leaner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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

As with all other schools Citywide, I.S. 303 and Rachel Carson HS 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. Both of these schools are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards 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 IEPs. The schools located in K303 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 Rachel Carson HS, I.S. 303 or P771K@I303 is expected as a result of this proposal.

Coney Island Prep may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

D. Transportation

There will be no change to existing transportation practices at I.S. 303, Rachel Carson HS, or P771K@I303 due to this proposal.

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.

E. Other Support Services

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

VII. Building Information

Type of Building	I.S.
Year Built	1965
Overall BCAS rating	2.48 out of 5
Target Utilization	71%
Target Capacity	1725
FY 2009 Maintenance Costs	Labor: $30,932.37 Materials: $15,662.1 Maintenance and repair contracts: $50,863.08 Custodial operations costs—Materials: $10,912.08 Custodial operations costs—Custodial Allocation: $328,338.53
FY 2009 Energy Costs	Electric: $172,967.00 Gas: $972.00 Oil: $84,545.00
Projects completed during the current or prior school year	CIP - science lab upgrade. Sink hole in school parking lot. FY 11 Reso"A" electrical system. FY 10 Reso "A" Desk computers and smartboards.
Projects proposed in the capital plan	Educational enhancements- science lab upgrades. System replacements- Paved area-concrete. Classroom connectivity. New/Retrofit telephone/intercom systems.
Accessibility of the building	Fully programmatic accessible
Building attributes	Auditorium, Cafeteria, Computer room, Gymnasium, Library & Science lab.