

EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of a New District High School (21K768) with John Dewey High School (21K540) and P721K (75K721) in Building K540 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new district high school (21K768, “21K768”), that will serve students in ninth through twelfth grades in building K540, located at 50 Avenue X, Brooklyn, NY 11223, within the geographical confines of Community School District 21 (“District 21”). 21K768 will open in 2014-2015 with ninth grade, adding one grade each year until it reaches its full grade span and serves grades nine through twelve in 2017-2018. 21K768 will admit students through the Citywide High School Admissions Process using a limited unscreened admissions method. If this proposal is approved, 21K768 will be co-located in K540 with John Dewey High School (21K540, “Dewey”), an existing high school that serves grades nine through twelve and one site of a multi-sited District 75 school (75K721, “P721K@K540”¹) that serves students in grades nine through twelve in an inclusion program at Dewey.² A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. Two community-based organizations (“CBOs”), Spark and Council for Unity, are also located in K540.

In a District 75 inclusion program, students with disabilities receive special education services in a general education classroom along with general education students. Thus, students at P721K@K540 are enrolled in general education classes at Dewey based on their Individualized Education Program (“IEP”) recommendations and receive Special Education Teacher Support Services (“SETSS”) from a District 75 special education teacher. If this proposal is approved, students at P721K@K540 will continue to be enrolled in general education classes and will continue to receive all mandated services.

If this proposal is approved, 21K768 will open for the 2014-2015 school year. 21K768 will admit approximately 105-115 ninth-grade students in 2014-2015 and will add one grade level every year until the school reaches its full grade span of ninth through twelfth grades in the 2017-2018 school year when it will serve approximately 420-460 students.

The DOE has identified K540 as an under-utilized building.³ K540 has the capacity to serve approximately 2,434 students.⁴ In 2013-2014, Dewey is projected to serve approximately 1,630 students in ninth through

¹ 75K721 currently serves students at one site other than K540: P721K@K722, which serves students in grades nine through twelve at 64 Avenue X, Brooklyn, NY 11223. This proposal is not anticipated to impact the other site.

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 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York. More information on District 75 schools may be found in the District 75 directory which is available at: (http://schools.nyc.gov/documents/d75/schools/DIRECTORY_complete.pdf).

³ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

twelfth grades and P721K@K540 is projected to serve approximately 22 students in ninth through twelfth grades.⁵ This yields a building utilization rate of approximately 68%,⁶ which demonstrates that the building is “under-utilized” and has space to accommodate additional students. If this proposal is approved, in 2017-2018, K540 will serve 2,050-2,135 students from 21K768, P721K@K540, and Dewey, collectively, which will yield a projected utilization rate of 84%-88%. Thus, K540 has sufficient space to accommodate the proposed co-location.

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans for all existing and proposed school organizations in K540 over a five-year period will be:

Grade Spans						
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
21K768	New High School	-	9	9-10	9-11	9-12
21K540	Dewey	9-12	9-12	9-12	9-12	9-12
75K721	P721K@K540	9-12	9-12	9-12	9-12	9-12

In 2013-2014, Dewey is projected to serve approximately 1,630 students in ninth through twelfth grades and P721K@K540 is projected to serve approximately 22 students in ninth through twelfth grades, yielding a building utilization rate of only 68%.

If this proposal is approved, in 2014-2015, 21K768 will open in the building and will serve approximately 105-115 ninth grade students, Dewey will serve approximately 1,610-1,650 students, and P721K@K540 will serve approximately 20-25 students, yielding a building utilization rate of 71%-74%. In 2017-2018, once 21K768 is fully phased in, 21K768, P721K@K540 and Dewey will serve a combined total of approximately 2,050-2,135 students in 2017-2018, yielding a projected utilization rate of 84%-88%.

The table below demonstrates the current and projected enrollments for each school and the building’s projected utilization rates over a five year period:

⁴ Based on the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”).

⁵ All figures are from the 2013-2014 Budget Register Projections.

⁶ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book or the 2013-2014 Budget Register Projections. 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.

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
21K768	New High School	-	105 - 115	210 - 230	315 - 345	420 - 460
21K540	Dewey	1,630	1,610 - 1,650	1,610 - 1,650	1,610 - 1,650	1,610 - 1,650
75K721	P721K@K540	22	20 - 25	20 - 25	20 - 25	20 - 25
Total Building Enrollment		1,652	1,735 - 1,790	1,840 - 1,905	1,945 - 2,020	2,050 - 2,135
Utilization		68%	71% - 74%	76% - 78%	80% - 83%	84% - 88%

According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”), 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.⁷ 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 standards for goal classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE’s projected utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 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 high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

⁷ The Blue Book is available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

A. Students

If this proposal is approved, beginning in September 2014, 21K768 will be located in K540 and will be open to prospective ninth-grade students through the Citywide High School Admissions Process using a limited unscreened admissions method. Additional information about the High School Admissions Process is detailed below.

The proposed co-location 21K768's ninth through twelfth grades in K540 is not expected to impact future student enrollment, instructional programming, or the admissions process at Dewey or P721K@K540.

Impact on Students Currently Attending School in K540

The proposed co-location of 21K768 is not expected to impact the educational options of students currently attending Dewey or P721K@K540.

Dewey currently admits students into five admissions programs using an educational option method:⁸ The College Preparatory International Program (in the Humanities & Interdisciplinary Interest Area), the Health Careers Exploration Program (in the Health Professions Interest Area), the Visual and Media Arts Program (in the Visual Art and Design Area), the Theatre Arts and Dance Program (in the Performing Arts area), and the STEM-Robotics/Space Science Program (in the Science and Math area). Dewey admits students into one admissions program using a screen for language: the Bilingual Chinese College Preparatory School Program (in the Humanities & Interdisciplinary Interest Area). Dewey also admits students into two admissions programs using a screened method: the Computer Science Institute (in the Computer Science & Technology Interest Area) and the Pre-Med and Health Careers Program (in the Health Professions area).

Dewey also offers one Career and Technical Education ("CTE") program: The Academy of Finance, in the Business Management and Administration career cluster.⁹ To enroll, students can apply through the High School Admission Process, which is described in greater detail later in this proposal. Students who are admitted into one of Dewey's eight admissions programs above have the opportunity to participate in the CTE program at Dewey.

Dewey currently serves general education students and students requiring special education services, including Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and SETSS. The existing ICT and SC classes and SETTS will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current and future students with IEPs will continue to receive mandated services at Dewey.

Dewey also has an English as a Second Language program for its English Language Learner ("ELL") students. ELL students at Dewey will also continue to receive mandated services.

Program Descriptions

As stated above, Dewey currently admits students in eight programs. If this proposal is approved, Dewey

⁸ Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, middle, and low reading levels. From the applicant pool, half of the students matched are selected from those ranked by the schools' administration and the other half is selected randomly. If a student scores in the top 2% on his or her previous year's English Language Arts reading exam and lists an educational option program as his or her first choice, he or she would be guaranteed a match to that program.

⁹ Students enrolled in a CTE high school receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training, and/or entry into the workforce.

will continue to offer these eight programs, which are described in detail below:

- College Preparatory International Program: An extended day program with two semesters that provide students with a range of program selections.
- Bi-lingual Chinese (Mandarin) College Preparatory Program: An extended day program with two semesters that provide students with a wide range of program selections taught in Bilingual Chinese (Mandarin).
- Health Careers Exploration Program: Students are introduced to medical and health professions careers. They are provided with preparation for college through hands-on courses, laboratory experiences, hospital internships and portfolios. Students participate in Health Occupations Students of America (“HOSA”), a national organization promoting careers in healthcare.
- Computer Science Institute: Four year regents-level course of study in Computer Science and Information Technology.
- Visual and Media Arts: The visual arts course of study will include courses in Photography, Graphic Design and Studio Art and will also feature hands-on courses in Painting and Ceramics with a requirement of portfolios and student displays and entries into a variety of competitions. Mass Media Arts selections will include courses in Journalism, Web Design and online publication of the Dewey school newspaper/magazine.
- Theatre Arts and Dance: Students will experience an exciting program in Theatre Arts, which will include performance courses, such as Acting, Scene Study, and Playwriting. Technical courses include Costume Design, Stage Craft, and Set Design. The Dance component of this program will include courses in Traditional and Modern Dance, Jazz, Interpretive Dance, and Choreography.
- Pre-Med and Health Careers: Four-year-math-science foundation in preparation for college pre-med and health profession programs. Emphasis on clinical and laboratory based experiences, hospital based internships and portfolios. Students participate in state and national conferences with HOSA, a national organization promoting careers in healthcare.
- STEM- Robotics/Space Science: Students will be exposed to and study the field of STEM (Science, Technology, Engineering, and Math) for college and career readiness, using learning modules and hands-on coursework through Robotics, Computer programming, Engineering Design and NASA resources. Students will compete in the annual FIRST Robotics Competition and other Technology fairs and expositions.

The DOE does not anticipate that the proposed co-location of 21K768 will impact Dewey’s ability to continue offering these eight programs.

Impact on CTE Programming

Dewey currently offers one CTE program, The Academy of Finance, in the Business Management and Administration career cluster. CTE programs integrate academic study with workforce skills in specific careers. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce.

Implemented at the high school level, a CTE program offers students a cohesive articulated sequence of rigorous academic courses with a career and technical education component integrated with workforce

skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training, and/or entry into the workforce.

Schools with CTE programs that have gained official approval from the New York State Education Department (“SED”) for meeting fixed standards of high quality are entitled to affix a CTE endorsement to diplomas of graduating students who have completed the program. Programs that are “in development” have not yet earned SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. Regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can continue to do so.

The DOE supports all CTE programs through the program approval process, which includes an initial self-assessment and formal self-evaluation followed by external review and submission to SED, which ultimately confers the approval.

A full list of City High Schools with more detailed information is available in the New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

The CTE program at Dewey is currently “in development” and thus SED has not yet approved it.

The DOE does not anticipate that the proposed co-location of 21K768 will impact the ability of Dewey to continue to offer CTE programming.

Impact on Extra-curricular Programming and Partnerships at Dewey

According to the High School Directory and school leadership, Dewey currently offers the following special programs and initiatives, extra-curricular activities and partnerships:¹⁰

- **Academic Opportunities:** Computer Science Institute, Medical & Health Professions, Academy of Finance, FIRST Robotics, Pre-Engineering, Bilingual Chinese, Marine Science, Space Science Academy, HTML Web Design, Computer Graphic Design, Fashion Design, Performing Arts & Dance, Photography, Computer Graphics & Visual Arts, Ceramics, College Now, Culinary ACE Cafe, Saturday & After-school ELL Academy; Chinese, French, Italian, Russian, Spanish; AP: Art History, Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language and Culture, Computer Science A, Economics: Macro, Economics: Micro, English Language and Composition, English Literature and Composition, European History, Government and Politics: United States, Physics B, Psychology, Spanish Language, Statistics, United States History, World History
- **PSAL Sports**¹¹ – Boys: Basketball, Cross Country, Outdoor Track, Soccer
- **PSAL Sports** – Girls: Basketball, Cross Country, Football, Outdoor Track, Soccer, Softball, Volleyball
- **School Sports** – Intramural Soccer, Flag Football, Boys and Girls Basketball, Volleyball, Badminton

¹⁰ The programming information was collected from school leadership and from the Directory of New York City Public High Schools which can be found here: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

¹¹ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

- **Extra-curricular Activities** –Anime Club, Asian-American Club, ASPIRA of New York Leadership Program, Book Worms, Ceramics, Cheerleading, Christian Culture, Classic Rock Club, Council For Unity, Fashion Show, HOSA, MOUSE Squad, Space Science Club, Angelo Del Toro Puerto Rican/Hispanic Leadership Internship Program, Dance, Enviro-Horticulture, Fashion Design, Foreign Languages Honor Society, Hebrew Culture, Junior Achievement, Key Club, Marine Science, Math Team, Modeling, Multicultural Club, Honor Society, Peer Mediation & Conflict Resolution, Princeton Model Congress, Robotics, Spanish National Honor Society, Student Organization & Leadership, Student-Faculty Activities (Softball, Volleyball, Ice Skating, Chess, Scrabble, Table Tennis, Badminton, Karaoke), Theater & Performing Arts, Theatre Development Fund– Open Doors and Stage Doors, Visual & Studio Arts Exposition, Talent Show

Partnerships:

- **Community-Based Organizations:** Jewish Board of Family and Children’s Services, Anti-Defamation League, Arab-American Family Council, Family Life Center, The Asian Professional Exchange Asian-American Association, Liveded, Hispanic Federation, Puerto Rican Family Association, Council For Unity, The Children’s Aid Society, Safe Horizon, New York Aquarium, Community Board 13, Avenue P Project, Life Net, the Flames, Friends of Kaiser Park, City Parks Foundation, Partnership for Parks.
- **Hospital Outreach:** Coney Island Hospital Center, JASA Scheuer Houses Senior Center, Coney Island Hospital, Lutheran Hospital and Methodist Hospital.
- **Higher Education Institutions:** Kingsborough Community College, Medgar Evers College, Baruch College, Applied Physics Lab at Johns Hopkins University, Arizona State University, Princeton University, Polytechnic University, New York Institute of Technology
- **Cultural/Arts Organizations:** Theatre Development Fund, Center for Arts Education, Museum of Modern Art.
- **Not-for-Profit:** National Academy Foundation, Prospect Park Alliance Volunteer Corps, GenerationOn, ASPIRA of New York, WISE.
- **Financial Institutions:** Citigroup, Ernst & Young, Federal Reserve Bank of New York, Fitch Rating, HSBC, KPMG, Moody’s, Office of Comptroller of the Currency, Securities Industries Association (SIA), Teachers Insurance Annuity Association and College Retirement Equities, CitiCorp.
- **Other:** National Aeronautics Space Administration, Langley Research Center , Minority University-Space Interdisciplinary Network, Vienna-Brooklyn School Exchange Program with KMS Pazmanitengasse, MOUSE, Passport to Knowledge, Odyssey of the Mind Inc./Creative Competitions Inc., New York Aquarium, WISE Foundation (Financial Literacy).

This proposal is not expected to impact the academic or extracurricular program offerings or partnerships at Dewey based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those 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.

Impact on Current and Future P721K@K540 Students

The DOE does not anticipate that the proposed co-location of 21K768 at K540 will impact admissions, current or future student enrollment, or instructional programming at P721K@K540.

As previously stated, students in the P721K@K540 inclusion program are served in Dewey's general education classes. In 2013-2014, the program is projected to serve approximately 22 high school-aged students with a wide range of disabilities. Students are placed in District 75 programs based on their individual needs and recommended special education services.

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

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

Currently, students at P721K@K540 have the opportunity to participate in all clubs, sports teams and extra-curricular activities in the same manner as students at Dewey. If this proposal is approved, they will continue to have this opportunity.

Impact on CBOs at K540

Two CBOs, Spark and Council for Unity, are currently located in K540. If this proposal is approved, the DOE does not anticipate any changes will be made to impact space allocations or programming at these organizations.

Enrollment Impact for Future High School Students—High School Admissions Process

Dewey admits students through the Citywide High School Admissions Process, described in further detail below. Dewey's admissions policies, which are stated below, will not be impacted by this proposal. In New York City, high school admission is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to eight of the Specialized High Schools requiring the SHSAT, as well as up to six studios at LaGuardia High School.

For high school admissions for the 2014-2015 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results in May.

For more information about the High School Admissions Process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

As stated earlier, Dewey currently admits students into five admissions programs using an educational option method: The College Preparatory International Program (in the Humanities & Interdisciplinary Interest Area), the Health Careers Exploration Program (in the Health Professions Interest Area), the Visual and Media Arts Program (in the Visual Art and Design Area), the Theatre Arts and Dance Program (in the Performing Arts area), and the STEM-Robotics/Space Science Program (in the Science and Math area).

Dewey also admits students into one admissions program using a screen for language, the Bilingual Chinese College Preparatory School Program (in the Humanities & Interdisciplinary Interest Area), and admits students into two admissions programs using a screened method, the Computer Science Institute (in the Computer Science & Technology Interest Area) and the Pre-Med and Health Careers Program (in the Health Professions area).

Dewey also offers one CTE program, The Academy of Finance, in the Business Management and Administration career cluster. Students who participate in the CTE program at Dewey are admitted through one of Dewey's eight admissions programs.

The DOE does not anticipate that the co-location of 21K768 will impact Dewey's ability to continue offering admissions through the eight programs listed above or to continue offering CTE programming.

If this proposal is approved, 21K768 will admit students through the High School Admissions Process. The school will admit students through a limited unscreened admissions method, with a priority for students residing in Brooklyn. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

High school applications are due on December 2, 2013. However, if this proposal is approved by the PEP, students who are interested in applying 21K768 will have the opportunity to submit an admission application with new school rankings in March for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2014-2015 school year will also be available for students to consider.

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Office or on the DOE Web site:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>

Enrollment Impact for Future High School Students—Over-the-Counter Placements

In addition to the High School Admissions Process, some students may receive a placement at 21K768 through the over-the-counter (“OTC”) process. Dewey has traditionally accepted OTC students and will continue to accept OTC students.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. Most of 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;¹² or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address and which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will 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.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are 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 meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹³ international schools, and alternative programs are offered through referral.¹⁴ In this way, the DOE is able to offer individual 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 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Brooklyn, the number of schools that admit students during this period increased from 144 to 175.

¹² 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.

¹³ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

¹⁴ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

B. Schools

If this proposal is approved, K540 will house 21K768, P721K@K540, and Dewey. By 2017-2018, 21K768 will have fully phased in. At that point, the total projected enrollment for the schools in K540 is approximately 2,050-2,135 students and the projected building utilization rate for K540 will be 84%-88%.

With the addition of six full-size classrooms, as described later in this document, and pursuant to the Citywide Instructional Footprint (the “Footprint”), K540 has sufficient space to accommodate Dewey, P721K@K540, and 21K768. Please visit the DOE’s Web site to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by a representative of the Office of Space Planning and a representative of the school.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

According to the building walkthrough completed by representatives from the Office of Space Planning on June 5, 2013, K540 has a total of 86 full-size rooms, 19 half-size rooms, 3 quarter-size rooms, and 19.0 full-size equivalent (“FSE”) rooms of designed administrative/office space. The building also has the following rooms: a cafeteria, an auditorium, a library, and three gymnasiums. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The nurse’s office is housed in 1.0 FSE of designed administrative/office space
- The custodian’s office is housed in 1 half-size room
- School Safety occupies 0.5 FSE rooms of designed administrative space and 1 quarter-size room
- The School Based Support Team occupies 1.0 FSE rooms of designed administrative space
- The United Federation of Teacher’s office occupies 0.5 FSE of designed administrative space
- The fitness and weight room occupy 1 full-size space
- The dance room occupies 1 full-size space
- Shops occupy 5 full-size spaces
- A CBO, Spark, occupies 0.5 FSE of designed administrative space
- A CBO, Council for Unity occupies 1 full-size space

Excluding the shared spaces outlined above, K540 has a total of 78 full-size classrooms, 18 half-size classrooms/spaces, 2 quarter-size spaces, and 15.5 FSE rooms of designed administrative office/space remaining that can be allocated to the co-located schools in K540 per the Footprint.

According to the Footprint, Dewey's current baseline allocation is 68 full-size rooms, 4 half-size rooms, and 9.5 FSE rooms of designed administrative/office space for administrative use. Dewey's enrollment is projected to remain the same, and therefore, Dewey's baseline footprint is not expected to change throughout the course of the phase-in. Dewey currently uses 78 full-size rooms, 18 half-size rooms, 2 quarter-size rooms and 15.5 FSE rooms for administrative use. This means that Dewey's current use includes 10 full-size rooms, 14 half-size rooms, 2 quarter-size rooms and 6.0 FSE rooms of designed administrative space is in excess of its baseline Footprint allocation.

For the purposes of this EIS all instructional space allocations for Dewey include the space necessary to serve P721K@K540's students because P721K@K540's students are served in Dewey's general education classes. Therefore, P721K@K540 does not require separate instructional space. As stated below, P721K@K540 is allocated administrative space.

The DOE is proposing to open 21K768 in K540. In 2014-2015, 21K768 will have a baseline footprint allocation of 4 full-size rooms, 1 half-size room, and 2.0 FSE of administrative space. In 2017-2018, when 21K768 has reached full scale, its baseline Footprint allocation will be 16 full-size rooms, 1 half-size room, and 3.5 FSE rooms of administrative space.

Subject to the availability of capital funds, the DOE is planning to create additional capacity in building K540. It is expected that it may take 15-20 months from time of design for the project to be completed. It is anticipated that the project would be completed before 21K768 is at full scale in the building. This construction will create at least six additional full-size rooms in the building, which are necessary to accommodate 21K768's full scale enrollment. The additional six rooms created by this construction means the total full-size room count will increase from 78 full-size rooms to 84 full-size rooms.

The baseline or adjusted baseline allocation of full-size instructional rooms over the four years of 21K768's phase-in are detailed in the chart below:

DBN	School Name	2013-2014 (current)	2014-2015	2015-2016	2016-2017	2017-2018
21K540	Dewey ¹⁵	68	68	68	68	68
21K768	New District High School	-	4	8	12	16
TOTAL		68	72	76	80 ¹⁶	84 ¹⁷
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		10	6	2	0	0

After each school has received its baseline or adjusted baseline footprint allocation, there will be no excess full-size rooms remaining in the building, as detailed year by year in the chart above. During the course of 21K768's phase in, the number of excess rooms above Dewey's full size instructional room allocation would decrease as 21K768's baseline footprint allocation increases to reflect its larger population.

¹⁵ As stated previously, Dewey's enrollment assumes that P721K@K540 students are enrolled at John Dewey and all space allocations for Dewey also include space that is allocated to the inclusion program because students at P721K@K540 students are served at Dewey.

¹⁶ The total room count of 80 accounts for rooms created by construction as mentioned above.

¹⁷ The total room count of 84 accounts for rooms created by construction as mentioned above.

If this proposal is approved, the Office of Space Planning will also work with the schools in K540 to ensure a smooth transition, if necessary, of any rooms currently being used by schools in K540. If in future years there were to be any excess space, the Office of Space Planning will also work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

Building Safety and Security

If this proposal is approved, Dewey, P721K@K540 and 21K768 will develop a safety and security plan for K540 prior to the first day of school in September 2014.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

K540 is currently under-utilized. This means that the space in the building is not being used as efficiently as possible and could be used to create new educational opportunities for District 21 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of 21K768 at K540 is intended to meet those goals by providing an additional option for students in District 21.

In 2013-2014, K540 has a projected utilization rate of 68% and is thus under-utilized. If this proposal is approved, the DOE projects the building will have a utilization rate of 84% - 88% in 2017-2018, which means that K540 will be more efficiently used and will provide approximately 420-460 new high school seats in 2017-2018.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K540. This proposal is also not expected to impact the accessibility of K540, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

Dewey

Admissions Data

Current Admissions	Citywide High School Admissions Process: Educational Option and Screened Admissions Method
Admissions in 2013-2014 and Beyond if this Co-location Proposal is Approved	Citywide High School Admissions Process: Educational Option and Screened Admissions Method

Enrollment Data

	Total Enrollment (grades 9-12)
2013-2014 (projections)	1,630
2014-2015 (projections)	1,610 - 1,650
2015-2016 (projections)	1,610 - 1,650
2016-2017 (projections)	1,610 - 1,650
2017-2018 (projections)	1,610 - 1,650

Demographic Data¹⁸

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with IEPs	10%
Percentage of ELL Students	23%
Percentage of Students Eligible for Free or Reduced Price Lunch	82%

Performance Data¹⁹

Dewey High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	B
Quality Review Score ²⁰	P	D	N/A ²¹
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	67%	78%	78%
4 Year Graduation Rate	63%	66%	72%
6 Year Graduation Rate	69%	72%	71%
% Graduating with a Regents Diploma	52%	59%	70%

¹⁸ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

¹⁹ Performance Data available at: <http://schools.nyc.gov/SchoolPortals/24/Q455/AboutUs/Statistics/default.htm>.

²⁰ Quality Reviews rate schools on the following four-point scale: "Underdeveloped" or "U" (the lowest possible rating), "Developing" or "D," "Proficient" or "P," and "Well Developed" or "WD" (the highest possible rating). For more information about Quality Reviews, please visit the DOE's Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²¹ Not all schools receive a Quality Review every year.

Attendance Rate	89%	89%	89%
2012-2013 State Accountability Status	12-13 Priority School ²²		

P721K@K540

Admissions Data

Current Admissions	District 75 placement process
Admissions in 2013-2014 and Beyond if this Co-location Proposal is Approved	District 75 placement process

Enrollment Data

	Total Enrollment
2013-2014 (projections)	22
2014-2015 (projections)	20-25
2015-2016 (projections)	20-25
2016-2017 (projections)	20-25
2017-2018 (projections)	20-25

Demographic Data

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	99%
Percentage of ELL Students	32%
Percentage of Students Eligible for Free or Reduced Price Lunch	42%

School Performance Data

P721K@K540 does not receive Progress Reports.²³ The most recent Quality Review score P721K@K540 received was a Proficient in 2008-2009.

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

²³ In order for District 75 schools to receive a Progress Report, they must serve at least 50 students in grades 3-8 who annually take the standard State ELA and math exams. The number of students that fall into this category at all sites of 75K721 is lower than this minimum of 50.

New School 21K768

Admissions Data

Current Admissions	N/A
Proposed Admissions in 2013-2014 and Beyond if this co-location is approved	Citywide High School Admissions Process: Limited Unscreened Admissions Method

Enrollment Data²⁴

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2013-2014 (projections)	-	-	-	-	-
2014-2015 (projections)	105-115	-	-	-	105-115
2015-2016 (projections)	105-115	105-115	-	-	210-230
2016-2017 (projections)	105-115	105-115	105-115	-	315-345
2017-2018 (projections)	105-115	105-115	105-115	105-115	420-460

Demographic Data

21K768 does not yet enroll students. Therefore, there is no demographic data for the school.

School Performance Data

21K768 does not yet enroll students. Therefore, there is no performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up other than personal services (“OTPS”) costs. Based on current one-time allocations for new schools, 21K768 will receive a fixed allocation of \$80,000 and approximately \$49,875 - \$54, 625 in new school OTPS start-up per-pupil allocations during its first year.²⁵

In addition, 21K768’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Most funding in schools’ budgets is allocated on a per pupil basis, based on current FSF per capita allocation levels. Schools receive additional funds for students with disabilities, (ELLs and those with other supplemental academic needs).

²⁴ The enrollment projections for a new school are based on the planned number of sections for the entry grade.

²⁵ FY14 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools

Please refer to the FSF Guide²⁶ and FY14 School Allocation Memoranda²⁷ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 21K768. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

In addition, schools with CTE programs receive funds related to the Carl D. Perkins Vocational and Technical Education Act (“VTEA”). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high-skill, high-wage, and high-demand careers. Currently, all programs approved or not yet approved are eligible for these funds. After June 2014, only SED approved programs will be eligible for this funding.

This proposal is not expected to impact the budget or cost of instruction at Dewey High School or P721K@K540.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to Dewey or P721K@K540, nor is it expected to significantly alter the duties of current staff at Dewey or P721K@K540.

New administrative staff and non-pedagogical positions will be created at 21K768 over the course of the school’s phase-in. 21K768 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades. New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and the UFT.

B. Administration

No changes in school supervisory or administrator positions at Dewey High School or P721K@K540 are expected as a result of this proposal.

21K768 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school’s phase-in.

C. Transportation

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

²⁶ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²⁷ The FY14 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

This proposal is not expected to impact the transportation practices of the other schools located in the K540 building.

D. Other Support Services

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

E. Facilities Upgrades

As stated above, the DOE acknowledges that construction to create additional instructional space is necessary at the K540 facility for this proposal to be implemented. Facilities needs for Dewey, P721K@K540, and 21K768 will be met if this proposal is approved. Since the DOE has not yet begun scope or design, no estimate for cost is currently available.

VII. Building Information

Building		K540
Type of Building		HS
Year Built		1969
Overall BCAS rating		2.6
2011-2012 Target Building Utilization		90%
2011-2012 Target Building Capacity		2434
FY 2012 Maintenance Costs	Labor	\$60,773
	Materials	\$17,587
	Maintenance and repair contracts	\$168,126
	Service contracts	\$8,838
	Custodial operations costs—Materials	\$13,557
	Custodial operations costs—Custodial Allocation	\$581,578
FY 2012 Energy Costs	Electric	\$579,977
	Gas	\$35,381
	Steam	\$0
	Oil	\$230,804
Projects completed during the current or prior school year		Electrical Service, Emergency Protective Measures-Hurricane Sandy
Projects proposed in the capital plan		New/Retrofit Telephone/Intercom System, Walk-in Freezer Replacement

Accessibility of the building	Building is not Functionally Fully Programmatically Accessible
Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab