

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-Location of a New DOE District School, New American Academy 2 (22K144), with Existing School J.H.S. 278 Marine Park (22K278) in School Building K278

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to site New American Academy 2 (22K144, “NAA2”), a new DOE district public school that would serve students in kindergarten through fifth grade at scale, in building K278 (“K278”), located at 1925 Stuart Street, Brooklyn, NY 11229, in Community School District 22. NAA2 would be co-located in K278 with J.H.S. 278 Marine Park (22K278, “J.H.S. 278”), an existing DOE district middle school that serves sixth through eighth grade. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

NAA2 would be a new DOE district public school open to all residents of District 22. The proposed co-location of NAA2 in K278 is intended to provide families with a diverse, high-quality DOE district elementary school in District 22. NAA2 would be second DOE school in the City to implement the New American Academy Model, developed by Shimon Waronker. The New American Academy is a new school model designed to improve student academic and personal achievement through structures designed to prevent isolation among teachers and students. The first New American Academy opened in September 2010 in District 17. If this proposal is approved, NAA2 would serve students in kindergarten when it first opens in 2011-2012 and would subsequently add one grade per year until it serves up to 295-325 students in kindergarten through fifth grade. Pending funding availability, NAA2 would also offer one section of pre-kindergarten of 18 students¹. NAA2 will admit students through a lottery application process open to all District 22 students and residents.

If this proposal to site NAA2 in K278 is approved, NAA2 would be co-located with J.H.S. 278. In 2011-2012, the first year of the proposed co-location, NAA2 would enroll approximately 45-50 students in kindergarten. In 2012-2013, NAA2 would expand to serve first grade for a total enrollment of 95-105 students. In 2013-2014, NAA2 would expand to serve second grade for a total enrollment of 145-160 students. In 2014-2015, NAA2 would expand to serve third grade for a total enrollment of 195-215 students. In 2015-2016, NAA2 would expand to serve fourth grade for a total enrollment of 245-270 students. In 2016-2017, NAA2 would achieve full scale and serve approximately 295-325 students in kindergarten through fifth grade. Pending funding and space availability NAA2 would continue to offer 1 section of pre-kindergarten of 18 students.

J.H.S. 278 is an existing zoned middle school that admits students through the District 22 middle school choice process and currently serves 992 students in sixth through eighth grades.² J.H.S. 278 offers a zoned program and academic screened programs.

K278 has been identified as an under-utilized building, and currently has at least 300 seats available.³ In 2009-2010, the most recent year for which audited building data is available, K278 had a target capacity to

¹ Pre-kindergarten allocations will be determined prior to the start of the 2011-2012 school year. This EIS projects the one-section of pre-kindergarten in each year of phase-in. Pre-kindergarten allocations are determined on a yearly basis pending funding and space availability.

² 2010-2011 Audited Register.

³ 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>.

serve 1,309 students, and the building enrolled 954 students⁴, yielding a target building utilization of 73 %.⁵ Although the building has the capacity to serve 1,309 students, in 2010-11, K278 only served 992 students,⁶ which yields an estimated utilization rate of 76 %.⁷ In 2016-2017, when NAA2 completes its expansion and achieves full scale, K278 would serve approximately 1,255 - 1,315 kindergarten through fifth grade students and 18 pre-kindergarten students (pending funding allocation), which yields an estimated utilization rate of 101 %.

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 most optimal way to distribute space to high quality schools, the DOE is proposing to co-locate NAA2 in the K278 building. The DOE believes NAA2 will provide an additional high-quality elementary school that will serve the families of District 22.

The primary components of the New American Model are: a 15:1 student to teacher ratio with flexible grouping for instruction and opportunities for collaboration through modeling techniques; a career ladder where teachers are designated as Master, Partner, Associate, or Apprentice teachers, depending on expertise and experience, with opportunity for advancement and adult-mentorships amongst the teachers; looping, where teacher teams teach the same group of children from kindergarten through fifth grade; 90-minute daily collaborative planning time for teachers, and in some cases a trilingual language model where students are exposed to three languages beginning in kindergarten.

The DOE supports the permanent placement of NAA2 in District 22 in order to continue providing diverse and excellent educational opportunities for students and families.

II. Proposed or Potential Use of Building

K278 has the capacity to serve 1,309 students. In 2009-2010, the building only served 954 students, yielding a target utilization rate of just 73 %. The total building enrollment for the 2010-2011 school year was 992 students, which yields an estimated utilization rate of 76 %. Over the next six years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11 (current)	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
J.H.S. 278	6-8	6-8	6-8	6-8	6-8	6-8	6-8
NAA2	N/A	K	K-1	K- 2	K-3	K- 4	K-5

⁴ 2009-2010 Audited Register.

⁵ 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 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.

⁶ 2010-2011 audited register

⁷ 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 number of students projected to actually attend the school and do not include Long Term Absences (LTAs).

If this proposal is approved, in 2011-2012, the first year of the proposed co-location, NAA2 would enroll approximately 45-50 students in kindergarten. In 2012-2013, NAA2 would add one grade and enrollment would increase to 95-105 students. In 2013-2014, NAA2 would expand to serve second grade for a total enrollment of 145-160. In 2014-2015, NAA2 would expand to serve third grade for a total enrollment of 195-215. In 2015-2016, NAA2 would expand to serve fourth grade to a total enrollment of 245-270 students. In 2016-2017, NAA2 would serve approximately 295-325 students in kindergarten through fifth grade at scale.

Once NAA2 completes its expansion, there would be approximately 1,255-1,315 total students served in kindergarten through eighth grade in the building, and 18 students in one section of pre-kindergarten, yielding a target building utilization rate of 101 %. As noted previously, pre-kindergarten allocations are determined on a yearly basis pending funding and space availability.

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 goals for 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.

Although a utilization rate greater than or equal to 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Building utilizations greater than or equal to 100% do not always impact the utilization of the space allocated to traditional public schools. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

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

A. Students

As noted previously, NAA2 is a new DOE district school serving kindergarten through fifth grade. If this proposal is approved NAA2 would open in K278 in 2011-2012 to serve 45-50 students in kindergarten and

may offer 1 section of pre-kindergarten of 18 students. NAA2 would add one grade each year until it reaches full scale in 2016-2017 and serves up to 295-325 students in kindergarten through fifth grade and 1 section of pre-kindergarten of 18 students.

The proposed co-location of NAA2 is not expected to impact future student enrollment, instructional programming, or the admissions process at J.H.S. 278, the only school located in building K278.

The DOE does not anticipate that the co-location of elementary school students with middle school students would be detrimental to any of the students attending school in the K278 building. The DOE, in consultation with the Building Council, would allocate contiguous and dedicated space to NAA2 to ensure the safety of all students.

Impact on Students Currently Attending Schools in K278

J.H.S. 278 serves sixth grade through eighth grade students admitted through the District 22 middle school admissions process⁸ and offers Collaborative Team Teaching (“CTT”) classes, Self-Contained classes (“SC”), and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC and SETSS classes would continue to be provided and students with disabilities will 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 J.H.S. 278.

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to elementary schools in the same manner as their peers who are not ELLs. Current and future ELL students at J.H.S. 278 and Foundations would continue to receive mandated services.

If approved, J.H.S. 278 would lose some classrooms they currently use and will need to operate closer to their baseline allocation of rooms pursuant to the Citywide Instructional Footprint. However, the proposed co-location of NAA2 is not expected to impact current or future student enrollment, admissions processes, extracurricular activities, partnerships, or instructional programming at the schools existing schools in the building.

- J.H.S. 278 currently provides Earth Science, Integrated Algebra Living Environment and Spanish Regents classes, and Spanish.
- J.H.S. 278 partners with the Lincoln Center, Carnegie Hall, Brooklyn Academy of Music (BAM), and Brooklyn Philharmonic, New York University, and Brooklyn College, VH1, Arista/National Junior Honors Society (NJHS), Brooklyn District Attorney’s Office, Peny Harvest, Toys for Tots, MATHCOUNTS Foundation, and the Julliard School.
- J.H.S. 278 also offers the following club and activities: Arista/NJHS/Archon Service Society, The 24 Game, Marching Band, Jazz Band, Concert Band Chorus, Theater, Graphic Art, Mock Court, Student Government, Intramural Sports, Competitive Performing Arts

These course offering, partnerships, and extracurricular programs would not be impacted by the proposed co-location of NAA2 in K278. J.H.S 278 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. 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.

⁸ Additional information regarding the District 22 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

Impact of NAA2's Co-Location on Future Elementary School Students in District 22

NAA2 is a new DOE district public school open to all residents of District 22, with no academic screening criteria.

If this proposal is approved, all incoming kindergarten students in District 22 will be eligible to participate in the NAA2 school-based admissions lottery for the 2011-2012 school year, and would have first preference for admission.⁹ After 2011-2012, NAA2 would continue to admit incoming classes of kindergarten, and admit students from a waiting list as seats become available in other grade levels. If this proposal is approved, NAA2 would add approximately 295-325 additional high-quality kindergarten through fifth grade elementary school seats in District 22.

NAA2's school-based admission lottery would prioritize applicants in the following order:

- Siblings of currently attending students¹⁰;
- Other applicants who reside within the District 22
- Other applicants who reside outside of the District 22

Impact of NAA2's Co-Location on Future Middle School Students in District 22

J.H.S. 278 is a district choice middle school and will continue its current practice of enrolling students in sixth through eighth grade through the District 22 middle school admissions process.¹¹ The school will continue to exercise a screened selection method. Screened programs evaluate applicants based on their academic grades, standardized test scores, attendance and punctuality, in addition to other assessments.

In the District 22 Middle School Choice process, students rank their preferences from among District 22 choice middle schools. These options include:

- 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 school in the zone where the student resides; and
- Zoned middle schools in District 22 outside the zone in which the student resides.

Non-District 22 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 mandated 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

⁹ Applications for the admission lottery would be available directly at the school. Specific application instructions will be available prior to the start of the 2011-2012 school year.

¹⁰ Note that for the first year (2011-2012), this priority would not apply.

¹¹ Additional information regarding the District 22 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

as their English-speaking peers. Students requiring ELL services will continue to receive mandated services at the middle school to which they are matched.

J.H.S. 278 will also continue to serve students who seek to enroll “over the counter.”¹²

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);¹³ or
- Students who did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school 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. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an over-the-counter placement are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, 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 22 Middle School Choice process. Additional information regarding special programs and courses offered by District 22 middle schools are available in the online Middle School Directory (updated yearly): <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

The proposed co-location of NAA2 in K278 is not anticipated to impact future middle school admissions processes for J.H.S. 278 in building K278.

B. Schools

The proposed siting and co-location of NAA2 would create an additional high-quality elementary school option in District 22.

¹² Enrollment projections for J.H.S. 278 include students zoned to J.H.S. 278 and students who seek to enroll “over-the counter.” J.H.S. 278 and NAA2 would be allocated space based on the relative enrollments of the co-located schools. Thus, the space allocated to J.H.S. 278 in K278 will accommodate the school’s projected enrollment, including “OTC” students.

¹³ 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.

K278 has adequate capacity to accommodate J.H.S. 278 and NAA2. In 2010-11, K278 enrolled 992 students with the capacity to serve 1,309 students, which yields an estimated utilization rate of 76 %. In 2016-2017, J.H.S. 278 and NAA2 are projected to enroll a combined total of 1,255 – 1,315 students in kindergarten through eighth grade, plus 18 students in pre-kindergarten. At that point, the projected utilization for K278 would be approximately 101 %.

As noted previously, although a utilization rate greater than or equal to 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Building utilizations greater than or equal to 100% do not always impact the utilization of the space allocated to traditional public schools. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building. The estimated enrollment for NAA2 and J.H.S. 278, in K278 over a six year period are shown in the below tables.

NAA2’s estimated enrollment, over a period of 6 years:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Projected Enrollment
2010-11	-	-	-	-	-	-	--
2011-12	45-50		-	-	-	-	45-50
2012-13	45-50	50-55		-	-	-	95-105
2013-14	45-50	50-55	50-55		-	-	145-160
2014-15	45-50	50-55	50-55	50-55		-	195-215
2015-16	45-50	50-55	50-55	50-55	50-55	-	245-270
2016-17	45-50	50-55	50-55	50-55	50-55	50-55	295-325

J.H.S. 278’s estimated enrollment over a period of 6 years:

	Grade 6	Grade 7	Grade 8	Total Projected Enrollment
2010-11 ¹⁴	351	315	326	992
2011-12 ¹⁵	320-330	345-355	310-320	975-1,005
2012-13	320-330	320-330	345-355	985-1,015
2013-14	320-330	320-330	320-330	960-990
2014-15	320-330	320-330	320-330	960-990
2015-16	320-330	320-330	320-330	960-990
2015-16	320-330	320-330	320-330	960-990

There would be sufficient space to accommodate J.H.S. 278 and NAA2 in building K278 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while NAA2 gradually phases in. 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.

¹⁴ 2010-2011 audited register.

¹⁵ 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 2013-2014 results from the matriculation of the larger than usual sixth grade class in 2010-2011. In the event that there is a larger than expected enrollment at J.H.S 278, there will be sufficient space to allow for this growth as as described in the following pages. In 2016-2017, after NAA2 has reached full scale, a total of 7 full-size rooms will remain available in the building in excess of the baseline footprint allocations.

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

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

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms¹⁶ for administrative services, student support services and resource rooms. Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider 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.

According to the 2009-2010 building walkthrough conducted by the Director of Space Planning, K278 has 60 full-size rooms, 13 half-size rooms, 1 quarter-size room, and 4 full-size equivalent rooms (FSE) designed administrative office spaces. J.H.S. 278 currently serves 992 students in 37 sections (32 GE/CTT sections, and 4 SC sections). K278 also has the following rooms, which will be shared by all schools during the phase-in of NAA2: gymnasium, library, and cafeteria. Consistent with the Footprint, JHS 278 would typically be allocated a baseline of 34 full-size instructional classrooms (includes 2 science demonstration rooms) classrooms, and 8 half-size classrooms, and 5 full-size equivalent classrooms. The table below summarizes J.H.S. 278’s baseline Footprint allocation, and the current amount of space that J.H.S 278 is currently allocated.

2010-2011: J.H.S. 278	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	34	8	4	0	2	0	5
Current Space Allocation	60	11	4	0	2	1	5.25

As demonstrated in the tables above, J.H.S. 278 is currently using a large number of excess rooms in the building. If this proposal is approved, J.H.S. 278 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 noted previously, the DOE does not anticipate that the reduction of excess classroom space will impact current or future student

¹⁶ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services resource rooms, which could be equal to 1 full size classroom and 2 half size classrooms or 0 full size classrooms and 4 half size classrooms, etc.

enrollment, admissions, extracurricular activities, or instructional programming at the existing schools. The table below summarizes the available space within K278.

2010-2011: Building K278	Full Size Classrooms	Half Size Classrooms	Quarter-size class rooms
Space In Excess of Adjusted Baseline Allocation	26	3	1

If this proposal is approved, in 2011-2012, J.H.S. 278 is projected to serve approximately 975-1,005 students in 37 sections. In addition, the DOE projects the enrollment at NAA2 to be between 45-50 kindergarteners in 2 sections, plus 1 section of pre-kindergarten of 18 students. After NAA2 and J.H.S. 278 have received the baseline allocation classrooms according to the Footprint, any excess space will be allocated between J.H.S. 278 and NAA2 based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building.

The full 2011-2012 room allocation plan is summarized below:

2011-2012	Full Size Rooms	Half Size Rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter – size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter Size Spaces	Total Admin (FSE)			
J.H.S. 278	35	8	4	0	2	0	5	18	1	1
NAA2	4	1	0	1	1	0	1.5	2	0	0

In 2016-2017, when NAA2 has reached full scale, the school will enroll approximately 295-325 students in 12 sections, plus 1 section of pre-kindergarten. J.H.S. 278 will enroll approximately 960-990 students in 37 sections. There will be sufficient instructional space in K278 for NAA2 to grow to scale, in 2016-2017. The long term allocation of space is detailed in the chart below.

2016-2017	Full Size Rooms	Half Size Rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter - Size Spaces	Total Admin (FSE)			
J.H.S. 278	35	8	4	0	2	0	5	5	0	1
NAA2	16	2	0	2	1	0	2.5	2	0	0

As in other situations where schools are co-located, more students would need to share large common and specialty rooms in the building than currently, namely the cafeteria, the two gymnasiums, 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 Office of Space Planning. Any unallocated space would be equitably distributed among the schools based on student enrollment.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to diverse, high-quality schools that meet their children’s needs. The proposed co-location of a new DOE district school such as

NAA2 in K278 is intended to meet those goals by providing an additional high-quality elementary school choice option for students in District 22.

As described previously, the New American Academy is a new DOE district school model designed to improve student academic and personal achievement through structures designed to prevent isolation among teachers and students. The New American Academy model accomplishes this through collaborative teaching models, a 15:1 student to teacher ratio, flexible student grouping, daily 90-minute collaborative planning, looping,¹⁷ and adult mentorships. NAA2 would be the second school to open under this model in New York City.

In 2009-2010, K278 had a utilization rate of 73 %. Although the building has the capacity to serve 1,309 students, in 2010-11, K278 only served 992 students, yielding an estimated utilization rate of 76 %. By 2016-2017, when NAA2 serves kindergarten through fifth grade and 1 section of pre-kindergarten, the DOE projects the building will have approximately a 101 % utilization rate. This means that by 2016-2017, K278 would enroll more students, and the space would be more efficiently utilized than was the case during the 2009-2010 school year.

As discussed earlier, elementary students in District 22 may also apply to attend several charter schools that are in the process of phasing in to the district and that provide a preference to District 22 students through the charter school lottery application process. A list of these charter schools is provided below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011	Admissions Criteria	Extracurricular Activities
Brooklyn Dreams Charter School (84K791)	259 Parkville	K-1	K-8	200	kindergarten through second grade lottery	NA
Hebrew Language Academy Charter School (84K746)	3340 Kings Highway	K-2	K-5	224	kindergarten through second grade lottery	Extended day, extended year

Detailed information about charter schools will also be published annually and will be available in print or on the DOE website here: <http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K278. This proposal is not expected to impact the site accessibility of the K278 building.

¹⁷ Teacher teams remain with the same group of students from kindergarten through fifth grade.

IV. Enrollment, Admissions and School Performance Information

J.H.S. 278 Marine Park

Admissions Data

Current Admissions	Grades 6-8: District 22 middle school choice process, for students and residents of District 22
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Enrollment Data

Current (2010-2011) Grades Served	6-8
Current (2010-2011) Enrollment¹⁸	992
Projected Grades Served in 2011-2012	6-8
Projected 2011-2012 Enrollment	975-1,005
Projected Grades Served in 2012-2013	6-8
Projected 2012-2013 Enrollment	985-1,015
Projected Grades Served in 2013-2014	6-8
Projected 2013-2014 Enrollment	960-990
Projected Grades Served in 2014-2015	6-8
Projected 2014-2015 Enrollment	960-990
Projected Grades Served in 2015-2016	6-8
Projected 2015-2016 Enrollment	960-990

Demographic Data

Percentage Students Receiving CTT or SC services¹⁹	8%
Percentage Students with Individual Education Plan²⁰	13 %
Percentage English Language Learner Students²¹	5 %
Percentage of Students Eligible for Free or Reduced Lunch²²	77 %

¹⁹ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²⁰ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²¹ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²² Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

J.H.S. 278	2007-2008	2008-2009	2009-2010 ²³
School Performance and Progress			
Overall Progress Report Grade	C	B	D
Performance Grade	C	A	F
Progress Grade	C	B	D
Environment Grade	B	B	A
Quality Review Score	WD	P	P
Performance Data²⁴			
English Language Arts % Proficient (Levels 3 and 4)	58%	74%	37%
Math % Proficient (Levels 3 and 4)	60%	73%	43%
Other Key Performance Indicators²⁵			
Attendance Rate	92%	92%	93%

2010-2011 State Accountability Status	Improvement (year 1) - Focused
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²³ 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’ scale scores on the tests remained largely unchanged relative to the prior year.

²⁴ Source: Progress Report.

²⁵ Source: Progress Report.

NAA2

Admissions Data

Projected Admissions	Grades K-5: Kindergarten Lottery Application
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Enrollment Data

Current (2010-2011) Grades Served	NA
Current (2010-2011) Enrollment	NA
Projected Grades Served in 2011-2012	K
Projected 2011-2012 Enrollment	45-50
Projected Grades Served in 2012-2013	K-1
Projected 2012-2013 Enrollment	95-105
Projected Grades Served in 2013-2014	K-2
Projected 2013-2014 Enrollment	145-160
Projected Grades Served in 2014-2015	K-3
Projected 2014-2015 Enrollment	195-215
Projected Grades Served in 2015-2016	K-4
Projected 2015-2016 Enrollment	245-270
Projected Grades Served in 2016-2017	K-5
Projected 2016-2017 Enrollment	295-325

Demographic Data

Percentage of Students Receiving CTT or SC Services²⁶	NAA2 does not yet enroll students. Therefore, there is no demographic data for the school.
Percentage of Students with an Individual Education Plan²⁷	
Percentage of English Language Learner Students²⁸	
Percentage of Students Eligible for Free or Reduced Lunch²⁹	

School Performance Data

NAA2 does not yet enroll students. Therefore, there is no school performance data for the school.

²⁶ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²⁷ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁸ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

V. Initial Costs and Savings

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, NAA2 will receive a fixed allocation of \$80,000 during its first year. In addition, NAA2 will receive approximately \$4,059.71 in per pupil allocations. Beginning in their second year of operation, NAA2 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

The proposed co-location will not impact the hiring of staff at other schools co-located in the building.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at J.H.S. 278. 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. 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. 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, J.H.S. 278 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. These schools are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of its 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. All school organizations located in the K278 building 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.

C. Administration

No changes in school supervisory or administrator positions at J.H.S. 278 are expected as a result of this proposal.

NAA2 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 all existing schools located in the K278 building due to this proposal.

Transportation would continue to be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/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	Middle School
Year Built	1957
Overall BCAS rating	2.78
Target Utilization	73%
Target Capacity	1,309
FY 2009 Maintenance Costs	Labor: \$62,955.98 Materials: \$23,817.45 Maintenance and repair contracts: \$162,477.49 Custodial operations costs—Materials: \$9,619.86 Custodial operations costs—Custodial Allocation: \$298,991.06
FY 2009 Energy Costs	Electric: \$180,444.00 Gas: \$3,953.00 Oil: \$77,190.00
Projects completed during the current or prior school year	CIP roofs/ext masonry/ flood elimination. FY10 RESO A computer center upgrade
Projects proposed in the capital plan	Building upgrade - Climate control. System replacements- exterior masonry & roofs
Accessibility of the building	Not Accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer rooms(CR's), Gymnasium & Library