

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Expansion and Co-location of P.S. 008 Robert Fulton (13K008) with Existing Schools George Westinghouse Career and Technical Education High School (13K605), City Polytechnic High School of Engineering, Architecture, and Technology (13K674), and a D75 School (75K369@K580) in Building K580 Beginning in 2012-2013**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to allow P.S. 008 Robert Fulton (13K008, “P.S. 8”) to expand to serve students in kindergarten through eighth grade and to serve the students in grades six through eight in Building K580 (“K580”), located at 105 Johnson Street, Brooklyn, NY 11201 in Community School District 13, beginning in the 2012-2013 school year. P.S. 8 is an existing elementary school that currently serves students in kindergarten through fifth grade, and offers a full-day pre-kindergarten program in Building K008 (“K008”), located at 37 Hicks Street in Community School District 13. P.S. 8 is currently the only school located in K008.

If this proposal is approved, P.S. 8 would expand to serve students in grades six through eight. Those middle school grades would be co-located in K580 with two Career and Technical Education<sup>1</sup> (“CTE”) high schools: George Westinghouse Career and Technical Education High School (13K605, “Westinghouse”), an existing DOE limited unscreened high school serving students in grades nine through twelve, and City Polytechnic High School of Engineering, Architecture, and Technology (13K674, “City Poly”), an existing DOE limited unscreened high school, which is currently phasing in and will be at full scale serving students in grades nine through twelve in 2012-2013. P.S. 8 would also be co-located with an existing District 75 School (“75K369@K580”), which serves students in grades nine through twelve with a range of learning and emotional disabilities.<sup>2</sup> 75K369 @K580 is an inclusion program, and its students are enrolled in Westinghouse’s general education classes, and, depending on their individual needs, receive Special Education Teacher Support Services (“SETSS”). K580 also houses a Community Based Organization (“CBO”), Counseling in Schools, and a Young Adult Borough Center (“YABC”) program, Downtown Brooklyn YABC (13K657).<sup>3</sup> Under this proposal, P.S. 8 would continue to serve its

<sup>1</sup> CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce.

<sup>2</sup> 75K369 is located at 9 sites in addition to K580: P369K @ Coy L. Cox School located at 383 State Street, Brooklyn, NY 11217; P369K @ P056K located at 170 Gates Avenue, Brooklyn, NY 11238; P369K @ P067K located at 51 St. Edwards Street Brooklyn, NY 11205; P369K @ I103 Satellite Three located at 170 Gates Avenue Brooklyn, NY 11238; P369K @ I117K located at 300 Willoughby Avenue Brooklyn, NY 11205; P369K@H605 Westinghouse HS located at 105 Tech Place, Brooklyn NY 11201; P369K@HB69-Adams St High School located at 283 Adams Street, 11201; P369K @ P261K located at 314 Pacific Street Brooklyn, NY 11201; and P369K @ P005K located at 820 Hancock Street, Brooklyn NY 11233. This proposal will only impact P369K @ P580. All references to enrollment will refer to P369K @ K580 only.

<sup>3</sup> YABCs are evening academic programs designed to meet the needs of high school-age students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. Students who are registered in a YABC program remain assigned, for all

kindergarten through fifth grade students at K008.

K008 has a target capacity of 353, but in 2010-2011, P.S. 8 served 552<sup>4</sup> students, yielding a utilization rate of 156%<sup>5</sup>. As such, K008 does not have adequate space to accommodate P.S. 8's expansion to include middle school grades.<sup>6</sup> Therefore, the DOE is proposing to split-site and co-locate P.S. 8's sixth through eighth grades in K580. A "split-site" means that a single organization serves some grade levels in one building and other grade levels in another building. 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. If this proposal is approved, in 2012-2013 P.S. 8 would expand to serve sixth grade students in K580 and, in the following years, would expand by one grade each year until it reaches full scale in 2014-2015.

K580 has adequate capacity to accommodate the co-location of P.S. 8's middle school grades with Westinghouse, City Poly, and 75K369@K580 at full operational capacity. In the 2011-2012 school year, K580 had a target capacity to serve 1,614 students but served only 1,279 students,<sup>7</sup> yielding a building utilization rate of 79%.<sup>8</sup> During the 2014-2015 school year, when P.S. 8 will be fully phased in if this proposal is approved, K580 is projected to serve approximately 1,445-1,560 students, yielding an approximate building utilization rate of 90-97%. Thus, K580 has the capacity to accommodate the proposed expansion of P.S. 8.

### *Background on the DOE's Decision-Making Process*

The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. The proposal to expand P.S. 8's grade span was initiated by the school, and was made with the support of many of the school's parents and members of the broader community surrounding the school. This suggests a high level of satisfaction with the school and parent confidence that an expanded P.S. 8 would continue to provide a supportive environment and suit the needs of future middle school students.

The grade expansion application submitted by P.S. 8 demonstrated its ability to address the individual needs of students and to ensure that all students meet their potential and are held to high academic and behavioral expectations. If this proposal is approved, K580 would serve as P.S. 8's long term site for its middle school grades. An expanded P.S. 8 would offer an additional K-8 school option for families in District 13.

The DOE acknowledges that P.S. 8 received a C grade on the 2009-2010 and 2010-2011 Progress Reports. However, P.S. 8 continues to demonstrate high levels of proficiency in both Math and English Language Arts ("ELA") and is ranked among the top elementary schools citywide:

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accountability measures, to their sending school. YABCs do not organize students by grade level. They serve students who have at least 17 credits, finished four years of high school, and are at least 17 years old.

<sup>4</sup> Based on the 2010-2011 Audited Register.

<sup>5</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2010.

<sup>6</sup> In September 2011, construction began on an addition to K008. When it is completed, the addition will add 172 seats to K008's capacity. However, even with these additional seats, K008 still would not have adequate space to accommodate P.S. 8's new middle school grades.

<sup>7</sup> Based on the 2011-2012 Unaudited Register as of October 31, 2011.

<sup>8</sup> The utilization rate reported here may differ from that published in the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book") because the building enrollment figures referenced throughout the EIS and used in the calculation of utilization rates is based on unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

- In 2010-2011, 76% of P.S. 8’s students were on grade level in ELA, up from 64% in 2009-2010. The 2010-2011 ELA proficiency scores place P.S. 8 in the top 10% of schools Citywide and in the top 1% of schools district-wide.
- In 2010-2011, 81% of students were on grade level in Math, up from 74% in 2009. The 2010-2011 Math proficiency scores places P.S. 8 in the top 17% of schools Citywide and in the top 6% of schools district-wide
- P.S. 8 is a highly demanded school in the community, as demonstrated by the fact that overall enrollment has increased by 29% since 2006.

While the DOE acknowledges that there are notable differences between an elementary school and a middle school, the DOE is confident that P.S. 8 is well-positioned for the proposed grade expansion based on the school’s strong culture and leadership, performance history, and solid connections to the community.

## II. Proposed or Potential Use of Building

The following table demonstrates the grade spans of each school that will be co-located in K580 if this proposal is approved:

DBN	School Name	2011-12	2012-13	2013-14	2014-15
13K008	PS 8	-	06	06-07	06-08
13K605	Westinghouse	09-12	09-12	09-12	09-12
13K674	City Poly	09-11	09-12	09-12	09-12
75K369	75K369 @ K580	09-12	09-12	09-12	09-12
13K657	Downtown Brooklyn YABC <sup>9</sup>	-	-	-	-

According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), K580 has a target capacity to serve 1,614 students. In 2011-2012, Westinghouse serves 938 students, City Poly serves 335 students, and the District 75 program serves 6 students for a total of 1,279 students.<sup>10</sup> This yields a building utilization rate of 79%.<sup>11</sup>

If this proposal is approved, beginning in the 2012-2013 school year, P.S. 8 will begin phasing in to serve sixth grade. In 2014-2015, once P.S. 8 has completed its expansion and reached full scale, P.S. 8 is projected to serve approximately 245-275 students, In addition, 75K369@K580 is projected to serve 5-10 students, Westinghouse is projected to serve 770-810 students, and City Poly is projected to serve 425-465; the grand total enrollment of all organizations in K580 is 1,445-1,560. Therefore, K580 is projected to have a target building utilization rate of approximately 90-97%.

The table below demonstrates the enrollment and projected enrollment of each school that will be co-located in K580 if this proposal is approved:

<sup>9</sup> YABCs do not organize students by grade level. They serve students who have at least 17 credits, finished four years of high school, and are at least 17 years old.

<sup>10</sup> Based on the 2011-2012 Unaudited Register.

<sup>11</sup> Because Downtown YABC only offers evening classes, and therefore does not contribute to building capacity during the school day, its enrollment is not included in the calculation of the building utilization.

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
P.S. 8	-	-	70 - 80	170 - 190	245 - 275
Westinghouse <sup>12</sup>	909	938	870 - 910	820 - 860	770 - 810
City Poly	244	335	420 - 460	445 - 485	425 - 465
75K369 @ K580	11	6	5 - 10	5 - 10	5 - 10
<b>Total Building Enrollment</b>	1,164	1,279	1365 - 1460	1440 - 1545	1445 - 1560
<b>Utilization</b>	72%	79%	85% - 90%	89% - 96%	90% - 97%

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 standards for maximum classroom capacities (which are 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 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for 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.

<sup>12</sup> Westinghouse’s enrollment is projected to decline over the next four years. See section IIIA for details on the planned enrollment reduction.

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

#### A. Students

If this proposal is approved, P.S. 8 will grow to serve students in sixth through eighth grade in a split-site at K580, where it will be co-located with Westinghouse, City Poly, and 75K369@K580. There is also a YABC program in the building that serves students in the evening.

P.S. 8 will begin serving recently promoted fifth grade students in sixth grade in building K580 in 2012-2013, and will add one grade each year until it reaches full scale in 2014-2015.

#### *Impact on Students Attending Schools Currently Housed in the K580 Building*

This proposal is not expected to impact current or future student enrollment or instructional programming at any of the organizations currently co-located in K580.

#### *City Poly*

City Poly allows students to take college-level courses in professional areas like information technology and construction management. Developed in partnership with City University of New York's ("CUNY") New York City College of Technology ("City Tech"), students take courses developed and co-taught by college professors at CUNY City Tech in Integrated Projects, Art and Architecture, Math Applications in Engineering, and Architecture and Technology. City Poly is open to all New York City residents, and admits students through the High School Admissions Process through a limited unscreened admissions method. The following special programs and partnerships are offered at City Poly<sup>13</sup>:

- Language Classes in Chinese (Mandarin), French, German, Latin, and Spanish
- English as a Second Language ("ESL") Program
- Partnerships with National Academy Foundations Academy of Engineering and the Academy of Information Technology
- Partnership with City Tech to offer courses and college instructors in high school courses at City Poly
- Extracurricular programming including:
  - Student Council
  - Tutoring
  - Peer Mediation
  - Math Club
  - Alvin Ailey American Dance Theater, Hip-Hop, Jazz and Horton (Modern) Dance
  - Robotics Club
  - School Web Site Design

#### *Westinghouse*

Westinghouse allows students to apply to three career-themed programs: Information Technology, Design Systems, and Culinary Arts. Westinghouse is open to all New York City residents, and admits students

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<sup>13</sup> Detailed information about high schools and the High Schools Admissions Process can be found here: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

through the High School Admissions Process.<sup>14</sup> Information Technology and Design Systems are screened programs, and the Culinary Arts program is designated as an Educational Option program.<sup>15</sup>

Westinghouse offers the following special programs and partnerships:<sup>16</sup>

- Advanced Placement courses in Biology, English Literature and Composition, United States History, World History
- District 75 Inclusion Program
- Language classes in German and Spanish
- ESL Program
- Partnerships with Securities Industry Automation Corporation (“SIAC”), Chase Manhattan Bank, Long Island University, MetroTech Business Improvement District, City Tech, and Polytechnic University.
- Special programming options include: CISCO, Microsoft Network Installation, Electrical Technology/Wiring Tech, A+/CompTIA, Web Page Design, Computer Programming, and Vision Care Technology.
- Extracurricular activities including:
  - Peer Mediation and Conflict Resolution
  - Student Government
  - Student Leadership Team
  - Quality Steering Committee
  - Anti-Bullying Committee
  - Financial Literacy
  - Job Readiness Workshops
  - National Honor Society, National Society of Black Engineers
  - Virtual Enterprise Black Box Theater, Poetry Cafe, Ballroom Dancing
- Clubs including:
  - For Inspiration and Recognition of Science and Technology Robotics Club
  - Book club
  - Poetry/Creative Writing Team
  - Anime Club
  - Health and Wellness Club
  - Martial Arts Club
  - Video Game Club
  - Cheerleading Team

The DOE does not anticipate that the proposal to expand and co-locate P.S. 8 in K580 would impact the ability of these schools to continue these partnerships or to continue offering these special programs. Extracurricular programs are offered based on student interests, available resources, and staff support for those programs. 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.

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<sup>14</sup> Ibid.

<sup>15</sup> Ed. Opt. programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen by the school administration and half are selected randomly. If a student scores in the top 2% on their previous year’s English Language Arts reading exam and lists an Ed. Opt. program as their first choice, they are guaranteed a match to that program.

<sup>16</sup> Compiled from the 2012-2013 High School Directory: <http://schools.nyc.gov/NR/rdonlyres/E893FB25-573F-4571-B1EC-13E4EC6218CC/0/BrooklynMerged119v705192011.pdf>

As reflected in the total enrollment table, the DOE plans to introduce a strategic reduction to Westinghouse's enrollment over the course of four years, with the goal of focusing academic instruction and school support services on a smaller number of students. Beginning in the year 2012-2013 the enrollment at George Westinghouse will reduce the number of incoming 9<sup>th</sup> grade students. By the year 2015-16, the DOE projects that George Westinghouse will serve 200 fewer students in total. This refined focus on a smaller student body is intended to better position Westinghouse to improve student achievement, particularly with struggling students and students with disabilities. As the DOE is projecting a reduction in Westinghouse's total enrollment, the school may scale back its special programs and initiatives or enrichment classes.

The DOE will continue to support these high schools in reviewing students' Individualized Education Programs ("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. It is expected that the high schools will continue to develop individualized programs to meet the needs of their students with disabilities. The specific services provided may vary from year to year depending on students' individual needs. However, students with disabilities will continue to receive mandated services and SETSS in accordance with their IEPs.

In addition, students classified as English Language Learner ("ELL") students enrolled in any of the existing schools in the building will continue to receive appropriate services. All existing ELL services will continue to be provided. In addition, all future ELL students and students with disabilities will receive all mandated services.

#### *75K369@K580*

75K369 @ K580 serves students with a range of learning and emotional disabilities in an inclusive classroom setting.<sup>17</sup> 75K369 @K580 students will continue to enroll in Westinghouse's general education classes, and, depending on their individual needs, receive SETSS. Those students will continue to receive all mandated services as per their IEPs, as will all future students.

#### *Impact on Students Currently Attending P.S. 8 in the K008 Building*

This proposal is not expected to impact P.S. 8's current kindergarten through fifth grade students housed at K008. If this proposal is approved, P.S. 8 fifth grade students who meet promotional standards will be given first priority to a sixth grade seat in P.S. 8's sixth grade class housed at K580 through the District 13 Middle School Choice process. The proposed split-site will not impact the extended day program, after school programs, or extracurricular activities offered by P.S. 8 at K008.

P.S. 8 is a zoned elementary school that currently serves students in kindergarten through fifth grade, in addition to two sections of full-day Pre-kindergarten. Barring changes in available funding or student enrollment, the pre-kindergarten program at P.S. 8 would continue to be provided and should not be affected by this proposal.

Current ELL students and students with disabilities will continue to receive all mandated services.

P.S. 8 currently offers the following special programs: Book-It, Legal Lives, D.A.R.E., computer education, peer tutoring, and Math Team. Additionally, New York University provides America Reads tutors to work in all classrooms.

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<sup>17</sup> In an inclusion program, students with special education needs are enrolled in general education classes with general education students and receive additional services, as needed.

P.S. 8 also offers the following extracurricular activities<sup>18</sup>:

- Student Council
- Computer club
- Virtual "Y"
- Chorus
- Dance Festival
- Violin program
- Girl Scouts
- Chess Tournaments
- Track
- Basketball

The DOE anticipates that P.S. 8 will continue to offer the aforementioned special programs and extracurricular programs to its kindergarten through fifth grade students based on student interests, available resources, and staff support for those programs.

#### *Impact on Community Based Organizations*

As previously stated, K580 also currently houses Counseling in Schools, a CBO. The DOE does not anticipate that this proposal will impact the ability of Counseling in Schools to continue to be housed in K580.

#### *Impact on Downtown Brooklyn YABC*

As previously mentioned, there is also a YABC program, Downtown Brooklyn YABC, housed in K580. Downtown Brooklyn YABC currently serves 264 students,<sup>19</sup> and is projected to serve 250 students in the 2012-2013 school year.<sup>20</sup> The YABC program will not be affected as a result of this proposal.

A list of YABC centers in New York City is available at: <http://schools.nyc.gov/NR/rdonlyres/ECC31A4F-9112-4FB7-9CBA-D01DC696F315/109742/WebsiteOPSRYABCs20112012.pdf>

#### *Impact for Future Middle School Students in District 13*

If this proposal is approved, students and residents of District 13 will have an additional option for middle school. Students and residents zoned to P.S. 8 will continue to have the opportunity to participate in the District 13 middle school choice process. Should this proposal be approved, P.S. 8's middle school would be open to all middle school students through the District 13 Middle School Choice Process through a limited unscreened admissions method. All students would participate in the District 13 middle school choice process when applying for a seat in P.S. 8's sixth through eighth grade classes located at the K580 campus. Admissions priorities are as follows:

1. Continuing students at P.S. 8 who meet promotional requirements would be given first priority to a seat in P.S. 8's middle school grades; priority would then be given to
2. Students residing within P.S.8's residential zone who attend an information session; priority would then be given to
3. Students residing within P.S. 8's residential zone; priority would then be given to
4. District 13 students who attend an information session; any remaining seats would be open to
5. District 13 students.

All schools and students Citywide are subject to the enrollment policies as outlined in Chancellor's Regulation A-101.

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<sup>18</sup> <http://schools.nyc.gov/SchoolPortals/13/K008/default.htm>

<sup>19</sup> As of October 28, 2011

<sup>20</sup> Based on 2011-2012 Budgeted Enrollment Projections.

The DOE does not anticipate that this proposal will affect the ability of P.S. 8's students to apply to and attend the other middle schools that are also available to District 13 students and families. Through the District 13 Middle School Choice process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>. Please note that this directory is updated yearly. Options include:

- choice middle schools with a screened application process (entrance is based on criteria designated by the school);
- 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).

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

In accordance with DOE policy, ELL students participate in the middle school admissions processes and are placed in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

If students do not participate in the Middle School Choice process, their placement is determined by the over-the-counter ("OTC") process. 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);<sup>21</sup> or
- Did not participate in the Middle School Choice process for some other reason.

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

The DOE anticipates that this proposal would have a minimal impact on enrollment at other District 13 middle schools. Please see section III.C. for more details on the impact on enrollment at other District 13 middle schools.

#### *Impact for Future Elementary School Students*

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<sup>21</sup> 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.

P.S. 8 is a zoned elementary school, and the DOE does not anticipate that this proposal will impact the admissions policy at P.S. 8 for the elementary grades. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site: [www.nyc.gov/schools/choicesenrollment/elementary](http://www.nyc.gov/schools/choicesenrollment/elementary). P.S. 8 will continue to enroll all elementary students residing in its zone as space allows.

When a student seeks to enroll in a New York City public school, his or her elementary school assignment is determined by his or her home address. New students may simply report to their zoned elementary school at any time during the year.

Should a zoned elementary school reach capacity, the school may be "capped," in which case new zoned arrivals may be directed to a different district school. Should sufficient space open at the capped school, the student has the right to return if they so choose. In cases where the Division of Portfolio Planning determines that additional seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in some schools.

If this proposal is approved, students zoned for P.S. 8 will continue to have the opportunity to apply to the school for kindergarten. While the primary entry point is in kindergarten, the school will admit zoned students in other grades as space allows.

If this proposal is approved, future students with disabilities and future ELL students admitted to P.S. 8 will receive all mandated special education and ELL services.

## **B. Schools**

The proposed expansion of P.S. 8 and co-location in K580 would provide the school with a long term location for its sixth, seventh, and eighth grades. K580 has adequate capacity to accommodate the proposed co-location of P.S. 8's middle school grades with Westinghouse, City Poly, and 75K369@K580. Collectively, the schools are projected to enroll an estimated 1,445-1,560 students in 2014-2015. At that point, P.S. 8 would be at full scale. Since K580 has a capacity of 1,614 students, the projected utilization for K580 would be 90-97% during the 2014-2015 school year. This demonstrates that the building has adequate capacity to accommodate the four school organizations.

Additionally, K580 also currently houses Counseling in Schools, a CBO. Social workers from Counseling in Schools are housed in 1 half-size and 1 quarter-size room in K580, and work with families to address reasons for extended absences. The DOE does not anticipate that this proposal will impact the ability of Counseling in Schools to continue to be housed in K580.

Please see the tables in sections II and IV for projected enrollment at each school for the next several years.

There is also sufficient space to accommodate this proposed co-location pursuant to the Citywide Instructional Footprint (the "Footprint. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>

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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building where he/she is accompanied by a school representative.

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, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any excess space will be allocated by the Building Council.

As in other situations where schools are co-located, the schools would 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 a building walkthrough and survey performed on October 5, 2011 by the Office of Space Planning, K580 has a total of 73 full-size rooms, including 5 science laboratories, 4 science demonstration rooms, 5 computer laboratories, the library, and 13 extra-large ("XL") shop classrooms, 16 half-size rooms, 6 quarter-size rooms, and 7.5 full-size equivalent ("FSE") rooms of designed administrative/office space. K580 also contains a gymnasium and a cafeteria. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- Downtown Brooklyn YABC currently occupies 1.0 FSE rooms of designed administrative space
- Counseling in Schools currently occupies 1 half-size and 1 quarter-size room
- Two of the science laboratories that occupy 1 full-size space each
- The school nurse occupies 1.0 FSE rooms of designed administrative space
- There are 3 full-size rooms used as record rooms
- School Based Support Services occupies 1 full-size space
- There is an iZone room, which occupies 1 full-size space
- The custodian's office occupies 1 half-size space
- The library occupies 1 full-size space

Excluding the shared spaces outlined above, K580 has a total of: 65 full-size classrooms (including 4 full-size science demonstration rooms and 3 full size science laboratories), 14 half-size classrooms/spaces, 5 quarter-size spaces, and 5.5 FSE rooms of designed administrative office/space remaining , which totals 77.5 FSE rooms that can be allocated to the co-located schools in K580 per the Footprint during the proposed expansion and co-location of P.S. 8 with City Poly, Westinghouse, and 75K369@K580.

Per the Footprint, Westinghouse currently has a baseline Footprint allocation of 35 full-size rooms, 4 half-size rooms, and 5.5 FSE in designed administrative space.<sup>22</sup> Westinghouse currently occupies 51 full-size rooms, 10 half-size rooms, and 6.25 FSE rooms for administrative space (comprised of 5.5 FSE of designed administrative space and 3 quarter-size spaces). Westinghouse is thus operating above its baseline Footprint by 16 full-size rooms, 6 half-size rooms, and 0.75 FSE rooms.

Per the Footprint, City Poly has a baseline Footprint allocation of 12 full-size rooms, 2 half-size rooms, and 3.0 FSE for administrative use. City Poly currently occupies 15 full-size rooms, 1 half-size room, and 3.0 FSE rooms for administrative use (comprising of 1 full-size room, 3 half-size rooms, and 2 quarter-size rooms). City Poly is thus operating above its baseline Footprint by 3 full-size rooms and below its baseline by 1 half-size room. As previously stated, City Poly is currently in the process of phasing in and will grow to full scale in 2012-2013, at which point it will serve students in ninth through twelfth grade.

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<sup>22</sup> Westinghouse's baseline Footprint allocation includes space for 75K369 @K580 because 75K369 @K580 is an inclusion program and its students are served in Westinghouse's general education classrooms.

The Downtown YABC currently occupies 1.0 FSE of designed administrative space. Their space allocation will not change as a result of this proposal.

After each school has received its baseline Footprint allocation, there is an excess of 18 full-size, 5 half-size, and 3 quarter-size spaces in K580. Therefore, there is sufficient space in K580 to accommodate the co-location of P.S. 8 with City Poly, Westinghouse, and 75K369@K580 in K580. Each school will continue to receive at least its baseline Footprint allocation, and any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning. 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. In addition, the Office of Space Planning will also work with the schools in K580 to ensure a smooth transition, if necessary, of any rooms currently being used above the Footprint allocation.

Currently, P.S. 8 serves four sections of third grade students, three sections of fourth grade students, and three sections of fifth grade students for a combined total of 10 general education/ICT sections. For planning purposes, the DOE thus projects that P.S. 8 will serve three sections of general education/ICT students in sixth grade in 2012-2013, should this proposal be approved. Therefore, per the Footprint, P.S. 8 will have a baseline Footprint allocation of 4 full-size rooms in 2012-2013. During the 2013-2014 school year, the DOE projects that P.S. 8 will serve a total of 6 general education/ICT sections, and therefore have a baseline footprint of 7 full size instructional rooms. During the 2014-2015 school year ,the DOE projects that P.S. 8 will serve a total of 10 general education/ICT sections, and therefore have a baseline footprint of 11 full size instructional rooms.

In 2014-2015, once P.S. 8 has completed its full phase in, there will be an excess of 12 full-size rooms. As previously stated, based on the planned enrollment reduction Westinghouse is projected to have a baseline Footprint of 30 full-size rooms in the 2014-2015 school year. Since City Poly will have reached full scale by the 2014-2015 school year, City Poly is projected to have a baseline footprint of 16 full-size rooms<sup>23</sup>, and as stated above, P.S. 8 will have a baseline Footprint of 11 full size rooms. In total, all three organizations are projected to have a total baseline of 57 full-size rooms.

The table below shows a summary of the baseline Footprint allocation of full-size instructional rooms for each school throughout the course of P.S. 8’s proposed phase-in:

School Name	Total Adjusted Baseline Footprint Allocation of Full-Size Instructional Rooms			
	2011-2012	2012-2013	2013-2014	2014-2015
Westinghouse	35	33	31	30
City Poly	12	16	16	16
P.S. 8 (Middle School)	N/A	4	7	11
<b>Total</b>	<b>47</b>	<b>53</b>	<b>54</b>	<b>57</b>
<b>Excess</b>	<b>18</b>	<b>12</b>	<b>11</b>	<b>8</b>

If this proposal is approved, the Office of Space Planning will 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

<sup>23</sup> Students at City Poly have the opportunity to enroll in classes at the partner university, City University of New York’s (CUNY) New York City College of Technology (City Tech). As such, some students will continue to be enrolled at City Poly for a fifth year. The DOE will provide City Poly with two additional rooms above their footprint to support students enrolled during their fifth year at CityPoly.

and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning will also work with the schools in the K580 building to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

### *Building Safety and Security*

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

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

### **C. Community**

As previously discussed, the DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. The proposal to expand P.S. 8's grade span was initiated by the school itself, and was made with the support of many of the school's parents and members of the broader community surrounding the school. This suggests a high level of satisfaction with the school and parent confidence that an expanded P.S. 8 would continue to provide a supportive environment and suit the needs of future middle school students.

The grade expansion of P.S. 8 will create approximately 245-275 additional sixth, seventh and eighth grade seats in District 13. This will likely have a minimal effect on enrollment at other existing middle and K-8 schools in District 13. The table below lists the schools where P.S. 8 fifth grade students generally enrolled for sixth grade in 2011-2012:

DBN <sup>24</sup>	School Name	Grade Span 2011-12	Grade Span at Scale	# of P.S. 8 5th Graders that Enrolled in 2011-12 <sup>25</sup>	Total # of 6th Graders Enrolled in 2011-12 <sup>26</sup>
13K492	The Urban Assembly Academy of Arts & Letters	0K-01,06-08	0K-08	13	109
13K527	Urban Assembly Institute of Math and Science for Young Women (M.S. 527)	06-11	06-12	12	88
13K691	Fort Greene Academy	06-07	06-08	9	88
02M407	Institute for Collaborative Education	06-12	06-12	6	61
13K113	Ronald Edmonds Learning Center (M.S. 113)	06-08	06-08	5	284
15K447	Math & Science Exploratory School	06-08	06-08	3	166
13K266	Park Place Community (M.S. 266)	06-08	06-08	2	57
13K313	Satellite West Middle School	06-08	06-08	2	40
15K051	William Alexander Middle School (M.S. 51)	06-08	06-08	2	371

<sup>24</sup> This list omits 9 schools that had less than two 5th grade students that enroll from P.S. 8 in 2011-12.

<sup>25</sup> 2011-12 Unaudited Register as of October 31, 2011.

<sup>26</sup> 2011-12 Unaudited Register as of October 31, 2011.

21K239	Mark Twain for the Gifted & Talented (I.S. 239)	06-08	06-08	2	410
84K707	Brooklyn Prospect Charter School	06-08	06-12	2	93

The schools that would likely experience the greatest impact under this proposal are the Urban Assembly Academy of Arts and Letters and M.S. 527. If this proposed expansion is approved and assuming that P.S. 8’s students choose to remain at the school for middle school, those school’s sixth grade enrollment may be reduced by up to approximately 13 and 12 students, respectively starting in 2012-2013, when P.S. 8 offers sixth grade. Based on historical patterns, enrollment at the other District 13 elementary schools would not be significantly impacted by the proposed expansion at P.S. 8.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K580.

In separate Educational Impact Statements, the DOE is proposing the following significant changes in school utilization in District 13. The following proposals will be voted on by the Panel on Educational Policy (“PEP”):

- The proposed phase out of Knowledge and Power Preparatory Academy VII Middle School (13K596, “KAPPA VII”)
- The proposed opening and co-location of a new middle school (13K395) that would be co-located with KAPPA VII as it phases out, Brooklyn Community High School of Communication, Arts and Media (13K412), Brooklyn High School for Leadership and Community Service (13K616), and a District 75 inclusion program (P369K@I117K) in Building K117.
- The proposed phase out of Satellite Three Middle School (13K103, “Satellite Three”).
- The proposed opening and co-location of a new middle school (13K351) with Satellite Three as it phases out, District 75 inclusion program (75K369, P369K@I103 Satellite Three), P.S. 56 Lewis H. Latimer (13K056), and a second District 75 inclusion program (75K369, P369K@P056K) in Building K056, The proposed closure of Academy of Business and Community Development (13K336) which serves students in grades six through twelve.
- The proposed co-location of Community Roots Charter School’s (84K536) middle school grades with P.S. 287 Bailey K. Ashford (13K287) in Building K287.

All of the aforementioned proposals can be found here:  
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/default.htm>

## IV. Enrollment, Admissions and School Performance Information

### P.S. 8 (13K008)

#### Admissions Data

<b>Current Admissions</b>	<p><b>PK:</b> Standard Universal PK admissions process</p> <p><b>Grades K-5:</b> Zoned;</p>
<b>Admissions after Grade Expansion</b>	<p><b>PK:</b> Standard Universal PK admissions process</p> <p><b>Grades K-5:</b> Zoned</p> <p><b>Grades 6-8:</b> District 13 Middle School Choice, limited unscreened admissions process—preference to existing P.S. 8 students; zoned students who attend an information session; zone students; District 13 students who attend an information session; District 13 students</p>

**Enrollment Data**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (unaudited)	-	-	-	-
2012-13 (proj.) <sup>27</sup>	70 - 80	-	-	70 - 80
2013-14 (proj.)	100 - 110	70 - 80	-	170 - 190
2014-15 (proj.)	75 - 85	100 - 110	70 - 80	245 - 275

**Demographic Data**

Percentage of Students Receiving ICT or SC Services <sup>28</sup>	9%
Percentage of Students with IEPs <sup>29</sup>	15%
Percentage of ELL Students <sup>30</sup>	3%
Percentage of Students Eligible for Free or Reduced Lunch <sup>31</sup>	18%

**School Performance Data**

<b>P.S. 8</b>	<b>2008-2009</b>	<b>2009-2010<sup>32</sup></b>	<b>2010-2011</b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	C	C
Quality Review Score <sup>33</sup>	P	N/A <sup>34</sup>	P
<b>Performance Data<sup>35</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	79%	64%	76%
Math % Proficient (Levels 3 and 4)	90%	74%	81%
<b>Other Key Performance Indicators<sup>36</sup></b>			
Attendance Rate	95%	94%	95%
<b>2010-2011 State Accountability Status<sup>37</sup></b>	Improvement (Year 1)		

<sup>27</sup> All projections reference for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register as the base year.

<sup>28</sup> Students Receiving ICT and SC services as percentage of total students from the 2011-12 Unaudited Register.

<sup>29</sup> Students with IEPs as percentage of total students from the 2011-12 Unaudited Register.

<sup>30</sup> ELL students as percentage of total students from the 2011 Unaudited Register.

<sup>31</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

<sup>32</sup> 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 percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City's students’ raw scores on the tests remained largely unchanged relative to the prior year.

<sup>33</sup> Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

<sup>34</sup> Not all schools receive a Quality Review each year.

<sup>35</sup> Source: Progress Report

<sup>36</sup> Source: Progress Report

<sup>37</sup> <http://www.p12.nysed.gov/irs/accountability/>.

## George Westinghouse Career and Technical Education High School (13K605)

### Admissions Data

<b>Current Admissions</b>	<b>Grades 9-12:</b> Limited unscreened, Ed. Opt; High School Admissions Process
<b>Admission after P.S. 8 Grade Expansion</b>	<b>Grades 9-12:</b> Limited unscreened, Ed. Opt; High School Admissions Process

### Enrollment Data

	<b>Total Enrollment</b>
2011-12 (unaudited)	938
2012-13 (proj.) <sup>38</sup>	870-910
2013-14 (proj.)	820-860
2014-15 (proj.)	770-810

### Demographic Data

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with IEPs	16%
Percentage of ELL Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	73%

### School Performance Data

<b>George Westinghouse CTE High School</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	D	D
Quality Review Score	WD	P	P
Four-Year Graduation Rate	63%	61%	63%
Four-Year Regents Diploma Rate	14%	31%	44%
Six-Year Graduation Rate <sup>39</sup>	72%	65%	69%
Attendance Rate	82%	82%	82%
<b>2010-2011 State Accountability Status</b>	Restructuring (Advanced)		

<sup>38</sup> As previously discussed, Westinghouse will reduce overall enrollment by 50 students a year for four years starting in 2012-2013.

<sup>39</sup> The DOE measures both 4-year and 6-year graduation rates for all High Schools, as some high school students have not accrued the sufficient number of credits upon entering the school to graduate within a 4-year time span.

City Polytechnic High School of Engineering, Architecture, and Technology (13K674)

Admissions Data

<b>Current Admissions</b>	<b>Grades 9-12:</b> Limited unscreened; High School Admissions Process
<b>Admission after P.S. 8 Expansion</b>	<b>Grades 9-12:</b> Limited unscreened; High School Admissions Process

Enrollment Data

	Total Enrollment
2011-12 (unaudited)	335
2012-13 (proj.)	420 - 460
2013-14 (proj.)	445 - 485
2014-15 (proj.)	425 - 465

Demographic Data

Percentage of Students Receiving ICT or SC Services	6%
Percentage of Students with IEPs	18%
Percentage of ELL Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	76%

School Performance Data

City Polytechnic High School	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	N/A	N/A <sup>40</sup>
Quality Review Score	N/A	N/A	N/A
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
Attendance Rate	N/A	92%	88%
<b>2010-2011 State Accountability Status</b>	N/A		

<sup>40</sup> City Poly is currently phasing in and has not yet had a graduation class. For this reason, there is no available performance and progress data or graduation data.

75K369@K580

Admissions Data

<b>Current Admissions</b>	<b>District 75:</b> Placement Based on Individual Students Needs/ Recommended Special Education Services
<b>Admissions after P.S. 8 Expansion</b>	<b>District 75:</b> Placement Based on Individual Students Needs/ Recommended Special Education Services

Enrollment Data

	<b>Total Enrollment</b>
2011-12 (unaudited)	6
2012-13 (proj.)	5 - 10
2013-14 (proj.)	5 - 10
2014-15 (proj.)	5 - 10
2015-16 (proj.)	5 - 10

Demographic Data<sup>41</sup>

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	89%

School Performance Data

<b>75K369<sup>42</sup></b>	2008-2009	2009-2010 <sup>43</sup>	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	B	B
Quality Review Score	P	P	
<b>Performance Data</b>			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	29.1%	31.8%
Percentage of Standard Assessment Students at Level 2 or Above in Math	N/A	36.7%	38.7%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	92.9%	89.2%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	86.9%	91.9%
<b>Other Key Indicators</b>			
Attendance Rate	N/A	85%	87%
<b>2010-2011 State Accountability Status</b>	N/A		

<sup>41</sup> Demographic data is for 75K369 as a whole, not 75K369@79K580 specifically.

<sup>42</sup>Source: 2009-2010 District 75 Progress Report.

<sup>43</sup> 2009-2010 is the first year in which District 75 schools received Progress Reports.

## V. Initial Costs and Savings

The expansion of a school creates the need for additional one-time supplemental funding to cover any additional textbooks and supplies that may be required. The per capita allocation to offset these costs has historically been \$80 per new student. Since P.S. 8's grade expansion is expected to create approximately 70-80 sixth grade seats, the DOE estimates that P.S. 8 would receive a one-time award of approximately \$5,600-\$6,400.

If grade-appropriate furniture is not available onsite, the school may receive additional furniture packages. In FY 2010, the cost of a furniture package for each middle school class section was approximately \$6,332. Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. Any new allocation is subject to approval by the Office of Space Planning.

Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. The DOE will make capital investments to increase capacity by converting shop rooms into classrooms and perform enhancement projects throughout the K580 building. This investment will benefit all organizations currently housed there and will increase the capacity of the building.

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

### A. Personnel Needs

The proposed expansion and co-location of P.S. 8 in K580 is not expected to change the number of personnel positions assigned to P.S.8 in K008 or the schools already co-located in K580, nor is it expected to significantly alter the duties of those staff. New administrative staff and non-pedagogical positions will be created at P.S. 8 as it grows to scale. Those decisions would be made at the school based on need and budgetary considerations.

### B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at Westinghouse, City Poly, P.S. 8, 75K369 @K580, or the YABC program. 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 2011-2012, the base per-pupil allocation for middle schools was \$4,412.45. 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 2011-2012 school year, middle schools received an additional \$2,043.69 per pupil for each ELL they enrolled. For middle and high schools, supplemental funds are awarded to each student who is an ELL, 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, the co-located schools may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. Assuming eligible schools continues to meet Title I criteria, the size of their Title I funding awards would grow or shrink as their school populations grow or shrink.

While schools do receive supplemental support for special education students through FSF, 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. P.S. 8, and each of the schools already co-located within K580, 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 FY11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal also should not impact the budget or operating costs for P.S. 8, Westinghouse, City Poly, 75K369 @K580, or the YABC program.

### **C. Administration**

No change in school supervisory or administrator positions at the co-located schools is expected as a result of this proposal. P.S. 8 may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's expansion.

### **D. Transportation**

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

### **E. Other Support Services**

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy as P.S. 8 phases in.

## VII. Building Information

<b>Building</b>		K580
<b>Type of Building</b>		High school
<b>Year Built</b>		1908
<b>Overall BCAS rating</b>		2.73
<b>2010-2011 Target Building Utilization</b>		73%
<b>2010-2011 Target Building Capacity</b>		1614
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$8,196
	<b>Materials</b>	\$7,230
	<b>Maintenance and repair contracts</b>	\$19,055
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs— Materials<sup>44</sup></b>	N/A
	<b>Custodial operations costs— Custodial Allocation</b>	\$472,945
<b>FY 2011 Energy Costs</b>	<b>Electric</b>	\$255,111
	<b>Gas</b>	\$46,637
	<b>Oil</b>	\$355,295
<b>Projects completed during the current or prior school year</b>		Culinary Arts
<b>Projects proposed in the capital plan</b>		Fire Alarm System upgrade, Classroom Connectivity
<b>Accessibility of the building</b>		Partially Programmatically Accessible
<b>Building attributes</b>		Cafeteria, Computer room (CR's) , Gymnasium, Library, Main Offices, Nurse's Office & Science Labs

<sup>44</sup> Custodial materials and fringe benefits are included in the “Custodial Allocation” because custodial operations are managed by a private contractor.