

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New District High School (16K765) with Existing Schools Boys and Girls High School (16K455) and Research and Service High School (16K669) in Building K455 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new district high school (“16K765”), that will serve students in ninth through twelfth grades in building K455 (“K455”), located at 1700 Fulton Street, Brooklyn, NY, 11213, within the geographical confines of Community School District 16 (“District 16”).¹ 16K765 will open in 2014-2015 with ninth grade, adding one grade each year until it reaches its full grade span and serves grades nine through twelve in 2017-2018. 16K765 will admit students through the Citywide High School Admissions process using a limited unscreened admissions method. If this proposal is approved, 16K765 will be co-located in K455 with existing schools Boys and Girls High School (16K455, “Boys and Girls”), which enrolls or admits students through the Citywide High School Admissions Process through zoned and screened admissions methods, and Research and Service High School (16K669, “Research and Service High School”), a transfer school that opened in September 2013 and that will complete its phase-in by the 2015-2016 school year.² Research and Service High School accepts students 16 years of age and older who have attended another New York City public high school for at least one year and are behind in high school or at risk of dropping out.

Building K455 also contains the Boys and Girls Young Adult Borough Center (16K959, “YABC”), a General Educational Development Plus program (79Q950, “GED Plus”), a United Federation of Teachers (“UFT”) Chapter office, and a CARE Center. YABCs are evening academic programs designed to meet the needs of high school 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. More information about YABCs can be found at http://schools.nyc.gov/NR/rdonlyres/ECC31A4F-9112-4FB7-9CBA-D01DC696F315/128549/YABC_Brochure_v3.pdf. GED Plus programs help students earn their high school equivalency diploma and prepare them for college and career options. GED Plus programs are offered to students who are 18-21 years old and are available as full-time or part-time programs. More information about GED Programs is available at <http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/default.htm>. The CARE Center is a school-based health center which provides wrap-around services to meet students’ needs.

If this proposal is approved, 16K765 will open during the 2014-2015 school year. 16K765 will admit 105-115 ninth grade students in 2014-2015 and will add one grade level each year until the school reaches its full grade span of ninth through twelfth grades in the 2017-2018 school year, serving approximately 420-460 students.

¹ 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.

² The proposal to co-locate Research and Service High School at Building K455 was approved by the Panel for Educational Policy (“PEP”) on April 17, 2013. The EIS can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/April2013Proposals.htm>

The DOE has identified building K455 as an under-utilized building.³ Building K455 has the capacity to serve 3,232 students.⁴ In 2013-2014, Boys and Girls currently enrolls approximately 886 students in ninth through twelfth grades and Research and Service High School enrolls approximately 150 students in ninth through twelfth grades.⁵ This yields a building utilization rate of approximately 32%,⁶ which demonstrates that the building is “under-utilized” and has space to accommodate additional students. If this proposal is approved, in 2017-2018, building K455 will serve approximately 1,515-1,635 students from 16K765, Research and Service High School, and Boys and Girls, collectively, which yields a projected utilization rate of 47%-51%.

The DOE acknowledges that if this proposal is approved, building K455 will still be considered under-utilized after the full phase-in of Research and Service High School and 16K765. The DOE does not currently have plans for the use of this space. However, any additional proposed significant changes in school utilization will be described in a separate EIS in accordance with Chancellor’s Regulation A-190.

II. Proposed or Potential Use of Building

Over the next five years, the proposed grade spans for 16K765, Research and Service High School, and Boys and Girls in K455 are as follows:

		Grade Spans				
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
16K765	16K765	-	9	9-10	9-11	9-12
16K455	Boys and Girls	9-12	9-12	9-12	9-12	9-12
16K669	Research and Service High School ⁷	9-12	9-12	9-12	9-12	9-12

Building K455 has the capacity to serve a total of 3,232 students. In 2013-2014, Boys and Girls is serving approximately 886 students in ninth through twelfth grades and Research and Service High School is serving approximately 150 students, yielding a building utilization rate of approximately 32%.

If this proposal is approved, in 2014-2015, 16K765 will open in the building and will serve 105-115 ninth grade students, Boys and Girls will serve approximately 865-905 students, and Research and Service High School will serve approximately 180-220 students, yielding an estimated building utilization rate of 36%-

³ The November 12, 2012 Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

⁴ Based on the 2012-2013 Enrollment, Capacity, Utilization Report (“Blue Book”).

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

⁶ All references to building utilization rates in this document are based on target capacity data from the 2012-2013 Blue Book and enrollment data from the 2013-2014 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building

⁷ While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

38%. In 2017-2018, once 16K765 is fully phased in, all three schools will serve a combined total of approximately 1,515-1,635 students in 2017-2018, yielding a projected utilization rate of 47%- 51%.

The table below demonstrates the current and projected enrollment for each school and the building's projected utilization rates over a four-year period:⁸

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
16K765	16K765	-	105 - 115	210 - 230	315 - 345	420 - 460
16K455	Boys and Girls	886	865 - 905	865 - 905	865 - 905	865 - 905
16K669	Research and Service High School	150	180 - 220	230 - 270	230 - 270	230 - 270
Total Building Enrollment		1,036	1,150 - 1,240	1,305 - 1,405	1,410 - 1,520	1,515 - 1,635
Utilization⁹		32%	36% - 38%	40% - 43%	44% - 47%	47% - 51%

According to the 2012-2013 Enrollment Capacity Utilization Report (the "Blue Book"), a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations.¹⁰ Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for goal classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The DOE's projected utilization rates for the 2013-2014 school year and beyond are based on the 2012-2013 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because high school administrative

⁸ All figures are based on the 2013-2014 Budget Register Projections.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2012-2013 Blue Book and enrollment data from the charter headcount as of June 28, 2013 or the 2013-2014 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹⁰ The Blue Book is available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013_Classic.pdf.

rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

If this proposal is approved, beginning in September 2014, 16K765 will be located in the K455 building and will be open to prospective ninth-grade students through the Citywide High School Admissions Process, and will use a limited unscreened admissions method. Additional information about the High School Admissions Process is detailed below.

The proposed co-location of 16K765 in K455 is not expected to impact current or future student enrollment, admissions or instructional programming at Boys and Girls or Research and Service High School.

Impact on Students Currently Attending School at Boys and Girls

The proposed co-location of 16K765 is not expected to impact the educational options of students currently attending Boys and Girls.

Boys and Girls admits students through the Citywide High School Admissions Process and offers a zoned program to students who reside in the K455 zone and two screened academic programs: The Smart Scholars Early College Program and the Institute for Computer and Technology Program. Admission to the Smart Scholars Early College program is based on a variety of factors, including a review of attendance, punctuality, grades, test scores, and an interview. Admission to the Institute for Computer and Technology is based on standardized test scores, grades, and a review of attendance and punctuality. More information about these programs is available in the section below entitled Enrollment Impact for Future High School Students—High School Admissions Process.

Boys and Girls currently serves general education students and students requiring special education services, including Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). The existing ICT and SC classes and SETSS will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current and future students with IEPs will continue to receive mandated services at Boys and Girls.

Boys and Girls also has an English as a Second Language (“ESL”) program for its English Language Learner (“ELL”) students. ELL students at Boys and Girls will also continue to receive mandated services.

In addition, Boys and Girls is organized into four small learning communities (“SLCs”): Law, Business and Technology, Entertainment Arts, and Freshman Prep.¹¹ This proposal is not anticipated to have any

¹¹ In New York City, there are over 15 large secondary schools that have been restructured into SLCs. Each SLC in a school typically has between 250-450 students that work closely with a core group of teachers and other adults. Together, they develop a personalized learning environment focused on the adults knowing the needs, interests, and aspirations of each student well,

impact on these SLCs, and Boys and Girls will be able to maintain the small learning community structure, subject to continued funding as described in more detail in section V below. Students who are admitted into one of Boys and Girls' admissions programs have the opportunity to participate in the SLCs at Boys and Girls.

According to the 2013-2014 Directory of New York City Public High Schools and the school's leadership, Boys and Girls currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹²

- **PSAL Sports¹³ – Boys:** Varsity Baseball, Varsity Basketball, Junior Varsity Basketball, Varsity Cross Country, Varsity Football and Junior Varsity Football, Varsity Handball, Varsity Indoor Track, Varsity Outdoor Track, Soccer, Varsity Tennis, Varsity Volleyball, Wrestling
- **PSAL Sports – Girls:** Varsity Basketball, Varsity Cross Country, Varsity Soccer, Softball, Varsity Tennis, Varsity Volleyball, Varsity Handball, Varsity Outdoor Track, Varsity Indoor Track
- **PSAL Sports – Co-ed:** Bowling
- **Academic Programs**—Smart Scholars Program, College Now, Work Study Program, Naviance, Music Production, Art, Dance, Instrumental Music, Vocal Music, iCourse
- **Extra-curricular Activities** – Cheerleaders Club, Chess, Committee for Girls, Dance Team, Debate Team, Drama, Drumline, Fashion Design, Graphic Design, Jazz Band, Jewelry-making, Library Squad, Math Team, National Honor Society, Poetry Slam, Red Beret, Robotics, Sophisticated Gents, Sound and Video Production Club, Speech and Debate, Student Government, Talent Show, Team-Pro, The Crown Jewel Steppers, Travel Club, Video Filmmaking Club, Voices of the High, Yearbook Club, Young People's Project
- **Community-Based Partnerships** - Adelaide Sanford Institute, Bed-Stuy Restoration, BGHS Clergy Council, Children's Aid Society, Children's Defense Fund, Community Mediation Services Department of Education SAPIS, Good Shepherd Services, High Impact Alliance, INC., Interborough Developmental Consultation Center, Long Island University

The DOE does not anticipate that the proposed co-location of 16K765 will impact Boys and Girls' ability to continue to offer current programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours.

closely monitoring his or her progress, and providing the academic and other support he or she needs to succeed. SLC teachers plan together and the curriculum in each SLC is structured around a theme or unifying principle to add relevance to academic subjects. Students with special needs and ELLs are part of the SLCs. There is one Principal for the school, with each SLC led by an Assistant Principal. SLC schools are supported by the Office of School Redesign under the Division of Teaching & Learning.

¹² The programming information was collected from school leadership and from the Directory of New York City Public High Schools which can be found here: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

¹³ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

Impact on Students Currently Attending School at Research and Service High School

The proposed co-location of 16K765 is not expected to impact the educational options of students currently attending Research and Service High School.

Research and Service High School is a transfer school. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend.

Research and Service High School began to serve students in September 2013 and will complete its phase-in by the 2015-2016 school year. Research and Service High School is open to prospective students through a rolling admissions policy, accepting eligible students throughout the year who are 16 years of age (or turn so by December 31st in the year of admission) or older and who have attended another New York City public high school for at least one year. To enroll, students and their parents or guardians will contact the school directly to schedule an intake appointment. Students are asked to provide a copy of their academic transcripts at the intake interview. In order to ensure equitable access to this new option, Research and Service High School does not serve more than 15% of its students from the same sending high school, though an exception can be made to serve more than 15% of students who come from the same phasing-out or closing school. Priority is given to students who attended a school that is phasing out or approved to phase out or close.

Research and Service High School was selected to participate in the iLearnNYC grant for the 2013-2014 school year. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students' achievement in kindergarten through twelfth grades, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. This proposal is not expected to impact this initiative.

Students can refer to the following Web site for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain options to students.

According to the 2013-2014 DOE Additional Ways to Graduate: High School Diploma & GED Programs Directory and the school's leadership, Research and Service High School currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹⁴

¹⁴ The Additional Ways to Graduate Directory can be found here: http://schools.nyc.gov/NR/rdonlyres/706FD7CE-D120-4819-99EA-F5023E25178A/149283/AWTG13_14.pdf

- **Special Program** – Learning to Work, iLearn NYC
- **PSAL Alternative League Sports** –Basketball, joint sporting teams with Boys and Girls
- **Extracurricular Activities** – Afterschool Tutoring, Regents Prep, College Trips and Career Foreshadowing, Academic Advisory, College Preparation, Career Exploration, Accelerated Online Credit Accumulation, One-on-One Counseling, Literary Café.

The DOE does not anticipate that the proposed co-location of 16K765 will impact Research and Service High School’s ability to continue to offer current programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours.

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

Boys and Girls admits students through the Citywide High School Admissions Process, described in further detail below. Boys and Girls’ admissions policies would not be impacted by this proposal.

In New York City, high school admission is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as up to 6 studios at LaGuardia High School.

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

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

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

For more information about the High School Admissions Process, please visit:
<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a D75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

If this proposal is approved, 16K765 will admit students through the High School Admissions Process. The school will admit students through a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

Boys and Girls offers a zoned program and two screened programs. The zoned program guarantees a seat for students residing in the K455 zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site's School Search function at: <http://schools.nyc.gov/schoolsearch>.

One screened program, the Institute for Computer and Technology, provides students with computer literacy, maintenance skills, knowledge of programming languages and the cognitive skills to solve problems through programming. The selection criteria for this program include grades from the prior school year, as well as reading and math standardized test scores and a review of attendance and punctuality. The second screened program, the Smart Scholars Early College Program, is comprised of a rigorous curriculum to prepare students for college level courses and where scholars will fulfill the New York State high school requirements while obtaining 20 transferable college credits. The selection criteria for this program also include a review of grades, standardized testing scores and attendance and punctuality records, in addition to an interview and writing sample.

High school applications are due on December 2, 2013. However, if this proposal is approved by the PEP, students who are interested in applying 16K765 will have the opportunity to submit an admission application with new school rankings in March for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2014-2015 school year will also be available for students to consider.

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

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

In addition to the High School Admissions Process, some students may receive a placement at 16K765 through the over-the-counter ("OTC") process. Boys and Girls has traditionally accepted OTC students and will continue to accept OTC students.

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

- New to the New York City school system; or

- Left the New York City school system and have returned;¹⁵ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the High School Admissions Process for some other reason.

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

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools¹⁶, and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Brooklyn, the number of schools that admit students during this period increased from 144 to 175.

Impact on the Young Adult Borough Center

K455 houses a YABC. YABCs are evening academic programs designed for high school students who are behind in credits, considering dropping out, or have adult responsibilities that make attending school in the daytime difficult.

The YABC will not be affected as a result of this proposal. As described in more detail in section III.B., the YABC does not require dedicated instructional space during regular school hours because it is an evening program. However, the YABC will continue to be allocated 0.5 full-size equivalent spaces for administrative purposes in the building.

For more information on YABCs and a list of YABCs in New York City please see the following Web site: <http://goingforme.org>.

Impact on the GED Plus Program

K455 houses a GED Plus program, which is a Citywide program that provides full-time and part-time GED

¹⁵ As detailed in 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.

¹⁶ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

services, as well as support, to students transitioning to a college and/or a career, at no cost to students between the ages of 18 and 21. Students who are 17 may enroll if there are extenuating circumstances with parent/guardian permission. Students interested in enrolling in a GED Plus program are encouraged to speak with their school counselor, visit a District 79 Referral Center, and/or contact the GED Plus program directly to schedule an intake interview.

The GED Plus program at K455 is an after-school part-time program, therefore the DOE does not anticipate that current or future students attending the GED Plus program in building K455 will be impacted by this proposal, as there will continue to be sufficient space in the building to accommodate the program. As noted in section III.B., the GED Plus Program will maintain one full-size room for administrative office space in the building.

More information about full and part-time GED programs may be found here:
<http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/FullPtGED/default.htm>

Impact on the CARE Center

The CARE Center opened in September 2013 in building K455. The CARE Center provides primary care, preventative health services, and first aid care to all students registered in the building, and emergency care to anyone in need on school premises. The DOE does not expect the proposed co-location of 16K765 to impact the ability of the CARE Center to provide services to students in K455. The CARE Center is allocated three full-size rooms, and will continue to be allocated the same number of rooms throughout the co-location and phase-in of 16K765 and Research and Service High School.

Once 16K765 is fully phased in, the CARE Center is expected to remain in the building and continue providing services as long as there is demand for the program.

Impact on the UFT Chapter Office

As noted earlier in this EIS, a UFT Chapter Office is located in building K445. The UFT Chapter Office is allocated one half-size room. The UFT Chapter Office will not be affected as a result of this proposal and as noted in section III.B., the UFT Chapter Office will maintain 1 half-size room in the building for administrative purposes.

B. Schools

Building K455 has sufficient space to accommodate 16K765, Research and Service High School, and Boys and Girls, as well as the YABC program, the GED Plus Program, the CARE Center, and the UFT Chapter office. By 2017-2018, 16K765 will have fully phased in. At that point, the total projected enrollment for the schools in K455 is 1,515- 1,635 and the projected target building utilization rate for K455 will be 47%- 51%.

K455 has adequate space pursuant to the Citywide Instructional Footprint (the “Footprint”) to accommodate the above-referenced organizations. Please visit the New York City Department of Education Web site to access the Instructional Footprint, which guides space allocation and use in City schools:
http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_FINAL.pdf.

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

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

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

According to the building walkthrough completed by a representative from the Office of Space Planning on February 8, 2013, K455 has a total of 138 full-size rooms, 27 half-size rooms, 4 quarter-size rooms, and the equivalent of 19.5 full-size rooms of designed administrative/office space. In total, building K455 has 172.0 full-size equivalent ("FSE") rooms for instructional and administrative use. The building also has the following rooms: two cafeterias, an auditorium, a library, and two gymnasiums.

The nurse's office is housed in 1.0 FSE of designed administrative/office space, the custodian's office is housed in 2 half-size rooms, School Safety occupies 2 half-size rooms and 1 quarter-size room, the School Based Support Team ("SBST") occupies 0.5 FSE rooms of designed administrative space, and the UFT's Chapter Office occupies 1 half-size room. The GED Plus program and YABC do not receive allocations for instructional space during the day since both programs only serve students after school hours. However, for administrative space, the GED Plus is allocated 1 full-size room and the YABC is allocated 0.5 FSE rooms of designed administrative office/space for daytime use. The Care Center is allocated 3 full-size rooms.

Excluding the shared spaces outlined above, K455 has a total of 134 full-size classrooms, 22 half-size classrooms/spaces, 3 quarter-size spaces, and 17.5 FSE rooms of designed administrative office/space remaining, which totals 163.25 FSE rooms, that can be allocated to the co-located schools K455 per the Footprint.

According to the Footprint, Boys and Girls' baseline allocation is 32 full-size rooms, 18 half-size rooms, and the equivalent of 5.5 FSE of designed administrative/office space for administrative use. The baseline allocation for Boys and Girls was adjusted to include 11 additional full-size rooms in lieu of 11 half-size rooms because certain of the half-size rooms are not suitable for self-contained instruction. The Boys and Girls adjusted baseline allocation is 43 full-size rooms, 7 half-size rooms, and the equivalent of 5.5 FSE of designed administrative/office space for administrative use. Boys and Girls currently uses 123 full-size rooms, 21 half-size rooms, and the equivalent of 16.25 FSE rooms for administrative use, which totals 149.75 FSE rooms. This means that Boys and Girls' current allocation includes 97.75 FSE rooms in excess of its adjusted baseline allocation.

According to the Footprint, Research and Service High School's Footprint for 2013- 2014 is 7 full-size rooms, 1 half-size room, and 2.0 FSE. In 2015-2016, when Research and Service High School has reached full scale, its baseline allocation will be 11 full-size instructional rooms, 1 half-size room, and 2.0 FSE rooms for administrative use. Research and Service High School currently uses 11 full-size rooms, 1 half-size room, and the equivalent of 2.0 FSE rooms for administrative use, which totals 13.5 FSE rooms. This means that Research and Service High Schools' current allocation includes 4.0 FSE rooms in excess of its

adjusted baseline allocation.

In the first year of the co-location, 16K765’s allocation will be 4 full-size instructional rooms, 1 half-size room, and 2.0 FSE rooms for administrative use. In 2017-2018, when 16K765 has reached full scale, its baseline allocation will be 16 full-size instructional rooms, 1 half-size room, and 2.0 FSE rooms for administrative use.

After each school has reached full scale and received its respective baseline allocation or adjusted baseline allocation (as applicable), there will be 64 excess full-size instructional rooms remaining in the building, as detailed year by year in the chart below. Any excess space above the space allocated by the Footprint will be distributed equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The baseline or adjusted baseline allocation of full-size instructional rooms over the four years of 16K765’s phase in are detailed in the chart below:

Adjusted Baseline and Baseline Footprint Allocation of Full-Size Instructional Classrooms						
DBN	School Name	2013-14	2014-15	2015-16	2016-17	2017-18
16K445	Boys and Girls	43	43	43	43	43
16K669	Research and Service High School	7	9	11	11	11
16K765	16K765	-	4	8	12	16
Total		50	56	62	66	70
TOTAL FULL SIZE INSTRUCTIONAL ROOMS REMAINING IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATIONS		84	78	72	68	64

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes. The Building Council will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in K455 for Boys and Girls, Research and Service High School, and 16K765, as Research and Service High School and 16K765 phase in.

If this proposal is approved, the Office of Space Planning would work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning would work with the schools in building K455 to ensure a smooth transition, if necessary, of any rooms currently being used above schools’ footprint allocations.

During the course of 16K765's phase-in, the number of excess rooms will decrease as 16K765's baseline Footprint allocation increases to accommodate its larger population.

Building Safety and Security

If this proposal is approved, 16K765 will develop a safety and security plan for K455 prior to the first day of school in September 2014.

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

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

C. Community

Building K455 is currently under-utilized. This means that the building has sufficient space to serve additional students and be used to create new educational opportunities for District 16 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of 16K765 at K455 is intended to meet those goals by providing an additional option for students in District 16.

In 2013-2014, K455 has a projected utilization rate of 32% and is thus under-utilized. If this proposal is approved, the DOE projects the building will have a utilization rate of 47% - 51% in 2017-2018, which means that K455 could be more efficiently used, and will provide 420-460 new high school seats by 2017-2018 at scale.

The DOE supports parent choice and strives to ensure that all families have access to schools that meet their children's needs.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K455. K455 is a partially accessible building. This proposal is not anticipated to impact the accessibility of the building.

IV. Enrollment, Admissions and School Performance Information
16K765

Admissions Data

Current Admissions	N/A
Admissions after the proposed opening and co-location of 16K765	Citywide High School Admissions Process: Limited Unscreened Admissions Method

Enrollment Data¹⁷

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

Demographic Data

There is no demographic data available for the school because 16K765 has not yet opened.

¹⁷ Enrollment projections are based on a standard phase-in plan of four sections per entry grade in the first year. Actual enrollment in 2014-2015, however, will depend on applicant demand.

School Performance Data

There is no performance data available for the school because 16K765 has not yet opened.

Boys and Girls

Admissions Data

Current Admissions	Citywide High School Admissions Process: Zoned and Screened Admissions Methods
Admissions after the proposed opening and co-location of 16K765	Citywide High School Admissions Process: Zoned and Screened Admissions Methods

Enrollment Data¹⁸

	Total Enrollment
2013-2014 (projections)	886
2014-2015 (projections)	865-905
2015-2016 (projections)	865-905
2016-2017 (projections)	865-905
2017-2018 (projections)	865-905

Demographic Data¹⁹

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with IEPs	20%
Percentage of ELLs	3%
Percentage of Students Eligible for Free or Reduced Priced Lunch	71%

¹⁸ All figures are based on the 2013-2014 Budget Register Projections.

¹⁹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Boys and Girls	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	F	F
Progress Report Progress Grade	C	F	F
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	D	F	D
Progress Report College/Career Readiness Grade	N/A	N/A	F
Quality Review Score ²⁰	N/A ²¹	D	D
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	54%	63%	48%
4 Year Graduation Rate	44%	46%	39%
6 Year Graduation Rate	52%	55%	56%
% Graduating with a Regents Diploma	34%	37%	37%
Attendance Rate	73%	75%	72%
<i>2012-2013 State Accountability Status</i>	Priority School ²²		

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

²¹ Not all schools receive a Quality Review every year.

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

Research and Service High School

Admissions Data

Current Admissions	Grades 9-12: Rolling, school-based admissions
Admissions after the proposed opening and co-location of 16K765	Grades 9-12: Rolling, school-based admissions

Enrollment Data

	Total Enrollment
2013-2014 (projections)	150
2014-2015 (projections)	180-220
2015-2016 (projections)	230-270
2016-2017 (projections)	230-270
2017-2018 (projections)	230-270

Demographic Data

There is no demographic data available for the school because Research and Service High School is enrolling students for the first time in 2013-2014.

School Performance Data

There is no performance data available for the school because Research and Service High School is enrolling students for the first time in 2013-2014.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at Boys and Girls or Research and Service High School.

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up other than personal services (“OTPS”) costs. Based on current one-time allocations for new schools, 16K765 will receive a fixed allocation of \$80,000 and approximately \$49,875- \$54,625 in new school OTPS start-up per-pupil allocations during its first year.²³

In addition, 16K765’s basic operating budget will be determined by the Fair Student Funding (“FSF”) formula used at all other New York City district public schools. Most funding in schools’ budgets is allocated on a per pupil basis, based on current by the FSF per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide²⁴ and FY14 School Allocation Memoranda²⁵ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at the schools in K455. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

Boys and Girls is currently participating in the federal Small Learning Community (“SLC”) program, through which the school receives grant funding for the implementation of SLCs and activities to improve student academic achievement in large public high schools. The U.S. Department of Education is no longer awarding new SLC grants. If this proposal is approved, there would be no impact on the school’s existing SLC funding.

This proposal is not expected to impact the budget or cost of instruction at Boys and Girls or Research and Service High School.

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

A. Personnel Needs

The proposed co-location of 16K765 is not expected to change the number of personnel positions assigned to Boys and Girls or Research and Service High School, nor is it expected to significantly alter the duties of current staff at those schools.

²³ [FY14 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools](#)

²⁴ The FSF Guide is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

²⁵ The FY14 School Allocation Memoranda is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

New administrative staff and non-pedagogical positions will be created at 16K765 over the course of the school's phase-in. 16K765 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades

B. Administration

No change in school supervisory or administrative positions at Boys and Girls or Research and Service High School is expected as a result of this proposal. 16K765 is expected to hire school supervisors and/or administrative personnel as needed throughout the course of the school's phase-in.

C. Transportation

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

There will be no change to existing transportation practices at K455.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as 16K765 phases in.

VII. Building Information

Building		K455
Type of Building		HS
Year Built		1976
Overall BCAS rating		2.59
2012-2013 Target Building Utilization		37%
2012-2013 Target Building Capacity		3232
FY 2012 Maintenance Costs	Labor	\$72,469
	Materials	\$18,860
	Maintenance and repair contracts	\$182,770
	Service contracts	\$15,634
	Custodial operations costs— Materials	\$31,937
	Custodial operations costs— Custodial Allocation	\$724,536
FY 2012 Energy Costs	Electric	\$499,129
	Gas	\$1,777
	Steam	\$0
	Oil	\$224,256
Projects completed during the current or prior school year		FY13 Reso A Science Lab upgrade, Planyc Boiler Cnvrnsn/Climate Ctrl, CTF- SBHC, FY 13 Reso A Technology
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Multipurpose Room, Nurse's Office, Science Lab