

EDUCATIONAL IMPACT STATEMENT:

The Proposed Expansion of Success Academy Charter School – Cobble Hill (84K129) in Building K293 with Brooklyn School for Global Studies (15K429), School for International Studies (15K497), and One Site of an Existing District 75 Program P368K (75K368) Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to expand the grades served by Success Academy Charter School – Cobble Hill (84K129, “SA-Cobble Hill”) in building K293 (“K293”) to include grade five beginning in the 2016-2017 school year. SA-Cobble Hill is a charter school currently serving students in kindergarten through grade three in K293, located at 284 Baltic Street, Brooklyn, NY 11201, in Community School District 15 (“District 15”), where it is currently co-located with Brooklyn School for Global Studies (15K429, “Global Studies”), a secondary school serving students in grades six through twelve; School for International Studies (15K497, “International Studies”), a secondary school serving students in grades six through twelve; and P368K@H429 (75K368, “P368K@H429”),¹ one site of an existing multi-sited District 75 program,² serving students in grades nine through twelve.³ In 2015-2016, SA-Cobble Hill will phase in to serve students in kindergarten through fourth grade. SA-Cobble Hill will also serve one section of full-day pre-kindergarten (“Pre-K”) beginning in the 2015-2016 school year.

The grade expansion of SA-Cobble Hill in K293 is intended to support the educational continuity of students currently enrolled in SA-Cobble Hill. If this proposal is approved, SA-Cobble Hill’s fourth-grade students who are eligible for promotion will have the opportunity to remain in SA-Cobble Hill at K293 for fifth grade beginning in 2016-2017.

In an amended Educational Impact Statement (“EIS”) posted on November 21, 2011, the DOE proposed the siting and co-location of SA-Cobble Hill’s kindergarten through fourth grades at K293. On December 14, 2011, the Panel for Educational Policy (“PEP”) approved the siting and co-location of SA-Cobble Hill’s kindergarten through fourth grades at K293.⁴

¹ 75K368 currently serves students at four sites: (1) Building K033, located at 70 Tompkins Avenue, Brooklyn, NY 11206; (2) Building K120, located at 18 Beaver Street, Brooklyn, NY 11206; (3) Building K293, located at 284 Baltic Street, Brooklyn, NY 11201; and (4) Building KBBY (Brooklyn Children Center), located at 1819 Bergen Street, Brooklyn, NY 11233. This proposal is not anticipated to have an impact on P368K’s other sites.

² District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

³ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

⁴ The details of the approved proposal concerning the co-location of grades kindergarten through four of SA-Cobble Hill in K293 can be found on the DOE web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Dec2011Proposals.htm>.⁵ The DOE is currently assessing space across under-utilized school buildings, including those in District 15, and overall borough and district needs, and is committed to identifying appropriate space for the siting of SA-Cobble Hill’s sixth through eighth grades beginning in the 2017-2018 school year.

Pursuant to recent amendments to the Education Law which provide certain new and expanding charter schools with access to facilities, SA-Cobble Hill made a co-location request to the DOE for space for its fifth through eighth grades.⁵ Although SA-Cobble Hill requested space for its fifth through eighth grades, at this time the DOE is proposing to site SA-Cobble Hill's fifth grade only at K293.

Public engagement was conducted by the DOE in the course of creating this proposal which included:

- Convening a Community Needs Assessment Forum on November 13, 2014 which included representatives from elected officials, Brooklyn CECs and District President Councils and at which District Planning needs and priorities in Brooklyn were discussed.
- Conducting a walkthrough of building K293 with a Deputy Chancellor from the DOE on April 17, 2015. On that day, the Deputy Chancellor and other DOE leadership members met with the leaders and School Leadership Team members of SA-Cobble Hill, Global Studies, International Studies, and P368K@H429 to further discuss the proposal, listen to questions and concerns from the school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the PEP.

The DOE will offer other public engagement opportunities following this posting including:

- A joint public hearing to be held at K293. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal and before 6 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-0208 or emailing to D15Proposals@schools.nyc.gov. All comments received before 6 p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in an analysis of public comment which is made available to the public after 6 p.m. on the day before the PEP meeting.
- A PEP meeting at which PEP members will vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.
- Dates of the upcoming joint public hearing and PEP meeting can be found on the DOE Web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/June2015SchoolProposals>.

Success Academy Charter Schools is a charter management organization (“CMO”) that currently operates elementary, middle, and high schools, including SA-Cobble Hill, in New York City. SA-Cobble Hill is a charter school that opened in the 2012-2013 school year, is currently serving students in kindergarten through grade three, and plans to expand to serve students in kindergarten through grade twelve. The school's charter was authorized in June 2011 by The State University of New York Trustees (“SUNY”).

⁵ The DOE is currently assessing space across under-utilized school buildings, including those in District 15, and overall borough and district needs, and is committed to identifying appropriate space for the siting of SA-Cobble Hill's sixth through eighth grades beginning in the 2017-2018 school year.

The DOE evaluates public school buildings throughout the City that are “under-utilized,” meaning they have space to accommodate additional students. Building K293 has a target capacity of 1,483 students.⁶ (The concept of “target capacity” is explained below in Section II.) Currently, the building is serving approximately 1,062 students,⁷ yielding a utilization rate of approximately 72%.⁸ Therefore, K293 is “under-utilized.” In 2015-2016, when SA-Cobble Hill begins serving Pre-K and phases in to serve fourth grade students at K293, there will be approximately 1,083-1,328 students served in the building by all three schools and P368K@H429, yielding a projected utilization rate of 73%-90%.⁹ If this proposal is approved, in 2016-2017, when SA-Cobble Hill expands to serve fifth grade students at K293, there will be approximately 1,218-1,483 students in the building served by all three schools and P368K@H429, yielding a projected utilization rate of 82%-100%.

In addition, though SA-Cobble Hill will be fully phased in and serving its at-scale grade levels during the 2016-2017 school year, this EIS is extended through the 2017-2018 school year to account for projected enrollment growth at International Studies. If this proposal is approved, in 2017-2018, when International Studies’ enrollment is fully at scale, there will be approximately 1,268-1,533 students in the building served by all three schools and P368K@H429, yielding a projected utilization rate of 86%-103%. While the anticipated utilization rate of K293 could potentially be above 100%, Global Studies, International Studies, SA-Cobble Hill, and P368K@H429 will each receive space that meets all of their instructional needs. Thus, the DOE believes that K293 can serve all students that attend Global Studies, International Studies, SA-Cobble Hill, and P368K@H429. SA-Cobble Hill will continue to use shared spaces with Global Studies, International Studies, and P368K@H429. As set forth in the Building Utilization Plan (“BUP”) that accompanies this proposal, there is sufficient space in the building to accommodate this expansion.

II. Proposed or Potential Use of Building

As stated above, according to the Blue Book, K293 has a target capacity of 1,483 students. During the current 2014-2015 school year, SA-Cobble Hill, Global Studies, International Studies, and P368K@H429 are serving approximately 1,062 students in K293, yielding a building utilization rate of 72%.

The current and proposed grade spans for all school organizations and programs in K293 over a four-year period are as follows:

DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018
15K429	Global Studies	6-12	6-12	6-12	6-12

⁶ According to the 2013-2014 Enrollment, Capacity, Utilization Report (the “Blue Book”), available at:

http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf

⁷ Based on the 2014-2015 Audited Register as of October 31, 2014 and the charter headcount as of November 6, 2014.

⁸ 2014-2015 building utilization rates are based on target capacity data from the 2013-2014 Blue Book, the 2014-2015 Audited Register (as of October 31, 2014), and the Charter Headcount as of November 6, 2014. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

⁹ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2013-2014 Blue Book, district school enrollment projections based on the 2014-2015 Audited Register (as of October 31, 2014), and charter school enrollment projections based on the charter headcount as of November 6, 2014. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

15K497	International Studies	6-12	6-12	6-12	6-12
84K129	SA-Cobble Hill	K-3	PK, K-4	PK, K-5	PK, K-5
75K368	P368K@H429	9-12	9-12	9-12	9-12

In 2015-2016, when SA-Cobble Hill begins serving Pre-K and phases in to serve fourth grade students at K293, there will be approximately 1,083-1,328 students served in the building by all three schools and P368K@H429, yielding a projected utilization rate of 73%-90%. If this proposal is approved, SA-Cobble Hill will expand to serve fifth grade at K293 in 2016-2017, at which time K293 will serve an approximate total of 1,218-1,483 students, yielding a projected utilization rate of 82%-100%. Further, if this proposal is approved, in 2017-2018, when International Studies enrollment is at full scale, all three schools and P368K@H429 will serve an approximate total of 1,268-1,533 students in K293, yielding a projected utilization rate of approximately 86%-103%.

The chart below shows the projected enrollment and building utilization for building K293 if this proposal is approved:

DBN	School Name	2014-2015 Audited Register ¹⁰	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
15K429	Global Studies	250	205 - 275	210 - 280	210 - 280
15K497	International Studies ¹¹	452	450 - 520	505 - 575	550 - 620
84K129	SA-Cobble Hill	333	403 - 503 ¹²	478 - 598	483 - 603
75K368	P368K@H429	27	25 - 30	25 - 30	25 - 30
Total Building Enrollment		1,062	1,083 - 1,328	1,218 - 1,483	1,268 - 1,533
Utilization		72%	73% - 90%	82% - 100%	86% - 103%

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional

¹⁰ From the 2014-2015 Audited Register (as of October 31, 2014) and the charter headcount as of November 6, 2014.

¹¹ Projected Enrollment for International Studies is based on 6th grade application data for 2015-2016.

¹² Enrollment figure includes students served in the Pre-K program beginning in the 2015-2016 school year and beyond.

district school. As referenced above, while the anticipated utilization rate of K293 could potentially be above 100%, Global Studies, International Studies, SA-Cobble Hill, and P368K@H429 will each receive space that meets all of their instructional needs. Thus, the DOE believes that K293 can serve all students that attend Global Studies, International Studies, SA-Cobble Hill, and P368K@H429.

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 capacity" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goal classroom capacities (which are aspirational targets lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (*i.e.*, the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2013-2014. The DOE's projected utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 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 the 2015-2016 school year 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 administrative rooms in high schools 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.

There are currently no other proposed uses or plans for building K293. However, the DOE continues to assess space across under-utilized school buildings in the context of SA-Cobble Hill's space request and overall district or borough planning needs.

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

A. Students

If approved, this proposal will enable future fourth grade students enrolled at SA-Cobble Hill who fulfill promotional requirements to articulate to fifth grade at SA-Cobble Hill at K293 in the 2016-2017 school year, ensuring educational continuity for these students. If this proposal is approved, the DOE does not anticipate that SA-Cobble Hill's expansion to serve fifth grade at K293 will impact admissions, enrollment, or programming at Global Studies, International Studies, or P368K@H429.

Impact on Current and Future Students at Global Studies

The proposed expansion of SA-Cobble Hill in K293 is not expected to impact current or future student enrollment, admissions or instructional programming at Global Studies.

Global Studies is an existing secondary school serving students in sixth through twelfth grade in K293 via a screened admissions method for both the middle and high school grades. The DOE does not anticipate that the proposed expansion of SA-Cobble Hill will impact the manner in which Global Studies admits or

enrolls students.

Global Studies currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). The existing ICT and SC special education 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 (“IEP”). Current and future students with IEPs will continue to receive appropriate services at Global Studies. Global Studies has an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students. Global Studies’ ELL students will also continue to receive mandated services.

Global Studies currently offers the following extra-curricular activities and partnerships:¹³

For students in grades 6-8:

- **Partnerships:** AVID (Advancement Via Individual Determination); College Bound Initiative; NYC College of Technology: Bridging the Gap; Apollo Theatre; iZone Blended Learning; Sports and Arts Foundation (SASF)
- **Sports:** CHAMPS soccer

For students in grades 9-12:

- **Partnerships:** AVID (Advancement Via Individual Determination); College Bound Initiative; NYC College of Technology: College Now and Bridging the Gap; St. Francis College; AP Expansion Initiative; Palazzo Strozzi International Study Abroad Program; iLearn NYC
- **Sports:** PSAL: volleyball, basketball, soccer; NY Independent School League Soccer

Global Studies currently offers the following academic opportunities:

For students in grades 6-8:

- **Enrichment Classes:** Art; Photography; Music; Double Period ELA and Math; LightSail iPad Reading Program; 8th Grade Regents Classes

For students in grades 9-12:

- **Enrichment Programs:** Global Arts Institute; Business and Technology Institute

The DOE does not anticipate that the proposed expansion of SA-Cobble Hill will impact Global Studies’ ability to continue to offer current programming and extra-curricular activities. However, the proposed expansion of SA-Cobble Hill 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. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change based on student interests, available resources, and staff support for those programs. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students at International Studies

¹³ Information about Global Studies’ extra-curricular activities and partnerships comes from school-reported data as of April 21, 2015, and from the school’s web site, available at <http://schools.nyc.gov/SchoolPortals/15/K429/default.htm>.

The proposed expansion of SA-Cobble Hill in K293 is not expected to impact current or future student enrollment, admissions or instructional programming at International Studies.

International Studies is an existing secondary school serving students in sixth through twelfth grade in K293 via a screened admissions method for both the middle and high school grades. The DOE does not anticipate that the proposed expansion of SA-Cobble Hill will impact the manner in which International Studies admits or enrolls students.

International Studies currently serves general education students and students requiring special education services, including ICT classes, SC special education classes, and 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 IEPs. Current and future students with IEPs will continue to receive mandated services at International Studies.

International Studies also has an ESL program for its ELL students. ELL students at International Studies will also continue to receive mandated services.

International Studies currently offers the following extra-curricular activities and partnerships:¹⁴

- **Extracurricular Activities:** 21st Century Grant; Test Prep; Book Club; Theater; Cheerleading; Ping-Pong; Crafts Club; Homework Help; Photography Club; Cooking; Chess; Gardening; Film; Arts
- **Special Programs:** Journalism; Visual Art; Theater; Dance; Advisory; Culinary Arts; YMCA Program; Artists & Creative Theatre (ENACT); 6th Grade Outdoor Adventure Program; National Junior Honor Society; Earth Day Service Project
- **Sports:** CHAMPS Sports – boys: basketball; European team handball; flag football; soccer; CHAMPS Sports – girls: basketball; softball; volleyball; CHAMPS Sports – co-ed: softball, track & field

International Studies currently offers the following academic opportunities:

- **Regents Classes:** International Studies offers all regents courses for high school. For middle school, International Studies offers the following Regents courses: Living Environment; Algebra; U.S. History.
- **Enrichment Classes:** Visual Arts & Digital Portfolio; Dance; Vision/Robotics/LEGO; STEM; Creative Connections College and Career Exploration; Culinary Arts
- **Language Classes:** French; Spanish; Mandarin/Chinese
- **AP Classes:** Language; Literature; Statistics; Environmental Science; Biology; U.S. History; World History

The DOE does not anticipate that the proposed expansion of SA-Cobble Hill will impact International Studies' ability to continue to offer current programming and extra-curricular activities. However, the proposed expansion of SA-Cobble Hill may change the way those programs are configured. For example,

¹⁴ Information about International Studies' extra-curricular activities and partnerships comes from school-reported data as of April 21, 2015, and from the school's website, available at <http://schools.nyc.gov/SchoolPortals/15/K497/default.htm>.

some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change based on student interests, available resources, and staff support for those programs. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on Admissions of Future Middle School Students in District 15

If this proposal is approved, students in District 15 will continue to have access to a broad range of middle school options, including the current admissions programs at International Studies and Global Studies. As previously mentioned, this proposal is not expected to impact the admissions process at International Studies or Global Studies. Both schools currently admit students through the middle school application process using a screened admissions method, which involves a student interview, an essay/writing sample, and a review of applicants' attendance and punctuality, and applicants' grades and test scores.

Through the middle school admissions 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 Directory which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Resources/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

With the middle school application process, students rank their preferences from among their eligible choices that are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (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);
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened or screened admissions method for middle school students; and
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2016-2017 school year has not yet been announced. Additionally, new middle schools designated to open throughout the City for the 2016-2017 school year will be available for students to consider. Information about middle school application deadlines will be available at the following link:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Resources/default.htm>. As information becomes available about the middle school application process for 2016-2017, families will be able to access information at this same link.

Middle school students with IEPs, with the exception of those recommended for placement in a D75 school, are admitted to schools 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.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Impact on Admissions of Future High School Students in District 15

If this proposal is approved, students in District 15 will continue to have access to a broad range of high school options, including the current academic programs at International Studies and Global Studies. International Studies and Global Studies will continue to admit students through the Citywide High School Admissions Process, described in further detail below.

Global Studies currently admits students via a screened admissions method. For Global Studies' three screened programs (Global Arts Institute, Digital Arts and Media, and Business and Technology Institute), students are ranked based on their final report card grades from the prior school year, New York State English Language Arts (ELA) and math standardized test scores, and attendance and punctuality. New York State recently passed a law that prohibits the use of State ELA and math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, Global Studies considers all of the factors listed above in admitting eighth-grade students for high school.

International Studies currently admits students into two admissions programs via a screened admissions method. For International Studies' Advanced Placement program, students are ranked based on their final report card grades from the prior school year, New York State ELA and math standardized test scores, attendance and punctuality, and a student interview. For International Studies' International Culinary Institute program, students are ranked based on their final report card grades from the prior school year, New York State ELA and math standardized test scores, attendance and punctuality, and a student interview. New York State recently passed a law that prohibits the use of State ELA and math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, International Studies considers all of the factors listed above in admitting eighth-grade students for high school.

The admissions policies at both schools are not expected to be impacted by this proposal.

In New York City, high school admission is a Citywide choice process, with students ranking up to twelve high school programs in order of preference on a single application. In addition to the twelve programs to which students may apply, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as audition for up to six studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2016-2017 school year there will be two application rounds in the High School Admissions Process:

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

Round Two: All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice made on the application. In addition, any student who received an offer in Round One may apply to programs with

availability in Round Two. A student who participates in Round Two and has already received a Round One offer will forfeit his or her Round One offer if the student receives an offer in Round Two. The available programs for Round Two include school programs with available offers and new schools or programs that will open or be available the following September. Students will receive Round Two results in May.

The due date for high school applications for the 2016-2017 has not yet been announced. 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.

The 2014-2015 Directory of New York City Public High Schools, which is available in print at DOE middle schools and Borough Enrollment Offices, or online on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, 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/Resources/default.htm>.

Impact on Admissions of Over-the-Counter ("OTC") Students

International Studies and Global Studies both currently admit students through the OTC process. Students will be given an OTC placement depending on the needs of the community, preference of parents, and availability of seats. This proposal is not expected to impact the placement of those students in K293.

OTC is 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;¹⁵ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle or high school eligible student arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable,

¹⁵ 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.

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

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 Office of Student Enrollment 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.

High school screened programs (those that base admissions decisions on students' 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,¹⁶ international schools, and alternative programs are offered through referral.¹⁷ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Impact on Current and Future Students of SA-Cobble Hill

SA-Cobble Hill is an existing charter school that currently serves students in kindergarten through third grade at K293. As mentioned above, SA-Cobble Hill will serve students in kindergarten through fourth grade and one section of a full-day Pre-K program in the 2015-2016 school year. If this proposal is approved, beginning in the 2016-2017 school year, SA-Cobble Hill will begin to serve students in fifth grade at its current location. SA-Cobble Hill's fourth-grade students will be able to attend grade five at SA-Cobble Hill provided they meet promotional requirements.

SA-Cobble Hill serves general education students and students requiring special education services. Current and future students with disabilities at SA-Cobble Hill will continue to receive mandated services. SA-Cobble Hill also serves ELL students, and its current and future ELL students will continue to receive the same academic program.

SA-Cobble Hill currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day. The DOE does not anticipate that the proposed expansion of SA-Cobble Hill will impact the school's ability to continue to offer programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the proposed expansion of SA-Cobble Hill may change the way those programs are configured as a result of greater demands on the available space during or after school hours.

¹⁶ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

¹⁷ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

As mentioned above, beginning in the 2015-2016 school year, SA-Cobble Hill will begin offering one section of a full-day Pre-K program in K050. The DOE does not anticipate that this proposal will impact SA-Cobble Hill's ability to serve Pre-K.

Impact on Admissions of Future Elementary School Students in District 15

This proposal is not expected to impact the admissions process for SA-Cobble Hill or district elementary schools in District 15. Non-charter district schools will continue to give priority to students who live in their zone, as they have in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September; and
- b. Zoned students other than those in (a) above applying to the zoned school.

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school, are admitted to schools 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.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students.

SA-Cobble Hill will admit students via lottery for kindergarten through fourth grade. Applications will be available on SA-Cobble Hill's web site and will also be available in hard copy in the school's main office.¹⁸ The deadline to submit an application for SA-Cobble Hill's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of SA-Cobble Hill's lottery has not yet been announced and will be determined at a later date. SA-Cobble Hill will provide the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 15. SA-Cobble Hill's Pre-K program will use the same admissions process to enroll pre-kindergarteners.

Impact on Current and Future Students at P368K@H429

As previously stated, P368K@H429 is one site of a multi-sited District 75 program serving students in grades 9-12. In 2015-2016, the program is projected to serve approximately 25-30 high school-aged students with a wide range of disabilities. Students are placed in District 75 programs based on their individual needs and recommended special education services. If this proposal is approved, students at P368K@H429 will continue to receive all mandated services.

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

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

B. Schools

If this proposal is approved, SA-Cobble Hill will serve fifth grade students in K293 beginning in the 2016-2017 school year. As described in the BUP that accompanies this proposal, there will be sufficient instructional and administrative space in K293 to accommodate International Studies, Global Studies, SA-Cobble Hill, and P368K@H429 pursuant to the Citywide Instructional Footprint ("the Footprint") during and after the expansion. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.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 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's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades

¹⁸ SA-Cobble Hill's web site can be found here: <http://www.successacademies.org/schools/cobble-hill/>.

kindergarten through five receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades 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 full-size equivalent ("FSE") classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional and administrative space in K293 for the expansion of SA-Cobble Hill. As in other situations where schools are co-located, the schools will continue to share large common and specialty rooms in the building, such as the cafeteria, gymnasium, dance studio, and auditorium. Specific decisions regarding the usage of the shared spaces will continue to be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. As per the attached BUP, any space remaining that is not allocated as part of either school's baseline or adjusted baseline footprint will be equitably distributed among the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

C. Community

The proposed expansion of SA-Cobble Hill in the 2016-2017 school year will enable fourth grade students enrolled at SA-Cobble Hill who fulfill promotional requirements to articulate to fifth grade at SA-Cobble Hill at K293, ensuring educational continuity for these students.

The New York State Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch at rates comparable to those of the Community School District in which the charter school is located, pursuant to enrollment and retention targets established by the Board of Regents or SUNY, as applicable.

This proposal is not anticipated to have an impact on the broad range of options available to elementary, middle, or high school students in District 15.

Detailed information about charter schools is also published annually and is available in print or on the DOE's Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K293, which is not functionally programmatically accessible.

IV. Enrollment, Admissions, and School Performance Information

Global Studies

Admissions Data

Current Admissions	<p>Grades 6-8: District 15 Middle School Choice Process Admissions Method: Screened</p> <p>Grades 9-12: Citywide High School Admissions Process Admissions Method: Screened</p>
Future Admissions	<p>Grades 6-8: District 15 Middle School Choice Process Admissions Method: Screened</p> <p>Grades 9-12: Citywide High School Admissions Process Admissions Method: Screened</p>

Enrollment Data¹⁹

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2014-2015 (Audited Register)	27	21	36	54	45	34	33	250
2015-2016 (projections)	20-30	20-30	15-25	50-60	40-50	30-40	30-40	205-275
2016-2017 (projections)	20-30	20-30	20-30	50-60	40-50	30-40	30-40	210-280
2017-2018 (projections)	20-30	20-30	20-30	50-60	40-50	30-40	30-40	210-280

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	30%
Percentage of Students with IEPs	34%
Percentage of ELLs	8%
Percentage of Students Eligible for Free or Reduced Lunch	86%

¹⁹ All figures are from the 2014-2015 Audited Register as of October 31, 2014.

²⁰ All figures are as a percentage of total students from the 2014-2015 Audited Register.

School Performance Data

Global Studies	2011-2012	2012-2013	2013-2014
School Quality			
Quality Review Score ²¹	P	N/A ²²	N/A
Performance Data²³			
English Language Arts % Proficient (Levels 3 and 4)	18%	9%	2%
Math % Proficient (Levels 3 and 4)	33%	3%	5%
Other Key Performance Indicators			
Attendance Rate	90%	91%	91%
Key Components of Performance and Progress²⁴			
% Earning 10+ Credits in Year 1	84%	88%	60%
4 Year Graduation Rate	65%	75%	54%
6 Year Graduation Rate	78%	73%	75%
% Graduating with a Regents Diploma	64%	75%	50%
Attendance Rate	83%	86%	84%
State Accountability Status	2014-2015 Good Standing ²⁵		

International Studies

Admissions Data

²¹ For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²² A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Global Studies did not have a Quality Review for the 2012-2013 and 2013-2014 school years.

²³ This section of the school performance data reflects the performance of grades 6-8 at Global Studies, which have different performance metrics than those of its 9-12 grades.

²⁴ This section of the school performance data reflects the performance of grades 9-12 at Global Studies.

²⁵ 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 Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Current Admissions	<p>Grades 6-8: District 15 Middle School Choice Process Admissions Method: Screened</p> <p>Grades 9-12: Citywide High School Admissions Process Admissions Method: Screened</p>
Future Admissions	<p>Grades 6-8: District 15 Middle School Choice Process Admissions Method: Screened</p> <p>Grades 9-12: Citywide High School Admissions Process Admissions Method: Screened</p>

Enrollment Data

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2014-2015 (Audited Register)	35	26	50	103	104	74	60	452
2015-2016 (projections)	75-85	30-40	20-30	100-110	100-110	70-80	55-65	450-520
2016-2017 (projections)	75-85	75-85	30-40	100-110	100-110	70-80	55-65	505-575
2017-2018 (projections)	75-85	75-85	75-85	100-110	100-110	70-80	55-65	550-620

Demographic Data

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with IEPs	19%
Percentage of ELLs	10%
Percentage of Students Eligible for Free or Reduced Lunch	71%

School Performance Data

International Studies	2011-2012	2012-2013	2013-2014
School Performance and Progress			

Quality Review Score ²⁶	N/A ²⁷	N/A	P
Performance Data²⁸			
English Language Arts % Proficient (Levels 3 and 4)	20%	7%	8%
Math % Proficient (Levels 3 and 4)	50%	7%	6%
Other Key Performance Indicators			
Attendance Rate	92%	91%	93%
Key Components of Performance and Progress²⁹			
% Earning 10+ Credits in year 1	75%	72%	73%
4 Year Graduation Rate	70%	47%	66%
6 Year Graduation Rate	78%	72%	79%
% Graduating with a Regents Diploma	65%	47%	60%
Attendance Rate	89%	86%	8.3%
State Accountability Status	2014-2015 Focus ³⁰		

SA-Cobble Hill

Admissions Data

Current Admissions	Grades K-4: Charter lottery application
Future Admissions	PK, Grades K-5: Charter lottery application

Enrollment Data³¹

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Audited Register)	-	77	81	100	75	-	-	333
2015-2016 (projections)	18	75-95	75-95	75-95	90-110	70-90	-	403-503

²⁶ For more information about Quality Reviews, please visit the DOE Web site at:

<http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁷ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. International Studies did not have a Quality Review for the 2011-2012 and 2012-2013 school years.

²⁸ This section of the school performance data reflects the performance of grades 6-8 at International Studies, which have different performance metrics than those of its 9-12 grades.

²⁹ This section of the school performance data reflects the performance of grades 9-12 at International Studies.

³⁰ 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 Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

³¹ All figures represent the charter headcount as of November 6, 2014.

2016-2017 (projections)	18	75-95	75-95	75-95	75-95	90-110	70-90	478-598
2017-2018 (projections)	18	75-95	75-95	75-95	75-95	75-95	90-110	483-603

Demographic Data³²

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with IEPs	16%
Percentage of ELLs	5%
Percentage of Students Eligible for Free or Reduced Lunch	46%

School Performance Data

School performance data is not yet available for SA – Cobble Hill.

P368K@H429

Admissions Data

Current Admissions	District 75 Placement is based on Individual Student Needs/Recommended Special Education Services
Future Admissions	District 75 Placement is based on Individual Student Needs/Recommended Special Education Services

Enrollment Data

	Total Enrollment
2014-2015 (Audited Register)	27
2015-2016 (projections)	25-30
2016-2017 (projections)	25-30
2017-2018 (projections)	25-30

³² All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

Demographic Data³³

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	98%
Percentage of ELLs	9%
Percentage of Students Eligible for Free or Reduced Lunch	74%

Performance Data

75K368	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score ³⁴	N/A ³⁵	Proficient	N/A
Performance Data ³⁶			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators			
Attendance Rate ³⁷	83%	82%	83%
2013-2014 State Accountability Status	N/A ³⁸		

V. Initial Impact on Budget and Cost of Instruction

The proposal is not expected to impact costs or allocations at Global Studies, International Studies, or P368K@H429.

Please refer to the FSF Guide³⁹ and FY15 School Allocation Memorandum⁴⁰ for additional information on cost of instruction and other school allocations. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

³³ All figures are as a percentage of total students across 75K368’s existing sites from the 2014-2015 Audited Register, as of October 31, 2014.

³⁴ For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review>.

³⁵ Not all schools receive a Quality Review every year. P811K received a proficient on its latest Quality Review in 2012-2013.

³⁶ Performance data is not available for P811K, because it is an alternate assessment school.

³⁷ School reported data.

³⁸ This status is determined by the New York State Education Department under the New York State waiver for the No Child Left Behind Act. District 75 schools do not receive a State Accountability Status categorization. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

³⁹ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/FSF_Guide.pdf

⁴⁰ The FY15 School Allocation Memorandum is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam21.pdf

The General Education Charter School per-pupil rate is determined by the SED and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures by Total Allowable Pupil Units. Special Education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

This proposal should not otherwise impact the operating budget or costs of instruction at SA-Cobble Hill. Most funding in schools' budgets is allocated on a per pupil basis, based on current FSF per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

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. This allocation is subject to approval by the Office of Space Planning.

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

A. Personnel Needs

The proposed expansion of SA-Cobble Hill in building K293 is not expected to change the number of personnel positions assigned to Global Studies, International Studies, or P368K@H429, nor is it expected to significantly alter the duties of its current staff.

New administrative staff and non-pedagogical positions may be created at SA-Cobble Hill over the course of the school's expansion. SA-Cobble Hill may hire additional teachers when the new grade is added. The precise number of positions needed for the 2016-2017 school year (if any) would be determined once annual enrollment projections are released in the spring of 2016. Similarly, the number of new positions created to serve students in the new grade (if any) would be determined based on annual enrollment projections that become available as the school scales to serve those grades.

B. Administration

No change in school supervisory or administrator positions at Global Studies, International Studies or P368K@H429 is expected as a result of this proposal.

SA-Cobble Hill may hire school supervisors and/or administrator personnel on an as-needed basis as the school expands to serve grade five.

C. 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>.

This proposal is not expected to impact the transportation services for Global Studies, International Studies, or P368K@H429.

D. Other Support Services

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

VII. Building Information

Building		K293
Type of Building		IS/JHS
Year Built		1968
Overall BCAS rating		2.46
2013-2014 Blue Book Target Building Utilization		69%
2013-2014 Blue Book Target Building Capacity		1,483
FY 2014 Maintenance Costs	Labor	\$32,606
	Materials	\$18,359
	Maintenance, repair, and service contracts	\$76,855
	Custodial operations costs—Materials	\$11,343
	Custodial operations costs—Custodial Allocation	\$317,121
FY 2014 Energy Costs	Electric	\$173,596
	Gas	\$7,234
	Steam	na
	Oil	\$186,719
Projects completed during the current or prior school year		Damaged Exterior Masonry, Classroom Connectivity
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab