

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of Success Academy Charter School – New York 6 (84KTBD) with Existing School P.S. 297 Abraham Stockton (14K297) in Building K297 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate¹ Success Academy Charter School – New York 6 (84KTBD, “SA – Bed-Stuy 3) in building K297 (“K297”), located at 700 Park Avenue, Brooklyn, NY 11206, in Community School District 14 (“District 14”) beginning in the 2016-2017 school year. If this proposal is approved, SA – Bed-Stuy 3 will be co-located in K297 with P.S. 297 Abraham Stockton (14K297, “P.S. 297”), an existing district elementary school that serves students in kindergarten through fifth grades and offers a full-day pre-kindergarten (“Pre-K”) program. K297 also houses a community-based organization (“CBO”), Good Shepherd.² If this proposal is approved, SA – Bed-Stuy 3 will open in K297 in the 2016-2017 school year, serving approximately 140-160 students in kindergarten and first grade, and will add one grade level each year until it reaches full scale, serving approximately 350-400 students in kindergarten through fourth grades in the 2019-2020 school year.

Pursuant to recent amendments to the Education Law that provide certain new and expanding charter schools with access to facilities, Success Academy Charter Schools (“SACS”) made a request to the DOE for co-located space in District 14 to open a new elementary school.

Public engagement was conducted by the DOE in the course of creating this proposal, which included a walkthrough of building K297 with a Deputy Chancellor on October 19, 2015, to discuss the proposal, take questions and concerns from the school community, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the Panel for Educational Policy (“PEP”). Participants included the principal and School Leadership Team (“SLT”) members of P.S. 297, representatives from Community Education Council 14 (“CEC 14”) and other DOE leadership members.

The DOE will provide additional public engagement opportunities following this posting, including:

- An optional community meeting open to the public prior to the joint public hearing for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A joint public hearing to be held at building K297. 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. Comments can be submitted in any language by calling 212-374-0208 or emailed in any language to D14Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this

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, libraries, and cafeterias.

² Information about Good Shepherd can be found on its website:
<https://www.goodshepherds.org/programs/community/brooklyn/after-school.html>

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. All comments received before 6:00 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 6:00 p.m. on the day before the PEP meeting.

Dates of the upcoming joint public hearing and PEP meeting can be found on the DOE Website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/December2015SchoolProposals>.

SACS is a charter management organization (“CMO”) that currently operates elementary, middle and high schools in New York City. If this proposal is approved, SA – Bed-Stuy 3 would open in building K297 in the 2016-2017 school year and would serve students in kindergarten through fourth grades at scale in the 2019-2020 school year. SA – Bed-Stuy 3’s charter was authorized in the 2014-2015 school year by The State University of New York Trustees (“SUNY”).

SACS has informed the DOE of its intention to apply to serve pre-kindergarten at SA – Bed-Stuy 3 beginning in the 2016-2017 school year; however, the DOE has not yet released a Request for Proposals for charter schools interested in partnering with the DOE to offer pre-kindergarten for the 2016-2017 school year.

Prior to the 2015-2016 school year, P.S. 297 was co-located with The Ethical Community Charter School (“TECCS”) in K297. The TECCS charter expired on June 30, 2015, at which time TECCS formally ceased operations.³

According to the 2014-2015 Enrollment, Capacity, Utilization Report (“Blue Book”), K297 has a target capacity to serve 659 students.⁴ Currently, the building serves approximately 199 students, yielding a utilization rate of 30%. As noted above, building K297 previously housed P.S. 297 and TECCS. Beginning in the 2015-2016 school year, as a result of the non-renewal of the TECCS charter, the space previously occupied by TECCS became available, therefore rendering building K297 as “under-utilized,” meaning it has space to accommodate additional students.

If this proposal is approved by the PEP, in 2019-2020, when SA – Bed-Stuy 3 is at scale serving students in kindergarten through fourth grades at K297, there will be approximately 548-658 total students served in the building, yielding a projected utilization rate of approximately 83%-100%, which demonstrates that there is sufficient space for all school organizations.

The Building Utilization Plan (“BUP”) that accompanies this proposal also demonstrates that there is sufficient space in the building to accommodate this co-location. Thus, the DOE believes that K297 can serve all students that attend SA – Bed-Stuy 3 and P.S. 297.

II. Proposed or Potential Use of Building

As stated above, according to the Blue Book, K297 has a target capacity of 659 students. During the current 2015-2016 school year, P.S. 297 is serving approximately 199 students in K297, yielding a building

³ The Ethical Community Charter School Renewal Report and additional information about the charter renewal process can be found online at: http://schools.nyc.gov/NR/rdonlyres/ADFC0943-B112-4098-ACEF-001F762188B2/0/TECCSRenewalReport201415_Final.pdf.

⁴ The Blue Book can be accessed online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

utilization rate of 30%.⁵ This means that the building is “under-utilized” and has space to accommodate additional students.

The current and proposed grade spans for all school organizations and programs in building K297 over a five-year period are as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
84KTBD	SA – Bed-Stuy 3	-	K-1	K-2	K-3	K-4
14K297	P.S. 297 ⁶	K-5	K-5	K-5	K-5	K-5

The chart below shows the projected enrollment and building utilization for building K297 if this proposal is approved:

DBN	School Name	2015-2016 Projected Enrollment ⁷	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
84KTBD	SA – Bed-Stuy 3	-	140-160	210-240	280-320	350-400
14K297	P.S. 297 ⁸	199	198-258	198-258	198-258	198-258
Total Building Enrollment		199	338-418	408-498	478-578	548-658
Utilization⁹		30%	51%-63%	62%-76%	73%-88%	83%-100%

⁵ 2015-2016 building utilization rates are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Budget Register Projections for district schools, and, for charter schools, the first invoiced enrollment for fiscal year 2016. 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. The Blue Book is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

⁶ P.S. 297 also serves students in pre-kindergarten, which is not included in the school’s grade span.

⁷ Projected Enrollment is based on the 2015-2016 Budget Register Projections. Unaudited register will be available after October 31, 2015.

⁸ P.S. 297’s current and projected enrollment figures include enrollment in P.S. 297’s pre-kindergarten program.

⁹ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, district school enrollment projections based on the 2015-2016 Budget Register Projections for district schools, and, for new charter schools, the projections are based on enrollment in the charter application. 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

If this proposal is approved, in the 2016-2017 school year, SA – Bed-Stuy 3 is projected to serve approximately 140-160 kindergarten through first-grade students and P.S. 297 is projected to serve 198-258 pre-kindergarten through fifth-grade students, yielding a total projected utilization rate of 51%-63% for K297. In 2019-2020, when SA – Bed-Stuy 3 is fully phased in, SA – Bed-Stuy 3 is projected to serve approximately 350-400 kindergarten through fourth-grade students and P.S. 297 is projected to serve 198-258 pre-kindergarten through fifth-grade students, yielding a projected utilization rate of 83%-100% for K297.

If this proposal is approved, P.S. 297 will receive its adjusted baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). SA – Bed-Stuy 3 will receive its adjusted baseline allocations for instructional space and administrative space pursuant to the Footprint for the 2016-2017 through 2018-2019 school years. Beginning in the 2019-2020 school year, SA – Bed-Stuy 3 will not receive certain administrative spaces that it would otherwise receive under the Footprint. As detailed in the BUP that accompanies this proposal, the schools operated by SACS use different space programming assumptions than the Footprint and, thus, SA – Bed-Stuy 3 will be able to operate within the proposed space allocated by the BUP. More details about space are available in Section III.B and Appendix A of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: http://schools.nyc.gov/NR/ronlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint_91114newlogo.pdf.

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

A. Students

If this proposal is approved, in 2016-2017, SA – Bed-Stuy 3 will open and serve students in kindergarten and first grade at K297, where it will be co-located with P.S. 297. P.S. 297 will continue to serve students in kindergarten through fifth grade and offer a full-day pre-kindergarten program. The DOE does not anticipate that the opening and co-location of SA – Bed-Stuy 3 will impact current student enrollment or instructional programming at K297.

Impact on Current and Future Students Attending P.S. 297

The proposed opening and co-location of SA – Bed-Stuy 3 with P.S. 297 in K297 is not expected to impact current or future student enrollment, admissions, or instructional programming at P.S. 297.

P.S. 297 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). If this proposal is approved, P.S. 297 will continue to provide ICT, SC, and SETSS classes, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Program (“IEP”). Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, English Language Learner (“ELL”) students are enrolled at P.S. 297 and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at P.S. 297 will continue to receive their mandated services.

building to assess the amount of space available in the building. The Blue Book is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

P.S. 297 currently offers the following programs and extra-curricular activities and has the following partnerships:¹⁰

- **Clubs:** Poetry, Boys Club, Girls Club, Arts and Crafts
- **Extra-Curricular Activities:** Computer skills, art, writing, conflict resolution activities, tutoring, dance contests, the Annual City Harvest Drive, the American Lung Association (Open Air Way Program), Prep for Prep, Penny Harvest Drive (WTC)
- **Partnerships:** The New York City Police Department, Brick Media, Materials for the Arts, New York Cares, Hofstra University, Fire Station No 230

If this proposal is approved, P.S. 297 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. 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. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 297. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 297 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in 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>.

Please see Appendix B of this EIS for more information on pre-kindergarten admissions.

Impact on Admissions of Future Elementary School Students in District 14

This proposal is not expected to impact the admissions process for district elementary schools in District 14. Non-charter district schools, including P.S. 297, that are zoned 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.

SA – Bed-Stuy 3 will admit students via lottery for kindergarten through fourth grades. Applications are available on the SACS website.¹¹ The deadline to submit an application for SA – Bed-Stuy 3's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of SA – Bed-Stuy 3's lottery has not yet been announced and will be determined at a later date. SA – Bed-Stuy 3 will provide the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 14.

¹⁰ Information from the District 14 Elementary School Directory, P.S. 297 school website available at: <http://schools.nyc.gov/SchoolPortals/14/K297/default.htm> as of April 1, 2015, and from school reported data as of October 28, 2015.

¹¹ The SACS Web site can be found at: <http://successacademies.org/>.

SA – Bed-Stuy 3 will serve general education students and students requiring special education services. Future students with disabilities at SA – Bed-Stuy 3 will receive mandated services. SA – Bed-Stuy 3 will also serve ELL students.

See Appendix B of this EIS for more information on elementary school enrollment.

Impact on Other Organizations in Building K297

Building K297 currently provides space for a CBO, Good Shepherd. This CBO is not expected to lose any space or reduce the services offered as a result of this proposal.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate SA – Bed-Stuy 3 and P.S. 297 in K297 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE’s website to access the Footprint: http://schools.nyc.gov/NR/ronlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional and administrative space in K297 for the opening and co-location of SA – Bed-Stuy 3. As in other situations where schools are co-located, the schools will share large common and specialty rooms in the building, namely the cafeteria, library, gymnasium, and auditorium. Specific decisions regarding the use of 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. 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 DOE supports the opening of a new Success Academy Charter School in District 14. The State Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELLs, students with disabilities, and students eligible for free or reduced-price lunch at rates comparable to those of the Community School District as determined by New York State Education Department (“SED”). 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/charters/information/directory.htm>.

This proposal is not anticipated to have an impact on the broad range of options available to elementary school students in District 14.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K297. This proposal is not expected to impact the accessibility of building K297, which is currently not accessible.

There are no other proposed uses or plans for building K297.

IV. Enrollment, Admissions, and School Performance Information

P.S. 297

Admissions Data

Current Admissions	Pre-kindergarten: Standard pre-kindergarten admissions process Grades K-5: Zoned
Admissions if this Proposal is Approved	Pre-kindergarten: Standard pre-kindergarten admissions process Grades K-5: Zoned

Enrollment Data¹²

	Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016 (projections)	18	27	24	27	34	34	35	199
2016-2017 (projections)	18	30-40	30-40	30-40	30-40	30-40	30-40	198-258
2017-2018 (projections)	18	30-40	30-40	30-40	30-40	30-40	30-40	198-258
2018-2019 (projections)	18	30-40	30-40	30-40	30-40	30-40	30-40	198-258
2019-2020 (projections)	18	30-40	30-40	30-40	30-40	30-40	30-40	198-258

Demographic Data¹³

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with Individualized Education Programs	20%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	80%

¹² All figures are based on the 2015-2016 Budget Register Projections.

¹³ All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

School Performance Data

P.S. 297 Abraham Stockton	2012-2013	2013-2014	2014-2015
School Quality Indicators^{14,15}			
1.1 Curriculum	Developing	N/A	Proficient ¹⁶
1.2 Pedagogy	Developing	N/A	Proficient
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Developing	N/A	WD
4.2 Teacher Teams and Leadership Development	Developing	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	15%	13%	11%
Math % Proficient (Levels 3 and 4)	19%	24%	21%
Other Key Performance Indicators			
Attendance Rate ¹⁷	91%	90%	N/A
2015-2016 State Accountability Status¹⁸	Good Standing		

¹⁴ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

¹⁵ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. P.S. 297 did not have a Quality Review for the 2013-2014 school year.

¹⁶ Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹⁷ Attendance Rate for 2014-2015 is not available at this time.

¹⁸ This status is determined by State Education Department (“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>.

SA – Bed-Stuy 3

Admissions Data

Current Admissions	N/A
Admissions if this Proposal is Approved	Grades K-4 : Charter lottery application

Enrollment Data¹⁹

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2015-2016 (projections)	-	-	-	-	-	-
2016-2017 (projections)	70-80	70-80	-	-	-	140-160
2017-2018 (projections)	70-80	70-80	70-80	-	-	210-240
2018-2019 (projections)	70-80	70-80	70-80	70-80	-	280-320
2019-2020 (projections)	70-80	70-80	70-80	70-80	70-80	350-400

Demographic Data

SA – Bed-Stuy 3 does not yet have student enrollment. Therefore, there is no demographic data for the school.

School Performance Data

SA – Bed-Stuy 3 does not yet have student enrollment. Therefore, there is no performance data for the school.

¹⁹ Projections are based on enrollment in the charter application.

V. Initial Impact on Budget and Cost of Instruction

The proposal is not expected to impact costs or allocations at P.S. 297 in K297. This proposal should not impact the operating budget or costs of instruction at P.S. 297. Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs.

Please refer to the FSF Guide²⁰ and FY15 School Allocation Memorandum²¹ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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 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.

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

A. Personnel Needs

The proposed co-location of SA – Bed-Stuy 3 in K297 is not expected to change the number of personnel positions assigned to P.S. 297, 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 – Bed-Stuy 3 over the course of the school's phase-in. SA – Bed-Stuy 3 is expected to hire additional teachers as each new grade is added and as the total number of students increases. The precise number of positions needed for the 2016-2017 school year and subsequent school years will be determined by the charter school. Those decisions will be made at the school level, based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrator positions at P.S. 297 is expected as a result of this proposal.

²⁰ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/FSF_Guide.pdf.

²¹ 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.

SA – Bed-Stuy 3 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school’s phase-in.

C. Transportation

Transportation will continue to be provided according to Chancellor’s Regulation A-801:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

This proposal is not expected to impact the transportation services for P.S. 297.

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		K297
Type of Building		PS
Year Built		1959
Overall BCAS rating		2.59
2014-2015 Blue Book Target Building Utilization		74%
2014-2015 Blue Book Target Building Capacity		659
FY 2014 Maintenance Costs	Labor	\$27,391
	Materials	\$18,297
	Maintenance, repair, and service contracts	\$115,732
	Custodial operations costs—Materials	\$5,524
	Custodial operations costs—Custodial Allocation	\$223,721
FY 2015 Energy Costs	Electric	\$71,249
	Gas	\$35,593
	Steam	NA
	Oil (FY 2014)	\$25,255
Projects completed during the current or prior school year		Classroom Connectivity
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2015-2016 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity will 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 will decrease.

Appendix B: School Admissions

Elementary School Admissions

The DOE offers choice, or non-zoned, elementary schools and zoned elementary schools. A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. 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;
- 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, additional 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.

Applicants are admitted to non-zoned schools in the following order of priority:

- a. in-district students whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- b. out-of-district students whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. in-district students other than those in (a) and (c) above; out-of-district students other than those in (b) and (d) above.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,²² a Non-Public School Placement, or specialized programs,²³ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and 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. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Pre-Kindergarten School Admissions

Pre-kindergarten applicants are considered for placement in schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.*
- b. Students residing in the zone, who do not have a sibling at the school.*

²² 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 347 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>.

²³ Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-K program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-K program.
- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.
- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-K program
- h. Students residing in the district, who are zoned to a different school which has a pre-K program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

* Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

Appendix C: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and 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 room 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 kindergarten through five receive an allocation of cluster or specialty rooms 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 classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.