

EDUCATIONAL IMPACT STATEMENT:

The Proposed Consolidation of J.H.S. 057 Whitelaw Reid (16K057) with M.S. 385 School of Business, Finance, and Entrepreneurship (16K385) in Building K057 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate J.H.S. 057 Whitelaw Reid (16K057, “J.H.S. 057”), an existing district middle school that currently serves students in sixth through eighth grades, with M.S. 385 School of Business, Finance, and Entrepreneurship (16K385, “M.S. 385”), an existing district middle school serving students in sixth through eighth grades, in building K057 (“K057”), located at 125 Stuyvesant Avenue, Brooklyn, NY 11221, in the 2016-2017 school year. M.S. 385 and J.H.S. 057 are currently co-located¹ in K057 with The Brooklyn Academy of Global Finance (16K688, “BAGF”), an existing district high school that serves students in ninth through twelfth grades. The DOE is proposing to consolidate J.H.S. 057 and M.S. 385 because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. If this proposal is approved, M.S. 385 and J.H.S. 057 will be combined such that students, staff, and resources of M.S. 385 will become part of J.H.S. 057 and M.S. 385 will no longer exist as a distinct school option as of the 2016-2017 school year.

In a separate proposal, the DOE is concurrently proposing to re-site Fredrick Douglas Academy IV (16K393, “FDA IV”) from building K026 to K057.² These proposals are not contingent on one another and will be voted on separately by the Panel for Educational Policy (“PEP”).

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan (“LAP”), Focus, or Priority.³ J.H.S. 057 is currently a Focus school⁴ and M.S. 385 is currently a LAP⁵ school. If this proposal is approved, the newly consolidated J.H.S. 057 would retain J.H.S. 057’s state accountability status.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² More information regarding this proposal can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/December2015SchoolProposal>.

³ This status is determined by the New York State Education Department 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>.

⁴ SED identified “Focus Schools” as Title I schools with the lowest student subgroup proficiency on the statewide assessments or high schools with the lowest graduation rate for subgroups of students. These schools were initially identified in 2012-13. A new list of Focus schools will be released in early 2016 at which time the old list will sunset.

⁵ Schools are identified as LAP for having a subgroup of students that fails to make progress in English Language Arts, Math, Science or high school graduation rates for multiple years; having large and increasing gaps in performance between specific subgroups of students; or, for schools not located in a low-performing district, having a subgroup perform at or below the benchmark used for low-performing districts. Schools can be identified as LAP any year.

Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the Superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. A consolidation may also be proposed to allow the DOE to leverage a particularly strong school leader. Since most funding in schools' budgets is allocated on a per-pupil basis based on Fair Student Funding ("FSF") per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example, they may not be able to afford the full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively. Other potential benefits of consolidations include increased access to resources and improvements in school performance.

The DOE is proposing to consolidate M.S. 385 with J.H.S. 057 based primarily on the benefits students in both school communities would derive from the additional resources made available by consolidating the two school organizations into one. If this proposal is approved, M.S. 385 students attending the consolidated J.H.S. 057 will have access to a variety of academic and enrichment opportunities, such as extended day tutoring, creative arts programs, and other interventions and supports that J.H.S. 057 will provide. In addition to increased resources, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

This proposal has been developed by the District 16 Superintendent in conjunction with the principals of M.S. 385 and J.H.S. 057 and the school communities through a collaborative planning process. In addition to working with the school communities, the Superintendent has worked closely with various DOE offices and the principals of M.S. 385 and J.H.S. 057 to determine the best path to support the students at both schools. The collaborative planning process culminated in a decision to consolidate these schools into one stronger middle school option.

Collaboration between J.H.S. 057 and M.S. 385 has already begun. These schools are already co-located, and throughout the 2015-2016 school year, staff from both schools will increase collaboration, focusing on developing shared instructional practices, sharing resources, and building a cohesive school culture. The schools are also engaged in shared activities, such as field day and an end-of-year school community BBQ. In addition to these efforts, the schools have initiated collaborative planning activities with staff and families. These activities will continue throughout the year to ensure the consolidation is seamlessly executed in the 2016-2017 school year, if approved.

Public Engagement

Public engagement was conducted in the course of creating this proposal, including:

- An announcement by the District 16 Community Superintendent of the potential consolidation to the School Leadership Teams ("SLT") and staff members of M.S. 385 and J.H.S. 057 on June 12, 2015.
- Letters discussing the potential consolidation sent home with students of J.H.S. 057 and M.S. 385 on June 15, 2015.
- On October 21, 2015, a Deputy Chancellor from the DOE conducted a walkthrough of K057 and a SLT Debrief was held. At the Debrief, DOE representatives were available to answer questions and address concerns from representatives of the impacted school

communities in advance of the PEP vote. Participants included representatives from the DOE's Office of District Planning and Office of Space Planning, the District 16 Community Education Council ("CEC 16"), J.H.S. 057's SLT, BAGF's SLT, FDA IV's SLT, and M.S. 385's SLT.

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

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would 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 K057. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D16Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcome to provide comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about 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>.

If this proposal is approved, M.S. 385 will be consolidated with J.H.S. 057 beginning in the 2016-2017 school year. The consolidated J.H.S. 057 will continue to serve students in grades six through eight. M.S. 385 will no longer exist as an individual school option, and current M.S. 385 students will be accommodated at J.H.S. 057 (see Section III for more information).

Building K057 has the capacity to serve a total of 1,076 students.⁶ If this proposal is approved, in 2016-2017, J.H.S. 057 is expected to absorb the enrollment of M.S. 385 and will serve a projected 210-240 students in sixth through eighth grade. If this proposal and the proposal to re-site FDA IV to K057 are approved, based on the projected 2016-2017 enrollments of the consolidated J.H.S. 057, BAGF and FDA IV, K057 will have a total projected building enrollment of 380-490 students, yielding a projected building utilization rate of 35%-46%.⁷ This proposal is not expected to

⁶ According to the 2014-2015 Enrollment Capacity Utilization Report (the "Blue Book").

⁷ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and district school enrollment projections based on the 2015-2016 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and

significantly change the total building enrollment. If the proposal to re-site FDA IV is not approved, K057 will have a projected building utilization of 30%-37% in the 2016-2017 school year.

II. Proposed or Potential Use of Building

As noted in Section I above, building K057 has a target capacity of 1,067 students and currently serves 368 students across J.H.S. 057, M.S. 385, and BAGF yielding a building utilization rate of 34%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, the newly consolidated J.H.S. 057 will serve approximately 210-240 students in the 2016-2017 school year. As explained above, the projected utilization rate of the building that year is expected to be 35-46% if both this proposal and the proposal to re-site FDA IV are approved, and 30%-37% if only the consolidation proposal is approved. In either event, building K057 has sufficient space to accommodate the consolidated J.H.S. 057 in K057 if this proposal is approved.

If this proposal and the proposal to re-site FDA IV from K026 to K057 are approved, the grade spans served by each of the current and proposed school organizations in K057 will be as follows:

DBN	School Name	2015-2016	2016-2017
16K057	J.H.S. 057 Whitelaw Reid	6-8	6-8
16K385	M.S. 385 School of Business, Finance and Entrepreneurship	6-8	-
16K688	The Brooklyn Academy of Global Finance	9-12	9-12
16K393	Frederick Douglass Academy IV Secondary School	-	9-12

The chart below shows the projected enrollment and building utilization for building K057, if this proposal and the proposal to re-site FDA IV are approved:

DBN	School Name	2015-2016 Projected Enrollment ⁸	2016-2017 Projected Enrollment
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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>

⁸ Projected Enrollment is based on the 2015-2016 Budget Register Projections. Unaudited register will be available after October 31, 2015

16K057	J.H.S. 057 Whitelaw Reid	166	210 - 240
16K385	M.S. 385 School of Business, Finance and Entrepreneurship	68	-
16K688	The Brooklyn Academy of Global Finance	134	115 - 155
16K393	Frederick Douglass Academy IV Secondary School	-	55 - 95
Total Building Enrollment		368	380 - 490
Utilization⁷		34%	35% - 46%

If the proposal to re-site FDA IV is not approved, K057 will have a projected building utilization of 30%-37% in the 2016-2017 school year.

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, the newly consolidated J.H.S. 057, BAGF, and FDA IV (if the proposal to re-site FDA IV to K057 is approved), will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this EIS. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/ronlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

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

A. Students

J.H.S. 057 currently serves students in grades six through eight in K057. Because J.H.S. 057 and M.S. 385 have struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate J.H.S. 057 with M.S. 385 in K057. If this proposal is approved, current M.S. 385 students in sixth and seventh grades, as well as M.S. 385 students in the eighth grade who must repeat a grade, will be served in the consolidated J.H.S. 057 beginning in the 2016-2017 school year. Current J.H.S. 057 students, with the exception of those who graduate eighth grade, will continue to be served at J.H.S. 057. If this proposal is approved, new students will no longer enroll in M.S. 385. The consolidated J.H.S. 057 will be co-located in K057 with BAGF, and also with FDA IV, if the proposed re-siting of FDA IV is also approved.

Impact on Students Currently Attending M.S. 385 and J.H.S. 057

The proposed consolidation of M.S. 385 with J.H.S. 057 may impact educational and/or extra-curricular programming available to current J.H.S. 057 students. The consolidated J.H.S. 057 may offer new opportunities currently available at M.S. 385 in place of or in addition to current offerings. If approved, students currently attending M.S. 385 will gain access to the programming available at J.H.S. 057 and will no longer be served by M.S. 385 as of the 2016-2017 school year, although many of the programs and services currently provided by M.S. 385 would be offered instead by J.H.S. 057.

M.S. 385 and J.H.S. 057 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”), Self-Contained (“SC”) special education classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current M.S. 385 and J.H.S. 057 students who are not graduating and all future students enrolled at the consolidated J.H.S. 057 will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learners (“ELL”) students currently enrolled at M.S. 385 and J.H.S. 057 receive English Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided at the consolidated J.H.S. 057, and all students will receive their mandated services.

Current eighth grade students who are on track to graduate will complete middle school at their current school (M.S. 385 or J.H.S. 057) at the end of the 2015-2016 school year, provided they meet promotional criteria, and can apply to high school through the high school admissions process.⁹

If this proposal is approved, current J.H.S. 057 sixth and seventh grade students, as well as eighth-grade students who are not on track to graduate, will continue to be served by J.H.S. 057 alongside their new classmates from the former M.S. 385. It is expected that all current M.S. 385 students, with the exception of those continuing on to high school, will attend J.H.S. 057. However, any students who prefer a different school option may seek a transfer through the Office of Student Enrollment (“OSE”). OSE will work to match students based on their needs and seat availability.

This proposal is not expected to impact any particular academic or extra-curricular program currently offered at M.S. 385 or J.H.S. 057 for the duration of the current (2015-2016) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

J.H.S. 057 current extra-curricular activities, sports, and partnerships include:¹⁰

- **Extra-curricular Activities:** Student Government, Peer Mediation, Conflict Resolution, Girls and Boys Basketball, Cheerleaders, Student Choir, Kung-fu, "Chew and Chat Club," Dance Club, and Intramural Sports Program

⁹ More information can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

¹⁰ School reported data as of January 23, 2015.

- **Special Programs:** Extended Day Tutoring, and Saturday Hands-on Science Program
- **Partnerships:** Foundation for Excellent Schools, St. Mary Community Services, Jackie Robinson Center for Physical Cultural Program, Inwood House Teen Choice Program, Visualizing a Dream Self-Esteem Program, City Parks Foundation, C.H.A.M.P.S, Project DARE, and Paul Robeson High School Scholar's Program.

M.S. 385 currently offers the following extra-curricular activities and partnerships:¹¹

- **Extra-curricular Activities:** Double Dutch, Jackie Robinson, and Amer-I-Can
- **Sports:** Basketball
- **Special Programs:** Black Enterprise Young Economist Program, National Foundation for Teaching Entrepreneurship, Caribbean Cultural Center, and Community Development I Mentor Inc. Program

If this proposal is approved, the consolidated J.H.S. 057 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, J.H.S. 057 may also offer programs and partnerships that are currently offered by M.S. 385, after M.S. 385 ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

The DOE expects that the consolidation of M.S 385 with J.H.S. 057 will allow the consolidated J.H.S. 057 to increase the programmatic opportunities available to students, due to the combination of the schools' individual resources.

Impact on Current Students Attending The Brooklyn Academy of Global Finance

If this proposal is approved, BAGF will continue to serve students in ninth through twelfth grades in K057. This proposal is not expected to impact current enrollment or academic or extra-curricular programming at BAGF.

BAGF serves general education students and students requiring special education services, including students currently enrolled in ICT and SC special education classes and students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and any future students enrolled at BAGF will continue to receive all mandated special education services if this proposal is approved.

¹¹ School reported data as of January 5, 2015.

In addition, ELL students currently enrolled at BAGF receive ESL services. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

BAGF currently offers the following extra-curricular activities, clubs, and sports:¹²

- **Extra-curricular activities and clubs:** Music Club, Journalism, Fitness and Style, Arts and Crafts, the Man Cove, and PC Lab.
- **Special Programs:** “It’s a Girl Thing,” PGC Peer Mentoring, and Extensive Tutoring
- **Sports:** Basketball

If this proposal is approved, BAGF will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

Impact on Future Middle School Students in District 16

M.S. 385 currently admits students through the middle school admissions process using an unscreened admissions method. The school is open to students who reside in the borough of Brooklyn and gives first priority to students residing in District 16. J.H.S. 057 also currently admits students through the middle school admissions process using an unscreened admissions method. The school is open to students who reside in District 16.

If this proposal is approved, M.S. 385 will no longer be a distinct school option and will cease to admit students as of the 2016-2017 school year. The consolidated J.H.S. 057 will instead offer admissions to the seats previously available at M.S. 385. J.H.S. 057 will continue to admit students through the middle school admissions process using an unscreened admissions process.

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 admissions process. Information about all of these options is printed in each district’s Middle School Directory, which is updated yearly and can be found on the DOE’s website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

General information about the middle school admissions process can be found on the DOE’s website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm> and Appendix B of this EIS.

¹² School reported data as of January 23, 2015.

Impact on Future High School Students in District 16

This proposal is not expected to impact the admissions process or enrollment at BAGF. BAGF admits students through the High School Admissions Process, described in further detail below. BAGF admits students through a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

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

Enrollment Impact on Future Over-the-Counter ("OTC") Students

M.S. 385 and J.H.S. 057, and BAGF also currently admit students through the OTC placement process. If this proposal is approved, the consolidated J.H.S. 057 will continue to admit students through the OTC placement process. The consolidation is not expected to impact the DOE's ability to accommodate future OTC middle school or high school students in the district since J.H.S. 057 and BAGF will have adequate capacity to accommodate students who would have been admitted to BAGF, M.S. 385 or J.H.S. 057 through the OTC process.

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

- New to the New York City school system;
- Left the New York City school system and have returned;¹³
- 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 student eligible for middle school arrives for OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school.

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

¹³ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the consolidated J.H.S. 057 in K057 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/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

According to a walk-through and survey of building K057 conducted on October 20, 2015 by a representative from the Office of Space Planning, K057 includes 55 full-size rooms, 10 half-size rooms, 3 quarter-size rooms and 2.5 full-size equivalent ("FSE") spaces of designed administrative space. K057 also includes a gymnasium, an auditorium, a library and a cafeteria, all of which are currently shared by J.H.S. 057, M.S. 385, and BAGF. If this proposal is approved, these will be shared by the consolidated J.H.S. 057, and BAGF, as well as FDA IV, if the proposal to re-site FDA IV is approved. The below spaces are currently being shared by J.H.S. 057, M.S. 385, and BAGF:

- The school nurse's office occupies 1.0 FSE room of designed administrative space.
- Science Demo Rooms occupy 2 full-size rooms.
- The custodian's office occupies 1 half-size room.
- The School-Based Support Team occupies 1 full-size room.
- A dance room occupies 1 full-size room.
- CEC 16 occupies 1 half-size room.

Excluding the shared spaces outlined above, K057 has a total of 51 full-size rooms, 8 half-size rooms, 3 quarter-size rooms, and 1.5 FSE spaces of designed administrative space remaining to be allocated in K057.

Per the Footprint, J.H.S. 057's current baseline Footprint allocation is 8 full-size rooms, 2 half-size rooms, and 2.0 FSE spaces for administrative use, comprised of 2 full-size rooms. Currently, J.H.S. 057 is using 13 full-size rooms, 2 half-size rooms, and 3.75 FSE spaces for administrative use, made up of 3 full-size rooms, 1 half-size room, and 1 quarter-size room. Therefore, J.H.S. 057 is using 5 full-size rooms, and 1.75 FSE spaces for administrative use above its Footprint allocation.

Per the Footprint, M.S. 385's current baseline Footprint allocation is 4 full-size rooms, 2 half-size rooms, and 1.5 FSE spaces for administrative use, comprised of 1 full-size and 1 half-size rooms. Currently, M.S. 385 is using 20 full-size rooms, 2 half-size rooms, and 4.5 FSE spaces for administrative use made up of 3 full-size rooms and 3 half-size rooms. Therefore, M.S. 385 is currently using 16 full-size rooms, and 3.0 FSE spaces for administrative use above its Footprint allocation.

Per the Footprint, BAGF's current baseline Footprint allocation is 6 full-size rooms, 1 half-size room, and 2.0 FSE spaces for administrative use. Due to a lack of half-size spaces suitable for instructional use, the DOE has adjusted BAGF's baseline Footprint allocation to substitute one full-size room in lieu of one half-size room. Thus, BAGF's adjusted baseline allocation is 7 full-size rooms and 2.0 FSE spaces for administrative use. Currently, BAGF is using 12 full-size rooms and 2.0 FSE spaces for administrative use made up of 2 quarter-size rooms and 1.5 FSE of designed administrative space. Therefore, BAGF is using 5 full-size rooms above its Footprint allocation. BAGF's adjusted baseline allocation in 2016-2017 and subsequent school years will be 7 full-size spaces, and 2.0 FSE spaces for administrative use, comprised of 2 quarter-size rooms and 1.5 FSE of designed administrative space.

If this proposal is approved, M.S. 385 will be consolidated with J.H.S. 057, and J.H.S. 057’s adjusted baseline space allocation will be 12 full-size rooms, 3 half-size rooms, and 2.5 FSE rooms for administrative use, comprised of 2 full-size rooms and 1 half-size room, for the 2016-2017 school year and beyond.

If the concurrent proposal to re-site FDA IV is approved, in the 2016-2017 school year and beyond, FDA IV’s adjusted baseline Footprint allocation will be 4 full-size rooms, 2 half-size rooms, and 1.5 FSE of administrative space, comprised of 1 full-size and 1 half-size room.

The adjusted baseline allocations of full-size rooms in K057 are detailed in the chart below. As noted above, the DOE is separately proposing to re-site FDA IV to K057. The table below shows K057’s current space allocations and space allocations for the 2016-2017 school year if this proposal and the re-siting proposal are approved.

DBN	School Name	2015-2016	2016-2017
16K057	J.H.S. 057	10	14
16K385	M.S. 385	5	-
16K688	BAGF	7	7
16K393	FDA IV ¹⁴	-	5
TOTAL		22	26
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		51	51
ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		29	25

All necessary adjustments for administrative or other purposes have been reflected in the chart above.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office 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.

Building Safety and Security

If this proposal is approved, all schools in building K057 as of the 2016-2017 school year will develop a safety and security plan for the building prior to the first day of school in September 2016.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School” as a resource guide;

¹⁴ FDA IV is currently housed in building K026. In a separate proposal, the DOE is proposing to re-site FDA IV into K057 beginning in the 2016-2017 school year.

- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of M.S. 385 and J.H.S. 057 will result in a healthy enrollment at the consolidated school and provide the budget required to run effectively. Because of the increased resources, the consolidated J.H.S. 057 will be able to enhance programs offered, creating a stronger school environment and an improved middle school option. Further, there are numerous under-enrolled middle schools in District 16. By reducing the total number of middle schools in the district, other schools may experience an increase in demand and enrollment, which would result in increased resources for those schools.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at K057. This proposal is not expected to impact the accessibility of K057, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

J.H.S. 057

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened
Future Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened

*Enrollment Data*¹⁵

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	51	53	62	166
2016-2017 (projections)	70-80	70-80	70-80	210-240

*Demographic Data*¹⁶

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with Individualized Education Programs	31%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	82%

School Performance Data

J.H.S. 057 Whitelaw Reid	2012-2013	2013-2014	2014-2015
School Quality Indicators ^{17,18}			
1.1 Curriculum	Well ¹⁹ Developed	N/A	Well Developed
1.2 Pedagogy	Proficient	N/A	Well Developed
2.2 Assessment	Proficient	N/A	Well Developed
3.4 High Expectations	Proficient	N/A	Proficient

¹⁵ All figures are based on the 2015-2016 Budget Register Projections.

¹⁶ All figures are reported as a percentage of total students from the 2014-2015 Audited Register as of October 31, 2014.

¹⁷ 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>.

¹⁸ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. J.H.S. 057 did not have a Quality Review for the 2013-2014 school year

¹⁹ 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>.

4.2 Teacher Teams and Leadership Development	Proficient	N/A	Well Developed
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	12%	12%	20%
Math % Proficient (Levels 3 and 4)	9%	10%	14%
Other Key Performance Indicators			
Attendance Rate ²⁰	92%	90%	N/A
2015-2016 State Accountability Status²¹	Focus		

M.S. 385

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened
Future Admissions	N/A

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	19	20	29	68
2016-2017 (projections)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services	28%
Percentage of Students with Individualized Education Programs	34%
Percentage of English Language Learner Students	11%
Percentage of Students Eligible for Free or Reduced-Price Lunch	77%

²⁰ Attendance Rate for 2014-2015 is not available at this time.

²¹ This status is determined by SED under the New York State waiver for the No Child Left behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

School Performance Data

M.S. 385 School of Business, Finance, and Entrepreneurship	2012-2013	2013-2014	2014-2015
School Quality Indicators²²			
1.1 Curriculum	N/A	Proficient	Developing
1.2 Pedagogy	N/A	Proficient	Developing
2.2 Assessment	N/A	Proficient	Developing
3.4 High Expectations	N/A	Proficient	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Proficient	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	6%	5%	9%
Math % Proficient (Levels 3 and 4)	5%	5%	11%
Other Key Performance Indicators			
Attendance Rate	90%	90%	N/A
2015-2016 State Accountability Status	Local Assistance Plan		

The Brooklyn Academy of Global Finance*Admissions Data*

Current Admissions	Grades 9-12: High Schools Admissions Process Admissions Process: Limited Unscreened
Future Admissions	Grades 9-12: High Schools Admissions Process Admissions Process: Limited Unscreened

²² A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. M.S.385 did not have a Quality Review for the 2012-2013 school year.

Enrollment Data

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016 (projections)	44	40	26	24	134
2016-2017 (projections)	40-50	35-45	20-30	20-30	115-155

Demographic Data

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	29%
Percentage of English Language Learner Students	11%
Percentage of Students Eligible for Free or Reduced-Price Lunch	66%

School Performance Data

	2012-2013	2013-2014	2014-2015
The Brooklyn Academy of Global Finance			
School Quality Indicators²³			
1.1 Curriculum	N/A	Developing	Proficient
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Developing	Developing
3.4 High Expectations	N/A	Developing	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Developing	Proficient
Key Components of Performance and Progress²⁴			
% Earning 10+ Credits in Year 1	52%	71%	N/A
4-Year Graduation Rate	55%	43%	N/A
6-Year Graduation Rate			N/A

²³ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. BAGF did not have a Quality Review for the 2012-2013 school year.

²⁴ Key Components of Performance and Progress for 2014-2015 are not available at this time

% Graduating with a Regents Diploma	49%	35%	N/A
Attendance Rate	80%	78%	N/A
2015-2016 State Accountability Status	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The costs associated with this proposal are explained below.

Most funding in schools’ budgets is allocated on a per-pupil basis, based on Fair Student Funding per capita allocation levels. As shown in Section IV above, J.H.S. 057’s enrollment is expected to increase as a result of this consolidation and as a result, J.H.S. 057’s budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, ELL students, and those students with other supplemental academic needs. Please refer to the FSF Guide²⁵ and FY16 School Allocation Memoranda²⁶ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this consolidation.

This proposal should not otherwise impact the operating budget or costs of instruction at BAGF.

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

A. Personnel Needs

If this proposal is approved, some M.S. 385 and/or J.H.S. 057 staff members may be excessed when the school is consolidated. Where possible, the DOE will seek to minimize excessing²⁷ of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from M.S. 385 and J.H.S. 057 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the absent teacher reserve pool (“ATR”), meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

This proposal is not expected to impact the staffing of BAGF.

²⁵ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf

²⁶ The FY15 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html

²⁷ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

B. Administration

If this proposal is approved, some supervisors and/or administrators from J.H.S.057 and M.S. 385 may be excessed when the school is consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation. In the event that staff excessing is required, staff from M.S. 334 and M.S. 354 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

This proposal is not expected to impact the administration of BAGF.

C. Transportation

There will be no change to existing transportation practices at J.H.S. 057 and M.S. 385 during the current school year (2015-2016). This proposal is not expected to affect transportation practices at J.H.S. 057, or BAGF, for the 2016-2017 school year or in future school years.

If both proposals are approved, transportation will continue to be provided to students attending BAGF, FDA IV, and the consolidated J.H.S. 057 according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		K057
Type of Building		IS/JHS
Year Built		1954
Overall BCAS rating		2.83
2014-2015 Blue Book Target Building Utilization		38%
2014-2015 Blue Book Target Building Capacity		1,076
FY 2014 Maintenance Costs	Labor	\$48,906
	Materials	\$35,269
	Maintenance, repair, and service contracts	\$162,185
	Custodial operations costs—Materials	\$11,062
	Custodial operations costs—Custodial Allocation	\$287,314
FY 2015 Energy Costs	Electric	\$106,896
	Gas	\$1,319
	Steam	\$139,941
	Oil (FY 2014)	n/a
Projects completed during the current or prior school year		Electrical Lighting Fixtures, Public Address System Replacement, Classroom Connectivity
Projects proposed in the capital plan		Science Lab Upgrade, Exterior Masonry, Parapets, Roof
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

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>, 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’ 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

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. 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/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE’s website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices which 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);
- Zoned middle schools;
- K-8 schools with a zoned, screened, or 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;
- Schools with borough-wide or citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth graders to submit middle school applications for the 2016-2017 school year will be in December 2015. Pending PEP approval to open new schools, eligible students will have the opportunity to submit a “new schools” application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar/default.htm>.

Middle 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 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.

High School Admissions

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

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

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

Round Two: All 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 on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. Round Two choices include school programs with availability and new schools or programs that will open or be available the following September. Students will receive Round Two results in May.

For more information about the High School Admissions Process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

High school students with Individualized Education Programs (“IEPs”), with the exception of those students recommended for a District 75 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, English Language Learner (“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 Citywide deadline for high school applications for the 2016-2017 school year will be in December 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, High School Fairs, Family Welcome Centers, or online at <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs citywide.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at High School Fairs, Family Welcome Centers or on the DOE website: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>

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 integrated co-teaching section and a full-size or half-size room to accommodate each self-contained 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 a number of baseline full-size equivalent classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

Any space remaining beyond the baseline or adjusted baseline Footprint allocation will be excess space available to the consolidated J.H.S. 057 and BAGF, as well as FDA IV, if the proposal to re-site FDA IV is approved.