

EDUCATIONAL IMPACT STATEMENT: The Proposed Re-Siting of Crotona Academy High School (07X321) to New Building X358 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site Crotona Academy High School (07X321, “Crotona Academy”), an existing transfer school¹ in Community School District 7 (“District 7”) that currently serves students in ninth through twelfth grades,² to new building X358 (“X358”), located at 1211 Southern Boulevard, Bronx, NY 10459, in Community School District 12 (“District 12”), in the 2016-2017 school year. A “re-siting” means that part or all of a school will be located in a different building than the building in which the school is currently located. Crotona Academy is currently housed solely in Transportable Classroom Units X963 (“TCUs X963”), located at 639 St. Ann’s Avenue, Bronx, NY 10455, in District 7, which is approximately 1.6 miles away from building X358. If this proposal is approved, Crotona Academy will serve the entirety of its students in building X358 beginning in the 2016-2017 school year. TCUs X963 also house a Learning to Work (“LTW”) program in partnership with South Bronx Overall Economic Development Corporation (“SoBRO”). If this proposal is approved, SoBRO will also relocate to the X358 building in the 2016-2017 school year and will continue to provide services to Crotona Academy students at the new site.

This proposal is intended to support Crotona Academy and improve learning conditions by facilitating the removal of TCUs and re-siting the school to a new building that offers academic facilities designed for the school, which the DOE believes can accommodate Crotona Academy’s enrollment. Building X358 will offer Crotona Academy a number of new amenities that are currently not available in its TCUs, including a science lab, a library/media room, and a fitness center. New building X358 will also enable Crotona Academy to operate within one contiguous space instead of multiple TCUs, and it will provide a better environment for the students.

In partnership with the SoBRO, Crotona Academy promotes higher academic expectations with intensive math and literacy remediation for every student. Crotona Academy charts a new path to success for young people who have fallen behind in school and are looking for a different kind of high school experience. Students are expected to meet high academic standards and complete New York City high school graduation requirements.³

Public engagement was conducted in the course of creating this proposal. This engagement includes the following:

- A meeting with the Crotona Academy principal and School Leadership Team members on

¹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at <http://www.goingforme.org>.

² While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions, as students typically enroll at various stages of credit accumulation or number of Regents exams passed.

³ Information obtained from the Additional Ways to Graduate: High School Diploma & Equivalency Programs Directory, located on the DOE’s website at: http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf.

December 23, 2015 to discuss the proposal, respond to questions from the Crotona Academy community, and gather feedback. The Transfer High School Superintendent and a representative from the Office of Space Planning were also present.

- The DOE Office of District Planning made a presentation to the Community Education Council (“CEC”) 12 on December 16, 2015, at which the potential re-siting of Crotona Academy was discussed.

The DOE will provide other 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 further and take questions, comments, and feedback.
- A Joint Public Hearing to be held at building X470, located on the same block as Crotona Academy. The Joint Public Hearing will be held at building X470 instead of TCUs X963 due to the TCUs’ space limitations and lack of a public assembly space. Building X358 is also not an option for the hearing since it is currently under construction. 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 for this proposal to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-5159 or emailing D07Proposals@schools.nyc.gov.
- A Panel for Educational Policy (“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 where this proposal will be voted on by PEP members 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.

Information on the Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/February242016SchoolProposals>.

Building X358 is anticipated to be ready for occupancy by September 2016. The re-siting of Crotona Academy is contingent upon completion of this construction. If building X358 is not ready for student occupancy in 2016-2017, the DOE may issue a new proposal for an alternative siting in accordance with Chancellor’s Regulation A-190. Due to the fact that the building is new and currently under construction, no school organization currently occupies building X358. According to the School Construction Authority (“SCA”), building X358 is projected to have the capacity to serve 150 students.⁴ As mentioned, the DOE seeks to improve learning conditions for Crotona Academy students by re-siting the school into new building X358.

If this proposal is approved, in 2016-2017, Crotona Academy’s students will be served in building X358, which will have an estimated building utilization rate of 90%-117%. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. Therefore, the DOE believes that building X358 has sufficient space to accommodate Crotona Academy.

II. Proposed or Potential Use of Buildings

As referenced above, building X358 is expected to have the capacity to serve 150 students according to

⁴ As reported from the designed capacity of building X358 as per the Program of Requirements (“POR”) from the SCA.

SCA. If this proposal is approved, in the 2016-2017 school year, building X358 is projected to serve 135-175 students, yielding an estimated building utilization rate of 90%-117%. As mentioned, though the utilization rate could exceed 100%, the DOE believes that the X358 building has sufficient space to accommodate Crotona Academy. If this proposal is approved, Crotona Academy will be re-sited and fully phased in to building X358 for the 2016-2017 school year.

The chart below depicts the current and future grade spans for Crotona Academy, if this proposal is approved:

DBN	School Name	2015-2016 ⁵	2016-2017
07X321	Crotona Academy High School	9-12 ⁶	9-12

The chart below shows the projected enrollment⁷ and building utilization for building X358, if this proposal is approved:

DBN	School Name	2015-2016 Enrollment	2016-2017 Projected Enrollment
07X321	Crotona Academy High School	-	135 - 175
Total Building Enrollment		-	135 - 175
Utilization⁸		-	90% - 117%

The SCA calculated the target capacity for building X358 for the 2016-2017 school year. An official building utilization rate for building X358 will not be available until after the school building opens. At that time, the utilization rate will be described in more detail in the Enrollment, Capacity, and Utilization Report (the “Blue Book”), which is available at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>. More information on target capacity and utilization is available in Appendix A of this Educational Impact Statement (“EIS”). More details about space allocations are available in Section III and Appendix C of this EIS.

There are currently no other proposed uses for building X358. Any future significant changes to school utilization in X358 would be proposed in a future EIS, if one is required pursuant to Chancellor’s Regulation A-190, and be subject to separate approval by the PEP in accordance with Chancellor’s Regulation A-190.

⁵ Crotona Academy is located in TCUs X963 during the 2015-2016 school year.

⁶ While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

⁷ Enrollment is based on the 2015-2016 Unaudited Register as of October 31, 2015. The table shows projected enrollment for building X358, and since there is no school organization in building X358 during the current 2015-2016 school year, the chart does not show projected enrollment for the 2015-2016 school year.

⁸ All references to building utilization rates in 2015-2016 and beyond are based on anticipated capacity data from the POR reported by SCA and the 2015-2016 Unaudited Register as of October 31, 2015. 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.

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

A. Students

Crotona Academy is a transfer high school that currently serves students in TCUs X963. The DOE is proposing to re-site Crotona Academy to new building X358 as of the 2016-2017 school year in order to improve learning conditions and facilitate the removal of the TCUs. If this proposal is approved, Crotona Academy will continue to serve students in grades nine through twelve.

Impact on Current and Future Students at Crotona Academy

If this proposal is approved, in the 2016-2017 school year, Crotona Academy's students will be served in new building X358, and students will no longer attend school in TCUs X963 as of the 2016-2017 school year. Current students, with the exception of those eligible to graduate by the end of the 2015-2016 school year, will attend school at building X358 in District 12, which is a different location than where the students currently attend school.⁹

This proposal is not expected to impact current or future student enrollment, admissions, or instructional programming at Crotona Academy. Crotona Academy is an existing transfer high school that is open to New York City students at least 16 years of age, who have a minimum of one year in high school. Crotona Academy admits students 16 years old with a minimum of 10 credits; students who are 17 years old with a minimum of 17 credits and have passed two Regents exams; and students who are 18 years old with a minimum of 20 credits and two Regents exams. Crotona Academy also considers admissions for students who do not meet these criteria on an individual basis through an interview process.¹⁰

Crotona Academy currently serves general education students and students requiring special education services, which can include students in Integrated Co-Teaching ("ICT") special education classes and students receiving Special Education Teacher Support Services ("SETSS"), consistent with the requirements of their Individualized Education Programs ("IEPs"). 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. In addition, English Language Learner ("ELL") students enrolled Crotona Academy receive ESL services. All current and future students enrolled at Crotona Academy will receive their mandated special education and ESL services if this proposal is approved.

Crotona Academy also currently admits students over-the-counter ("OTC") by referrals. 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 beginning of the school year. If this proposal is approved, Crotona Academy will continue to admit students through OTC referrals. Please see Appendix B of this EIS for more information on the OTC process.

Crotona Academy currently offers the following programs, extra-curricular activities, and partnerships:¹¹

- **Instructional Programs:** Competency-Based and Standards-Based Instruction, Learning to Work, Internet-Based Math and English Enrichment, Paid Internships, College and Career Preparation

⁹ TCUs X963 are located in District 7.

¹⁰ More information can be found in the Additional Ways to Graduate: High School Diploma & Equivalency Programs Directory on the DOE's website at: http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf.

¹¹ Information obtained from school self-reported data as of October 1, 2015 and Additional Ways to Graduate Directory, available on the DOE Website at: http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf.

- **Extra-curricular Activities:** Before and After School Tutoring, Community Service, Internships, Cultural and Academic Enrichment Trips, College Trips, Green House Project, Service Learning Projects in Adolescent Sexual Health, Health Wellness, & Nutrition
- **Partnerships:** SoBRO, LYFE Centers, Saint Mary’s Recreational Center

Crotona Academy will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered are always subject to change. That is true at any City school, as all schools modify extra-curricular offerings annually based on student demand and available resources.

As mentioned above, Crotona Academy’s proposed new location in District 12 is approximately 1.6 miles from its current location in District 7. Therefore, some students may have to travel a greater distance to reach the new school building (though the commute of other students may be reduced, depending on home location). High school students are not eligible for busing but can receive various public transportation fare privileges pursuant to Chancellor’s Regulation A-801.

Impact on the Learning to Work Program

Crotona Academy also offers a LTW program through a partnership with SoBRO. LTW is a comprehensive college and career readiness program designed to enhance the academic component of select Young Adult Borough Centers (“YABCs”) and transfer schools. The goal of LTW is to assist students in overcoming obstacles that impede their progress toward earning a high school diploma and rewarding employment and educational opportunities following graduation. LTW offers academic and student support, career and college exploration, work preparation and skills development workshops as well as subsidized internships. The LTW initiative is an integral component of the academic program at each participating site.

There is no anticipated impact on the LTW program as a result of this proposal. As mentioned, SoBRO is the LTW partner for Crotona Academy and will be relocating along with Crotona Academy to the X358 building, if this proposal is approved.

Impact on Future Transfer High-School Students

If this proposal is approved, New York City residents between the ages of 15-21, who have a minimum of one year in high school, will continue to have access to a broad range of transfer high school options, including Crotona Academy. Crotona Academy will continue to admit students as described above.

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

B. School

If this proposal is approved, Crotona Academy will serve its students in building X358 beginning in the 2016-2017 school year. If this proposal is approved, Crotona Academy is projected to enroll an estimated 135-175 students at X358 in the 2016-2017 school year. At that point, the projected utilization for building X358 would be approximately 90%-117%.

If this proposal is approved, the DOE believes there will be sufficient space at building X358 to accommodate Crotona Academy. 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/Offices/OSP/KeyDocuments/Instructional Footprint>.

According to the SCA’s designed floorplans, which describe the facilities available at building X358, X358 will have a total of 7 full-size (“FS”) rooms, 5 quarter-size (“QS”) rooms, and 1.0 full-size equivalent

(“FSE”) rooms of designed administrative space. The building also has the following areas: a fitness room, a cafeteria, and a library/media center which will also house the CBO, SoBRO. Building X358 will contain the following spaces for Crotona Academy:

- The custodian’s office occupies 1 quarter-size room; and
- The nurse’s office occupies 1 quarter-size room.

Excluding the spaces above, building X358 will have a total of 7 full-size rooms, 3 quarter-size rooms, and 1.0 FSE of designed administrative space.

In the 2015-2016 school year, Crotona Academy has a baseline footprint allocation of 6 full-size rooms, 1 half-size room, and 2.5 FSE of administrative space. In 2016-2017, when Crotona Academy will be re-sited to X358, Crotona Academy’s baseline footprint allocation will be 6 full-size rooms, 1 half-size room, and 2.5 FSE of administrative space. Due to a lack of half-size rooms in building X358, Crotona Academy’s baseline footprint allocation has been adjusted to include 1 full-size room in lieu of 1 half-size room. Therefore, for the 2016-2017 school year and beyond, Crotona Academy will have an adjusted footprint allocation of 7 full-size rooms and 2.5 FSE of administrative space. The 2.5 FSE of administrative space will consist of 3 quarter-size rooms and 1.0 FSE of designed administrative space, which equals 1.75 FSE of administrative space.

Accordingly, Crotona Academy will be under its footprint by 0.75 FSE of administrative space. However, the DOE believes there is sufficient space to accommodate Crotona Academy in building X358, which was designed for Crotona Academy specifically, with significant input from the previous Crotona Academy leadership, to ensure that the facilities would meet the needs of the school. Additionally, in Crotona Academy’s current location in TCUs X963, the school is using its FSE allocation for a teacher’s room, guidance office, and main office, facilities that will all be available in building X358 as part of the school’s designed administrative space allocation. The school’s designed administrative space allocation also includes distinct offices for the principal and assistant principal, which may be more convenient than the configuration of administrative space available to the school in the TCUs. Accordingly, the DOE anticipates that Crotona Academy will be able to meet its administrative needs in building X358, despite being slightly under footprint for administrative space, and that the X358 building will provide a better environment for the school than its current location in TCUs .

The adjusted baseline allocation of full-size rooms for Crotona Academy in building X358 is detailed in the chart below:

DBN	School Name	2015-2016	2016-2017
07X321	Crotona Academy	-	7
	FULL SIZE ROOMS AVAILABLE FOR ALLOCATION	-	7
	ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS	-	0

Building Safety and Security

If this proposal is approved, Crotona Academy will develop a safety and security plan for building X358 prior to the first day of school in September 2016. The DOE makes the following safety and security supports available to schools:

- Providing the Best Practice Standards for Creating and Sustaining a Safe and Supportive School as

- a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD);
- Technical assistance via the Borough Safety Directors when incidents occur;
- Professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The proposed re-siting of Crotona Academy facilitates the enhancement of the school's environment by providing it with a new building specifically designed for the school's use that includes amenities not currently available to Crotona Academy students, since the students are currently housed only in TCUs. In addition, the re-siting to building X358 will allow Crotona Academy to occupy a contiguous and improved space, which is not possible while Crotona Academy students are served across several TCUs at X963. Building X358 is accessible by the same subway and bus lines as Crotona Academy's current location. As mentioned above, some students may have to travel a greater distance to reach the new school building (though the commute of other students may be reduced, depending on home location). High school students are not eligible for busing but can receive various public transportation fare privileges pursuant to Chancellor's Regulation A-801.

In addition, once Crotona Academy vacates TCUs X963, the TCUs will be permanently removed so that future students will not be served in those facilities.

The DOE anticipates that building X358 will be fully accessible and that community members and organizations will be able to obtain building use permits.

There are currently no other proposed uses for building X358.

IV. Enrollment, Admissions, and School Performance Information

Crotona Academy

Admissions Data

Current Admissions	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.
Admissions after Re-siting	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.

Enrollment Data¹²

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	11	52	45	50	158
2016-2017 (projected)	5-15	45-55	40-50	45-55	135-175

Demographic Data¹³

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	11%
Percentage of Students Eligible for Free or Reduced Price Lunch	90%

¹² All figures are based on the Unaudited Register as of October 31, 2015.

¹³ All figures reflect a percentage of total students from the 2015-2016 Unaudited Register as of October 31, 2015. Demographic figures represent Crotona Academy in its current building, TCUs X963, and may not represent the demographics of Crotona Academy after the re-siting.

School Performance Data

Crotona Academy High School (07X321)	2012-2013	2013-2014	2014-2015
School Quality Indicators¹⁴			
1.1 Curriculum	Developing	N/A ¹⁵	Developing
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Developing
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Developing	N/A	Proficient
Key Components of Performance and Progress¹⁶			
% Earning 10+ Credits in Year 1	N/A	N/A	N/A
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate ¹⁷	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	N/A	N/A
State Accountability Status	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to re-site Crotona Academy to X358 is up to \$34,500. This cost will include moving all existing materials and furniture from the current site to building X358.

This proposal should not otherwise impact the operating budget or costs of instruction at Crotona Academy. 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 students with additional academic needs.

Please refer to the FSF Guide¹⁸ and the FY16 School Allocation Memorandum¹⁹ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Crotona Academy.

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. Crotona Academy did not have a Quality Review for the 2013-2014 school year.

¹⁶ Key Components of Performance and Progress for 2014-2015 are not available at this time.

¹⁷ For transfer schools, metric changed to Transfer School Graduation Rate in 2011-12 due to cohort adjustments.

¹⁸ Available on the DOE website at:

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

¹⁹ Available on the DOE website at:

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

Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

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

A. **Personnel Needs**

The proposed re-siting is not expected to alter the duties of current staff at Crotona Academy, although if this proposal is approved, beginning in 2016-2017, all Crotona Academy staff would report to X358 rather than X963.

B. **Administration**

No change in school supervisory or administrator positions at Crotona Academy is expected as a result of this proposal. As mentioned, although, if this proposal is approved, beginning in 2016-2017, all Crotona Academy staff would report to X358 rather than X963.

C. **Transportation**

If this proposal is approved, Crotona Academy will be re-sited to X358, approximately 1.6 miles from its current location, beginning in the 2016-2017 school year. Transportation for Crotona Academy students is governed by 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 would be provided as consistent with Citywide policy.

VII. Building Information

Building data does not exist for X358, as the building is still under construction.

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's 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

Transfer School Admissions

Transfer schools do not participate in the High School Admissions Process. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school: <http://www.goingforme.com>. Students can also visit a Referral Center for High School Alternatives or a Family Welcome Center to learn more about their options. To search for City transfer schools, please refer to the Directory of High School Diploma & General Educational Development (“GED”) Programs available on the DOE’s website at: http://schools.nyc.gov/NR/ronlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf.

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 up to 8 of the 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 & Art and Performing Arts.

There are two application rounds in the High School Admissions Process:

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

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. The available programs for Round Two 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 the upcoming school year.

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

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

The Citywide deadline for high school applications for the 2016-2017 school year was December 1, 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, Family Welcome Centers, and 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, and online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

Over-the-Counter (“OTC”) Placement

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a 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; or
- Left the New York City school system and have returned;²⁰ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When student eligible for middle or high school arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student’s needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

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

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

High school screened programs (those that base admissions decisions on students’ academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,²¹ international schools,²² and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

²⁰ 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.

²¹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: <http://www.goingforme.com>

²² International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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.