

EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of The School for the Urban Environment (14K330) in Building K033 at the End of the 2015-2016 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing the closure of The School for the Urban Environment (14K330, “Urban Environment”), an existing district middle school serving students in sixth through eighth grades in building K033 (“K033”), located at 70 Tompkins Avenue, Brooklyn, NY 11206 in Community School District 14 (“District 14”), at the end of the 2015-2016 school year. Urban Environment is currently co-located¹ in K033 with Foundations Academy (14K322), a high school serving students in ninth through twelfth grades; Success Academy Charter School – Bed-Stuy 1 (84K367, “SA – Bed Stuy 1”), an elementary school serving students in kindergarten through fifth grade; and P368K@I033K (75K368, “P368K@I033K”),² one site of an existing multi-sited District 75 program³ serving students in sixth through twelfth grades.

The DOE is proposing to close Urban Environment based on its persistently low enrollment, low performance, and lack of demand by students and families. If this proposal is approved, Urban Environment will close at the end of the 2015-2016 school year and will no longer exist as a middle school option beginning in the 2016-2017 school year. DOE staff will work individually with current sixth- and seventh-grade students, as well as eighth-grade students who are not on track to graduate, to ensure those students are offered seats in other district middle schools. Current eighth-grade students who are on track to graduate and meet promotional criteria, will complete middle school at Urban Environment at the end of the 2015-2016 school year, and can apply to high school through the high school admissions process.⁴

There is sufficient capacity in middle schools throughout District 14 to accommodate current Urban Environment students, as well as future students who might have attended Urban Environment if it remained open as a middle school option. If the proposed closure of Urban Environment is approved, all current sixth- and seventh-grade students and eighth-grade students who do not meet graduation requirements will receive individualized enrollment support from the superintendent’s staff and Family Welcome Center counselors, focusing on each student’s interests to find a seat that is aligned to his or her needs. All students will receive alternative options for enrollment in District 14 and their district of residence (if different) before being discharged from the closing school. Please see Appendix A of this Educational Impact Statement (“EIS”) for a list of schools serving middle school grades in District 14.

The DOE is concurrently proposing to close Foundations Academy in K033 at the end of the 2015-2016 school year. These proposals will be voted on separately by the Panel for Educational Policy (“PEP”). The proposal to close Urban Environment is not contingent on the proposal to close Foundations Academy in K033.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces such as the auditorium, gymnasium, library and cafeteria.

² 75K368 currently serves students at twelve sites. This proposal is not anticipated to impact P368K’s other sites.

³ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

⁴ More information about the high school admissions process can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

Rationale for Closure

The DOE has implemented an expanded support and supervision structure that provides for regular engagement and evaluation of schools to ensure that every student in New York City receives a high-quality education and is prepared for post-secondary success. As a result of this increased support, the DOE has identified schools that have experienced persistently low enrollment, low-performance, and lack of demand by students and families, including Urban Environment. At Urban Environment, these ongoing challenges have contributed to a loss of per pupil funding, high staff turnover, and fewer extracurricular and athletic opportunities—all of which negatively impact the school's ability to improve student achievement. Student learning experiences are limited in variety beyond core subjects.

The DOE's decision to propose a school for closure are informed by, but not limited to, the following considerations:

- The school is significantly under-enrolled;
- The school has low proficiency rates for ELA and math, or a low graduation-rate;
- The school has persistent difficulty retaining its students;
- The school has persistently low demand, despite efforts to attract students to the school.

Urban Environment has struggled with persistently low enrollment, low performance and lack of demand by students and families, despite multiple prior interventions such as changes to programming. During the 2010-2011 school year, Urban Environment served 141 students in sixth through eighth grades. During the current 2015-2016 school year, Urban Environment serves fewer than 85 students, which represents a nearly 45% decline in enrollment in five years. In 2014-2015, Urban Environment had the lowest enrollment of any middle school in the city. The school had only 1.1 applicants per seat for the 2015-2016 school year, compared to the district median of 2.5 applicants per seat, with only 12% of applicants to the school ranking it first.

For the last two years, 0% of students at Urban Environment were proficient in ELA, compared to 28% citywide in 2013-2014 and 30% citywide in 2014-2015. In 2014-2015, 11% of students were proficient in Math, compared to 31% citywide.

Despite programmatic interventions, Urban Environment continues to struggle with enrollment, performance and demand. Consequently, the DOE is proposing the closure of Urban Environment at the end of this school year.

Public Engagement

- Calls were made to families in both the morning and afternoon of Monday, December 14, 2015 in both English and Spanish to notify them of the proposed closure and the upcoming community meetings scheduled for December 18, 2015.
- Letters notifying families of this proposed closure and the December 18, 2015 community meetings were backpacked home with students.
- The Superintendent, along with key support from Central offices, held two community meetings on December 18, 2015—one in the morning and one in the afternoon—to answer any questions families may have. Approximately 10 members of the public attended the morning meeting and approximately 12 attended the afternoon meeting. Participants primarily requested information on the other school options that would be available to their children who currently attend the school.

The DOE will provide 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 K033. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- A dedicated phone and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D14Proposals@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 welcomed 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/February242016SchoolProposals>.

II. Proposed or Potential Use of Building

Building K033 has the target capacity to serve a total of 1,001 students⁵ and currently serves a total of 714 students, yielding a building utilization rate of approximately 71%.⁶ The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS. Additional enrollment and utilization information is detailed in the following section.

If this proposal is approved, Urban Environment will close at end of the 2015-2016 school year and will no longer exist as a middle school option. As noted above, K033 is currently serving a total of 714 students and is therefore operating below the target capacity. If the closure of Urban Environment is approved, and the concurrent proposal to close Foundations Academy is not approved, building K033 is projected to serve 625-750 students in SA – Bed-Stuy 1, Foundations Academy and P368K@I033K, yielding a projected utilization rate of 62%-75%. If the concurrent proposal to close Foundations Academy is also approved by the PEP, K033 is projected to serve 570-655 students in SA – Bed-Stuy 1 and P368K@I033K, yielding a projected utilization rate of 57%-65%. K033 will then be considered “under-utilized” and will have significant excess space available. If these proposals are approved, the DOE anticipates issuing another proposal for the use of that space.

⁵ According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”).

⁶ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Unaudited Register as of October 31, 2015 for district schools, and, for charter schools, the charter headcount as of October 1, 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. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

Over a period of two years, the proposed grade spans for all schools and programs in building K033 are as follows, if the proposals to close Urban Environment and Foundations Academy are both approved by the PEP:

DBN	School Name	2015-2016	2016-2017
14K330	Urban Environment	6-8	-
14K322	Foundations Academy	9-12	-
84K367	SA – Bed-Stuy 1	K-5	K-5
75K368	P368K@I033K	6-12	6-12

Over a period of two years, the current and projected enrollments for all schools and programs in K033 and the building utilization rates are shown in the table below, if both proposals are approved by the PEP:

DBN	School Name	2015-2016 Enrollment ⁷	2016-2017 Projected Enrollment
14K330	Urban Environment	82	-
14K322	Foundations Academy	76	-
84K367	SA – Bed-Stuy 1	487	505-565
75K368	P368K@I033K	69	65-90
Total Building Enrollment		714	570-655
Utilization		71%	57%-65%

If both proposals are approved, Urban Environment and Foundations Academy will no longer exist as school options and will therefore no longer receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”) in K033. In addition, SA – Bed-Stuy 1 and P368K@I033K will continue to receive their baseline or adjusted baseline allocations of space pursuant to the Footprint.

⁷ Enrollment is based on the 2015-2016 Unaudited Register as of October 31, 2015 and the charter headcount as of October 1, 2015.

More details about space are available in Section III and Appendix D of this EIS as well as in the Building Utilization Plan (“BUP”) that is attached to this proposal. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at:

[http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint)

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

A. Students

If this proposal is approved, Urban Environment will close at the end of the 2015-2016 school year and will no longer exist as a middle school option in District 14 beginning in the 2016-2017 school year. All current students will continue at the school for the remainder of the 2015-2016 school year.

Impact on Current Students at Urban Environment

Academic and Extra-Curricular Offerings

With respect to academics, Urban Environment will continue offering all classes to support current students as they work to meet mandated articulation requirements for the remainder of the 2015-2016 school year.

Urban Environment currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). 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 students enrolled at Urban Environment will continue to receive all mandated special education services for the duration of the school year if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at Urban Environment receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided to those students currently attending Urban Environment and all students will receive their mandated services for the duration of the school year.

Current Urban Environment students who receive special education or ESL services will continue to receive those services at their new schools and will receive individualized support from the superintendent’s staff and Family Welcome Center counselors to find a seat aligned to their needs and interests.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Urban Environment for the duration of the current (2015-2016) school year.

Urban Environment’s extra-curricular activities, clubs and sports include:⁸

- **Extracurricular Activities and Clubs:** Dance Team, Art Club, Music Club, Nail Club, Chess Club, Tutoring, Peer Mediation, College Tours, Mentoring, Debate Club, Yoga, Recycle-A-Bicycle, Drum Line, Game Stop, Fitness Club
- **Sports:** Archery, Baseball, Basketball, Floor Hockey, Rollerblade Hockey, Softball, Volleyball

If this proposal is approved, Urban Environment will close after the 2015-2016 school and will no longer offer the above-referenced extra-curricular activities and clubs. However, current Urban Environment

⁸ From the District 14 Middle School Directory, available at <http://schools.nyc.gov/NR/ronlyres/E364760A-8DCB-4650-8AEE-E718D596C08D/0/2016NYCMSDirectoryDistrict14.pdf>

students will have the opportunity to participate in programs, partnerships, extra-curricular activities and clubs at their new schools, which will be offered 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 schools, which annually modify extra-curricular offerings based on student demand and available resources.

Current Sixth- and Seventh-Grade Students at Urban Environment

If the proposed closure of Urban Environment is approved, all current sixth- and seventh-grade students will receive individualized enrollment support from the superintendent's staff and Family Welcome Center counselors, focusing on each student's interests to find a seat that is aligned to his or her needs. All students will receive alternative options for enrollment in District 14 or their district of residence (if different) before being discharged from the closing school. Please see Appendix A for a list of schools serving middle school grades in District 14.

Current Eighth-Grade Students at Urban Environment

Current eighth-grade students who are on track to graduate will complete middle school at Urban Environment. At the end of the 2015-2016 school year, eighth-grade students who graduate will enroll in the high school to which they were matched in the Citywide High School Admissions Process. See Appendix C of this EIS for more information on high school admissions.

Current eighth-grade students at Urban Environment who are not on track to graduate will have the opportunity to enroll in a different middle school for the 2016-2017 school year and will receive individualized enrollment support from the superintendent's staff and Family Welcome Center counselors, focusing on each student's interests to find a seat that is aligned to his or her needs. All students will receive alternative options for enrollment in District 14 and their zoned middle school district (if different) before being discharged from the closing school..

See Appendix A of this EIS for more information on other middle schools in District 14.

Impact on Current and Future Students at Foundations Academy

The proposal to close Urban Environment in K033 is not expected to impact current enrollment or academic or extra-curricular programming at Foundations Academy. However, if the concurrent proposal to close Foundations Academy in K033 is also approved, Foundations Academy will also close after the 2015-2016 school year.

Foundations Academy currently serves general education students and students requiring special education services, including students currently enrolled in ICT classes and SC classes, as well as students receiving SETSS. 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. This proposal will not affect the provision of mandated special education services to such students. All current students enrolled at Foundations Academy will continue to receive all mandated special education services.

In addition, ELL students currently enrolled at Foundations Academy receive ESL services. This proposal will not affect the provision of such mandated services to ELL students at Foundations Academy. Current ELL students at the school will continue to receive their mandated services.

The proposal to close Urban Environment is not expected to impact the admissions process at Foundations Academy. Foundations Academy currently admits students through the High School Admissions Process using a limited unscreened admissions method. However, if the concurrent proposal to close Foundations

Academy is approved, Foundations Academy will no longer admit students through the High School Admissions Process. Students will have the opportunity to apply to a broad range of other high schools district and citywide.

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

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Foundations Academy.

Foundations Academy's extra-curricular activities, clubs and sports include:⁹

- **Extracurricular Activities and Clubs:** Honor Society, Newspaper, Student Government Association (SGA), Advisory program, Art, Chess, State of the Art Playfield, Dance
- **Sports:** Badminton, Basketball

Additionally, Foundations Academy is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools.¹⁰ Schools selected to be Renewal Schools were identified as Priority or Focus schools by SED, demonstrated low academic achievement (in 2012, 2013, and 2014), and scored "Proficient" or below on their most recent quality review (at the time of selection); or in four instances were selected per the Chancellor's discretion.

The proposal to close Urban Environment will not impact Foundation Academy's participation in the School Renewal Program. As a Renewal school, Foundations Academy is also being transformed into a Community School.¹¹ As a Community School, Foundations Academy has implemented new programming to support mental health and increase family engagement at the school, such as after-school enrichment programming including dance, music and social/emotional groups, tutors, and family meetings and workshops. The DOE does not expect this proposal to impact any tailored ancillary services, extended instruction time, or other additional resources that Foundations Academy may receive as a result of the School Renewal Program and the school's designation as a Community School.

Impact on Current and Future Students at SA – Bed-Stuy 1

The proposal to close Urban Environment in K033 is not expected to impact current enrollment, admissions, or academic or extra-curricular programming at SA – Bed-Stuy 1.

SA – Bed-Stuy 1 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. This proposal will not affect the provision of mandated special education services to such students at SA – Bed-Stuy 1.

In addition, ELL students currently enrolled at SA – Bed-Stuy 1 receive ESL services. This proposal will not affect the provision of such mandated services to ELL students at SA – Bed-Stuy 1.

SA Bed-Stuy 1 currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day. The DOE does not anticipate that this proposal will impact the school's ability to continue to offer current programming and extra-curricular activities based on student interests, available resources, and staff support for those programs.

⁹ School-reported data as of January 7, 2016.

¹⁰ More information regarding the School Renewal Program can be found online at <http://schools.nyc.gov/AboutUs/schools/RenewalSchool#schools>.

¹¹ Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges.

SA – Bed-Stuy 1 will continue to admit students via lottery for kindergarten through fifth grades. Applications are available on the SACS website.¹² The deadline to submit an application for SA – Bed-Stuy 1’s lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of SA – Bed-Stuy 1’s lottery has not yet been announced and will be determined at a later date. SA – Bed-Stuy 1 will provide the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 14. This proposal will not affect SA – Bed-Stuy 1’s admissions process.

Impact on Current and Future Students at P368K@I033K

This proposal will have no impact on the services currently offered or received at P368K@I033K. P368K@I033K is one site of a multi-sited District 75 program serving students in sixth through twelfth grades. In the current 2015-2016 school year, the program is serving 69 middle and high school-aged students with a wide range of disabilities. Students are placed in District 75 programs based on their individual needs and recommended special education services. If this proposal is approved, students at P368K@I033K will continue to receive all mandated services .

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

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

Enrollment Impact on Future Middle School Students in District 14

This proposal to close Urban Environment is not expected to impact the admissions process at other District 14 middle schools. If the proposal to close Urban Environment is approved, students in District 14 will no longer have the opportunity to enroll in Urban Environment for middle school. They will, however, continue to have access to a broad range of middle school options, listed in Appendix A of this EIS. As described in greater detail in Section C below, there will continue to be sufficient sixth-grade seats in District 14 to accommodate future students who may have otherwise enrolled in Urban Environment.

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>.

If this proposal is approved, the closure of Urban Environment may have a small impact on enrollment at other district and charter schools serving middle school grades in District 14. Please see Appendix A for a list of district and charter schools serving middle school grades in District 14. If this proposal is approved, enrollment at the schools listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on one particular school.

General information about the middle school admissions process can be found in Appendix C of this EIS.

¹² The SACS Web site can be found at: <http://successacademies.org/>.

Enrollment Impact on Over-the-Counter (“OTC”) Placements

In addition to admitting students through the Middle and High School Admissions Processes, Urban Environment and Foundations Academy currently admit some students through the OTC process. If this proposal is approved, Urban Environment will no longer admit OTC students in the future. This proposal does not affect OTC admissions at Foundations Academy. However, as noted above, if the concurrent proposal to close Foundations Academy is approved, Foundations Academy will no longer admit students through the OTC process. Given the small number of OTC students typically admitted to Urban Environment, all future OTC students who may have enrolled at Urban Environment will be able to be accommodated elsewhere, as demonstrated in Section III.C. below.

Please see Appendix C for more information on the OTC process.

B. Schools

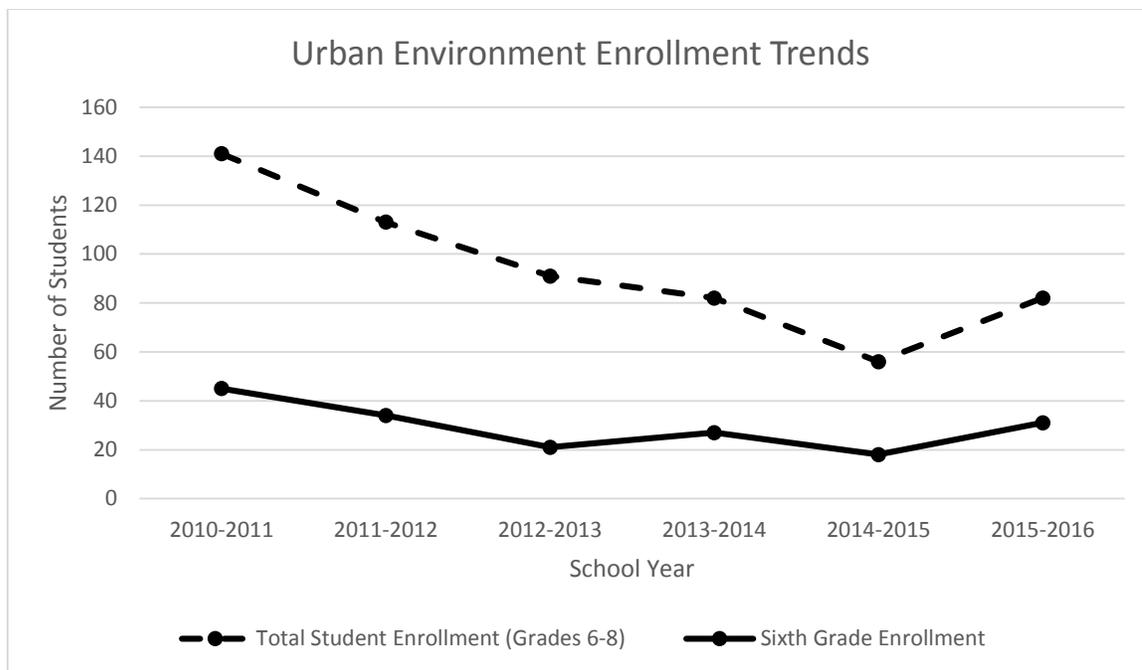
If the proposal to close Urban Environment is approved by the PEP, Urban Environment will close at the end of the 2015-2016 school year. The proposed closure of Urban Environment is not expected to impact current enrollment, academic programming or extra-curricular programming at SA – Bed-Stuy 1, Foundations Academy, and P368K@I033K.

If this proposal is approved, Urban Environment will no longer exist as a school option and will therefore no longer receive its baseline or adjusted baseline allocation of space pursuant to the Footprint in K033. In addition, all schools in K033 as of the 2016-2017 school year will continue to receive their baseline or adjusted baseline allocations of space pursuant to the Footprint.

More details about space allocation are available in Appendix D of this EIS and the BUP that accompanies this proposal. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

C. Community

Urban Environment has experienced persistently low enrollment, performance issues, and lack of demand by students and families. These issues result in a loss of per-pupil funding, high staff turnover, and fewer extracurricular and athletic opportunities—all of which negatively impact the school’s ability to improve student achievement. The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. The unsustainable student enrollment at Urban Environment over the past five years, as demonstrated in the chart below, along with persistent performance issues, indicates there is a need to provide better options for future and current students in the Urban Environment community.



Urban Environment Performance Trends

	2012-2013		2013-2014		2014-2015	
	Urban Environment	Citywide Average	Urban Environment	Citywide Average	Urban Environment	Citywide Average
ELA % Proficient (Levels 3 and 4)	4%	27%	0%	27%	0%	30%
Math % Proficient (Levels 3 and 4)	4%	34%	3%	29%	11%	31%

Students currently attending Urban Environment will have the opportunity to attend other middle schools beginning in the 2016-2017 school year. If the proposed closure of Urban Environment is approved, all students will receive individualized enrollment support from the superintendent’s staff and Family Welcome Center counselors, focusing on each student’s interests to find a seat that is aligned to his or her needs. All students will receive alternative options for enrollment in District 14 and their zoned middle school district (if different) before being discharged from the school.

District 14 district schools currently have the capacity to serve approximately 5,100 students in grades six through eight while only 3,762 such students are currently enrolled in 2015-2016. This means that District 14 currently has an excess of over 1,300 middle school seats in district schools. If the closure of Urban Environment is approved, District 14 schools will have the capacity to serve approximately 4,800 students in grades six through eight and will have an excess of over 1,000 middle school seats.

There are also two charter schools in District 14 serving approximately 400 middle school students. Students in District 14 can also apply to these schools. More information can be found on the DOE website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

If this proposal is approved, the closure of Urban Environment may have a small impact on enrollment at other district and charter schools serving middle school grades in District 14. Please see Appendix A for a list of district and charter schools serving middle school grades in District 14. If this proposal is approved, enrollment at the schools listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on one particular school.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K033. This proposal is not expected to impact the accessibility of K033 which is not accessible.

IV. Enrollment, Admissions, and School Performance Information

Urban Environment

Admissions Data

Current Admissions	Grades 6-8: District 14 Middle School Admissions Admissions Process: Unscreened
Admissions if This Proposal Is Approved	N/A

Enrollment Data¹³

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	31	27	24	82
2016-2017 (projections)	-	-	-	-

Demographic Data¹⁴

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	44%
Percentage of ELL Students	13%
Percentage of Students Eligible for Free or Reduced-Price Lunch	83%

¹³ All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

¹⁴ All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

School Performance Data

Urban Environment	2012-2013	2013-2014	2014-2015
School Quality Indicators¹⁵			
1.1 Curriculum	Developing	N/A ¹⁶	Proficient ¹⁷
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Developing	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Developing	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	4%	0%	0%
Math % Proficient (Levels 3 and 4)	4%	3%	11%
Other Key Performance Indicators			
Attendance Rate	88%	84%	85%
2015-2016 State Accountability Status¹⁸	Focus		

¹⁵ 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>.

¹⁶ Not all schools receive Quality Reviews every year. Urban Environment did not have a Quality Review for the 2013-2014 school year.

¹⁷ 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>.

¹⁸ This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Foundations Academy

Admissions Data

Current Admissions	<p>Grades 9-12: Citywide High Schools Admissions</p> <p>Admissions Method: Limited Unscreened Admissions Method</p>
Admissions if This Proposal Is Approved¹⁹	<p>Grades 9-12: Citywide High Schools Admissions</p> <p>Admissions Method: Limited Unscreened Admissions Method</p>

Enrollment Data²⁰

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	25	14	16	21	76
2016-2017 (projections) ²¹	-	-	-	-	-

Demographic Data²²

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with IEPs	32%
Percentage of ELL Students	8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	74%

¹⁹ If the concurrent proposal to close Foundations Academy is also approved, it will no longer exist as a school option and will no longer admit additional students after the 2015-2016 school year.

²⁰ All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

²¹ If the concurrent proposal to close Foundations Academy is also approved, there will be no students enrolled in Foundations Academy beginning in the 2016-2017 school year to be served in K033.

²² All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

School Performance Data

Foundations Academy	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	Developing	Developing	Developing
1.2 Pedagogy	Developing	Developing	Developing
2.2 Assessment	Developing	Underdeveloped	Developing
3.4 High Expectations	Developing	Developing	Developing
4.2 Teacher Teams and Leadership Development	Developing	Developing	Developing
Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	48%	N/A	47%
4-Year Graduation Rate	20%	20%	32%
6-Year Graduation Rate	60%	52%	45%
% Graduating with a Regents Diploma	17%	16%	5%
Attendance Rate	72%	72%	74%
2015-2016 State Accountability Status	Priority		

SA – Bed-Stuy 1

Admissions Data

Current Admissions	Grades K-5: Charter lottery application
Admissions if This Proposal Is Approved	Grades K-5: Charter lottery application

Enrollment Data²³

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	93	81	98	77	79	59	487
2016-2017 (projections)	90-100	90-100	80-90	95-105	75-85	75-85	505-565

²³ All figures are based on the charter headcount as of October 1, 2015.

*Demographic Data*²⁴

Percentage of Students Receiving ICT or SC Services	1%
Percentage of Students with IEPs	8%
Percentage of ELL Students	4%
Percentage of Students Eligible for Free or Reduced-Price Lunch	56%

School Performance Data

SA – Bed-Stuy 1	2012-2013	2013-2014	2014-2015
School Quality Indicators ²⁵			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	81%	83%
Math % Proficient (Levels 3 and 4)	N/A	98%	99%
Other Key Performance Indicators			
Attendance Rate	N/A	N/A	N/A
2015-2016 State Accountability Status	Good Standing		

P368K@I033K

Admissions Data

Current Admissions	District 75 Placement Is Based on Individual Student Needs/Recommended Special Education Services
Admissions if This Proposal Is Approved	District 75 Placement Is Based on Individual Student Needs/Recommended Special Education Services

²⁴ All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

²⁵Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. SA – Bed-Stuy 1 is authorized by SUNY. The authorizer's report can be found on the authorizer's website at <http://www.newyorkcharters.org/progress/school-performance-reports/>.

*Enrollment Data*²⁶

	Total Enrollment
2015-2016	69
2016-2017 (projections)	65-90

*Demographic Data*²⁷

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	97%
Percentage of ELLs	12%
Percentage of Students Eligible for Free or Reduced Priced Lunch	71%

School Performance Data

P368K@I033K	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	Well Developed	N/A ²⁸	Well Developed
1.2 Pedagogy	Proficient	N/A	Well Developed
2.2 Assessment	Well Developed	N/A	Proficient
3.4 High Expectations	Well Developed	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Well Developed
Performance Data ²⁹			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators ³⁰			
Attendance Rate	N/A	N/A	N/A
2015-2016 State Accountability Status	Good Standing		

V. Initial Costs and Savings, and Cost of Instruction

If this proposal is approved, once the closure is implemented, the DOE will cease to allocate funds to Urban Environment and will repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if the teachers and other school staff, who are no longer

²⁶ All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

²⁷ All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

²⁸ Not all schools receive Quality Reviews every year. P368K@I033K did not have a Quality Review for the 2013-2014 school year.

²⁹ Because P368K@I033K is an alternative assessment program, school performance data is not available.

³⁰ Because P368K@I033K is an alternative assessment program, attendance rates are not available.

needed at the school, are unsuccessful in finding other employment opportunities in the department. These staff members would be placed in the Absent Teacher Reserve (“ATR”) pool, which is described further below.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Urban Environment will be excessed after the closure.³¹ All excessing would be conducted in accordance with existing labor contracts.

Excessed teachers will be eligible to apply for positions in other district schools. Any teachers who do not find a position would be placed in the ATR pool where they would provide coverage for short- and long-term instructional needs while they continue to look for a regular assignment.

Students who would otherwise have enrolled in Urban Environment would now be enrolled in other District 14 middle schools, and those schools might need to hire additional staff. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Urban Environment would be excessed when the school is closed. Again, all excessing would take place in accordance with existing labor contracts.

C. Transportation

If this proposal is approved, transportation for students at Urban Environment would continue to be provided according to Chancellor’s Regulation A-801, available at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>, until the closure is complete.

This proposal is not expected to affect transportation practices at SA – Bed-Stuy 1, Foundations Academy, and P368K@I033K for the 2015-2016 school year or in future school years.

D. Other Support Services

The provision of certain support services is described above. Other support services would continue to be provided consistent with citywide policy if this proposal is approved, until closure is complete.

³¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

VII. Building Information

Building		K033
Type of Building		IS/JHS
Year Built		1957
Overall BCAS rating		2.64
2014-2015 Target Building Utilization		68%
2014-2015 Target Building Capacity		1,001
FY 2015 Maintenance Costs	Labor	\$32,565
	Materials	\$18,934
	Maintenance, repair and contracts	\$93,277
	Custodial operations costs—Materials	\$10,481
	Custodial operations costs—Custodial Allocation	\$311,304
FY 2015 Energy Costs	Electric	\$114,942
	Gas	\$3,164
	Steam	N/A
	Oil	\$103,022
Projects completed during the current or prior school year		Kitchen Flooring/Flood/Ansul System
Projects proposed in the capital plan		Science Lab Upgrade
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Science Lab, Nurse's Office

Appendix A: District 14 Middle School Options

All students will receive alternative options for enrollment in District 14 and their zoned middle school district (if different) before being discharged from the closing school. Please see the table below for a list of district and charter schools serving middle school grades in District 14.

DBN	School Name	Address	Grade Span 2015-2016	Grade Span at Scale	Admissions Method	2015-2016 Enrollment ³²	2014-2015 School Capacity ³³	School Utilization
District-wide Choice Options								
14K050	J.H.S. 050 John D. Wells	183 SOUTH 3 STREET	6-8	6-8	Screened	202	526	38%
14K071	Juan Morel Campos Secondary School	215 HEYWARD STREET	6-12	6-12	Screened	632	1,192	53%
14K084	P.S. 084 Jose De Diego	250 BERRY STREET	K-7	K-8	Limited Unscreened	751	912	82%
14K126	John Ericsson Middle School 126	424 LEONARD STREET	6-8	6-8	Unscreened	372	574	65%
14K157	P.S./I.S. 157 The Benjamin Franklin Health & Science Academy	850 KENT AVENUE	K-8	K-8	Limited Unscreened	496	896	55%
14K318	I.S. 318 Eugenio Maria De Hostos	101 WALTON STREET	6-8	6-8	Screened	1,491	1,598	93%
14K577	Conselyea Preparatory School	208 NORTH 5 STREET	6-8	6-8	Screened	506	312	162%
14K582	M.S. 582	207 BUSHWICK AVENUE	6-8	6-8	Screened	246	417	59%
14K586	Lyons Community School	223 GRAHAM AVENUE	6-12	6-12	Limited Unscreened	543	618	88%
14K614	Young Women's Leadership School of Brooklyn	325 BUSHWICK AVENUE	6-12	6-12	Screened	378	638	59%
Charter Options								
84K355	Williamsburg Collegiate Charter School	157 WILSON STREET	5-12	5-12	Lottery	546	N/A ³⁴	N/A
84K703	Beginning With Children Charter School	185 ELLERY STREET	K-8	K-8	Lottery	393	N/A ³⁵	N/A

Appendix B: 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

³² Enrollment is based on the 2015-216 Unaudited Register as of October 31, 2015 for district schools and the charter headcount as of October 1, 2015 for charter schools. It reflects the enrollment for all grades served by the school.

³³ School capacity is based on target capacity from the 2014-2015 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

³⁴ Williamsburg Collegiate Charter School is partially sited in private space in and therefore capacity is not available.

³⁵ Beginning with Children Charter School is partially sited in private space in 2014-2015 and therefore capacity from the 2014-2015 Blue Book is not available.

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 a 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 C: 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, limited unscreened, 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-grade students to submit middle school applications for the 2016-2017 school year will be in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016, and eligible students will have the opportunity to submit a "new schools" application at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending 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 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 & Art and Performing Arts.

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 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. 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 the upcoming school year.

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 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, English Language Learner (“ELL”) students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services 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>

Over-the-Counter (“OTC”) Placements

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;³⁶ 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,³⁷ international schools,³⁸ 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.

Appendix D: 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

³⁶ 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.

³⁷ 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: www.goingforme.org.

³⁸ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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.