

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of the High School Grades of Achievement First Brownsville (84K626) and the High School Grades of Achievement First Apollo (84K774) with Existing School J.H.S. 292 (19K292) in Building K292 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate¹ the high school grades of Achievement First Brownsville Charter School (84K626, “AF Brownsville”) and Achievement First Apollo Charter School (84K774, “AF Apollo”), which will together function as one high school under the name of Achievement First High School 3 (“AF High School 3”), in building K292 (“K292”) with J.H.S. 292 Margaret S. Douglas (19K292, “J.H.S. 292”), an existing district middle school that serves students in sixth through eighth grades, beginning in the 2016-2017 school year. K292, which is located at 301 Vermont Street, Brooklyn, NY 11207, in Community School District 19 (“District 19”), also houses two Community-based Organizations (“CBOs”), Soul Tigers and Comprehensive Adolescent Pregnancy Prevention (“CAPP”).² If this proposal is approved AF High School 3 will open in K292 in the 2016-2017 school year, serving approximately 115-125 students in ninth grade, and will add one grade level each year until it reaches full scale, serving approximately 460-500 students in ninth through twelfth grades in the 2019-2020 school year.

AF Brownsville and AF Apollo have been authorized by The State University of New York Charter Schools Institute (“SUNY”). AF Brownsville has been authorized to serve students in kindergarten through tenth grades and AF Apollo has been authorized to serve students in kindergarten through eighth grades. Prior to the expiration of AF Brownsville’s charter on July 31, 2020 and AF Apollo’s charter on July 31, 2018, Achievement First intends to apply to SUNY for a revision of both charters to expand to serve students in kindergarten through twelfth grades. SUNY has the authority to approve or deny these requests. Should SUNY deny these requests to expand AF Brownsville and AF Apollo to serve students in kindergarten through twelfth grades, the DOE will consider alternative options for the space at K292.

In a separate Educational Impact Statement (“EIS”), the DOE is concurrently proposing to re-site the middle school grades of AF Apollo (“AF Apollo MS”) from building K302 (“K302”) to K292. That proposal replaces a previous proposal, issued on December 3, 2015 and subsequently withdrawn on December 18, 2015, to re-site students in kindergarten through eighth grade in AF Apollo from K302 to K292.³ AF Apollo MS currently serves students in fifth and sixth grades. Pursuant to a proposal approved in 2013, AF Apollo MS is approved to expand to serve students in seventh grade in K302 beginning in the 2016-2017 school

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

² Prior to the 2015-2016 school year, J.H.S. 292 was co-located with The United Federation of Teachers Charter School (“UFT Charter School”) in K292 serving students in kindergarten through eighth grades. The UFT Charter School is no longer serving students in K292 as of the 2015-2016 school year.

³ The proposal to re-site AF Apollo in its entirety from K302 to K292 may be viewed online at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/SchoolProposalsJanuary202016PEP>. After subsequent conversations with Achievement First and the K292 and K302 communities, the DOE determined that keeping the elementary grades of Achievement First at K302 would limit disruption to the K302 community and provide more stability for the elementary students at AF Apollo, leading to the withdrawal of that proposal on December 18, 2015.

year and to further expand to serve eighth grade students in K302 as of the 2017-2018 school year.⁴ The proposal to open and co-locate AF High School 3 in K292 with J.H.S. 292 is not contingent on the re-siting of AF Apollo MS to K292. These proposals will be voted on separately by the Panel for Educational Policy (“PEP”) at their February meeting.

If both proposals are approved, AF High School 3 will be co-located with J.H.S. 292 and AF Apollo MS in K292 beginning in the 2016-2017 school year. If this proposal is approved, but the re-siting of AF Apollo MS is not approved, AF High School 3 will be co-located with J.H.S. 292 in K292 beginning in the 2016-2017 school year.

The DOE conducted public engagement in the course of creating this proposal, beginning with a walk-through of building K292 with a Deputy Chancellor and a School Leadership Team (“SLT”) debrief on November 21, 2015. At that time, the proposal was to re-site AF Apollo’s kindergarten through eighth grade from K302 to K292. Participants included the principal and SLT members of J.H.S. 292 and AF Apollo MS, respectively, representatives from Community Education Council 19, the District 19 Superintendent, and other DOE leadership members. As a result of feedback from participants, as well as additional conversations with Achievement First and the K302 community, the DOE determined that all impacted communities would benefit from a new proposal to re-site and co-locate AF Apollo M.S. in K292 and a proposal to open and co-locate AF High School 3 in K292.

On December 18, 2015, DOE representatives and the District 19 Superintendent held a conference call with the principal and SLT members from J.H.S. 292 to discuss the proposal to re-site AF Apollo’s middle school grades to K292, and to open and co-locate AF High School 3 in K292. On that call, DOE representatives and the District 19 Superintendent took questions and noted concerns about the proposals for K292.

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

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K292. These meetings are open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D19Proposals@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 before 6:00 p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

⁴ More information about the expansion of Achievement First Apollo Charter School can be found in the previously approved proposal online at http://schools.nyc.gov/NR/rdonlyres/BF115982-FF79-4522-AA19-1F9BE2F133D8/138738/84K774AFApolloExpansionatK302_AmendedEIS_vfinal2.pdf.

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>.

AF Brownsville currently serves students in kindergarten through eighth grades in building K055 (“K055”), located at 2021 Bergen Street, Brooklyn, NY 11233, in Community School District 23 (“District 23”). If this proposal is approved, AF Brownsville’s ninth grade students will be served in K292 in AF High School 3 beginning in the 2016-2017 school year.

AF Apollo currently serves students in kindergarten through sixth grades in K302. As previously stated, the DOE is concurrently proposing to re-site AF Apollo’s middle school grades to K292, beginning in the 2016-2017 school year. If the proposal to open and co-locate AF High School 3 in K292 is approved, and pending a revision to AF Apollo’s charter, AF Apollo’s ninth grade students will be served in K292 in AF High School 3 beginning in the 2018-2019 school year.

Building K292 has the capacity to serve a total of 1,658 students.⁵ If this proposal and the proposal to re-site AF Apollo MS to K292 are approved, in the 2016-2017 school year, AF High School 3 will serve a projected 115-125 students in ninth grade, AF Apollo MS will serve a projected 285-315 students in fifth through seventh grades, and J.H.S. 292 will serve a projected 575-605 students in sixth through eighth grade in K292. K292 will have a total projected building enrollment of 975-1,045 students, yielding a projected building utilization rate of 59%-63%.⁶ If this proposal is approved, but the proposal to re-site AF Apollo MS is not approved, in the 2016-2017 school year, K292 will have a total projected building enrollment of 690-730 students, yielding a projected building utilization rate of 42%-44%.

Pending revisions to AF Apollo’s and AF Brownville’s respective charters, and if both proposals are approved, in 2019-2020, when AF High School 3 is at scale serving students in ninth through twelfth grades, there will be approximately 1,395-1,505 total students served in the building. The projected building utilization rate as of 2019-2020 will be 84%-91%, indicating that there is sufficient space for all school organizations. If this proposal is approved, but the proposal to re-site AF Apollo MS is not approved, in the 2019-2020 school year, K292 will have a total projected building enrollment of 1,015-1,085, yielding a projected utilization rate of approximately 61%-65%.

The Building Utilization Plan (“BUP”) that accompanies this proposal also reflects that there is sufficient space in the building to accommodate this co-location, alongside J.H.S. 292, and AF Apollo MS. Thus, the DOE believes that K292 can serve all students that attend AF High School 3, AF Apollo MS, and J.H.S. 292 beginning in the 2016-2017 school year.

More details about space are available in Section III.B and Appendix A of this EIS as well as in the BUP that is attached to this proposal. On December 2, 2015, the DOE released an updated Citywide Instructional Footprint (“Footprint”), which includes increased allocations of administrative space.⁷ The baseline and adjusted baseline Footprint allocations of space in 2016-2017 school year and beyond reflect this change.

⁵ According to the 2014-2015 Enrollment, Capacity and 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, the charter headcount as of October 1, 2015 for charter schools, and, for new charter schools, projections based on enrollment figures in the charter application. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the 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>.

⁷ 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/InstructionalFootprint>.

II. Proposed or Potential Use of Building

As stated above, according to the Blue Book, K292 has a target capacity of 1,658 students. During the current 2015-2016 school year, in building K292, J.H.S. 292 is serving approximately 628 students, yielding a building utilization rate of 38%. K292 is currently “under-utilized” and has space to accommodate additional students.

If this proposal is approved, along with the proposal to re-site AF Apollo MS, and pending revisions to AF Apollo’s and AF Brownville’s respective charters, the grade spans for all current and proposed school organizations in K292 over a five-year period will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
19K292	J.H.S. 292	6-8	6-8	6-8	6-8	6-8
84K626, 84K774	AF High School 3	-	9	9-10	9-11	9-12
84K774	AF Apollo MS	-	5-7	5-8	5-8	5-8

The chart below shows the projected enrollment and building utilization rates for K292 if this proposal and the proposal to re-site AF Apollo MS are approved, pending revisions to AF Apollo’s and AF Brownville’s respective charters:

DBN	School Name	2015-2016 Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
19K292	J.H.S. 292	628	575-605	550-580	555-585	555-585
84K626, 84K774	AF High School 3	-	115-125	230-250	345-375	460-500
84K774	AF Apollo MS	-	285-315	380-420	380-420	380-420
Total Building Enrollment		628	975-1,045	1,160-1,250	1,280-1,380	1,395-1,505
Utilization		38%	59% - 63%	70% - 75%	77% - 83%	84% - 91%

If this proposal and the proposal to re-site AF Apollo MS are approved, in the 2016-2017 school year, AF High School 3 is projected to serve 115-125 students in ninth grade, J.H.S. 292 is projected to serve 575-605

students in sixth through eighth grades, and AF Apollo MS is projected to serve 285-315 students in fifth through seventh grades in K292, yielding a total projected utilization rate of 59%-63% for K292. In 2019-2020, when AF High School 3 is fully phased in, AF High School 3 is projected to serve approximately 460-500 students in ninth through twelfth grades (pending revisions to AF Apollo's and AF Brownville's respective charters), J.H.S. 292 is projected to serve 555-585 students in sixth through eighth grades, and AF Apollo MS is projected to serve 380-420 students in fifth through eighth grades, yielding a projected utilization rate of 84%-91% for K292.

If this proposal is approved, AF High School 3 and J.H.S. 292 will receive their adjusted baseline allocations pursuant to the Footprint. If the proposal to re-site AF Apollo MS is also approved, J.H.S. 292, AF High School 3 and AF Apollo MS will receive their adjusted baseline allocations pursuant to the Footprint. More details about space are available in Section III.B and Appendix A of this EIS as well as the BUP that accompanies this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

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

A. Students

If this proposal is approved, in 2016-2017, AF High School 3 will open and serve students in ninth grade at K292, where it will be co-located with J.H.S. 292. If the proposal to re-site AF Apollo MS to K292 is also approved, AF High School 3 will be co-located with J.H.S. 292 and AF Apollo MS. J.H.S. 292 will continue to serve students in sixth through eighth grades.

Impact on Students Currently Attending J.H.S. 292

The proposal to open and co-locate AF High School 3 with J.H.S. 292 in K292 is not expected to impact current enrollment, academic or extra-curricular programming at J.H.S. 292.

J.H.S. 292 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT"), Self-Contained ("SC") special education classes, and students receiving Special Education Teacher Support Services ("SETSS") and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and any future students enrolled at J.H.S. 292 will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learner ("ELL") students currently enrolled at J.H.S. 292 receive English as a Second Language ("ESL") services. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

J.H.S. 292 currently offers the following extra-curricular activities and sports:⁸

- **Extra-curricular Activities and Programs:** Ambi Sisters; Butterfly Sisters; Young Men Mentoring Group; National Junior Honor Society; Interdisciplinary curriculum; Field trips tied to the curriculum; Honors classes; Graphic Design; Photography; Visual Arts, Fitness

⁸ Information is from the District 19 Middle School Directory, available at <http://schools.nyc.gov/ChoicesEnrollment/middle/Directory/school/?sid=7094> last visited on January 5, 2016 and from school-reported data as of November 30, 2015.

- **Sports:** Basketball; Flag Football; Martial Arts

If this proposal is approved, J.H.S. 292 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all schools, which annually modify extra-curricular offerings based on student demand and available resources.

Impact on Future Middle School Students in District 19

J.H.S. 292 currently admits students through the middle school admissions process using two different admissions methods. The first is an unscreened method, giving priority to students residing in the zone and then to students residing in District 19. The second is a screened program which is also open to students residing in District 19. Students are evaluated for admission to the screened program based on a review of their report card grades, state exams, behavior, attendance, an entrance exam, and an interview. If this proposal is approved, there will be no impact on the manner in which J.H.S. 292 admits students.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at:

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

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

Enrollment Impact on Over-the-Counter ("OTC") Placements

In addition to admitting students through the middle school admissions process, J.H.S. 292 also currently admits some students through the OTC placement process. This proposal will not impact J.H.S. 292's ability to continue to do so.

Please see Appendix B of this EIS for more information on the OTC process.

Impact on Future High School Students in District 19

This proposal to open and co-locate AF High School 3 in K292 is not expected to impact the admissions process for high school students in District 19.

If AF High School 3 is opened, rising ninth grade students from AF Brownsville and AF Apollo will be given admissions preference. If seats remain available, AF High School 3 will conduct a lottery for the remaining seats, pending authorizer approval. If approved, AF High School 3's ninth grade lottery will give admissions preference to students residing in the districts in which AF Brownsville and AF Apollo are each located, Districts 23 and 19, respectively.

Impact on Other Organizations in Building K292

As stated above, K292 currently provides space for two CBOs, Soul Tigers and CAPP. Neither Soul Tiger nor CAPP is expected to lose any space or reduce the services offered as a result of this proposal.

B. Schools

If this proposal is approved, and the concurrent proposal to re-site AF Apollo MS to K292 is also approved, there will be sufficient space to accommodate AF High School 3, AF Apollo MS, and J.H.S. 292 in K292 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in City schools, and visit the DOE's website to access the Footprint: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

As described in more detail in the attached BUP that accompanies this EIS, there will be sufficient instructional and administrative space in K292 for the opening and co-location of AF High School 3 and the re-siting of AF Apollo MS to K292 if both proposals are approved by the PEP. As in other situations where schools are co-located, the schools will share large common and specialty rooms in the building, namely the cafeteria, library, gymnasium, and auditorium. Specific decisions regarding the use of shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. As per the attached BUP, any space remaining that is not allocated as part of either school's baseline or adjusted baseline Footprint will be equitably distributed among the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

C. Community

The DOE supports the opening of a new AF High School 3 in District 19 as it will provide the opportunity for families at AF Apollo and AF Brownsville to continue with Achievement First. As stated above, this proposal may also open a limited number of high school seats to District 19 and District 23 students, should seats remain at AF High School 3 after all continuing students from AF Apollo and AF Brownsville have been accommodated.

Aside from possibly opening a limited number of high school seats to District 19 students, this proposal is not anticipated to have an impact on the options available to high school students in District 19.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K292. This proposal is not expected to impact the accessibility of building K292, which is currently not accessible.

IV. Enrollment, Admissions, and School Performance Information

J.H.S. 292 Margaret S. Douglas

Admissions Data

Current Admissions	Grades 6-8: Unscreened and screened Choice with zoned priority
Admissions if This Proposal Is Approved	Grades 6-8: Unscreened and screened Choice with zoned priority

Enrollment Data⁹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	173	221	234	628
2016-2017 (projections)	175-185	185-195	215-225	575-605
2017-2018 (projections)	175-185	190-200	185-195	550-580
2018-2019 (projections)	175-185	190-200	190-200	555-585
2019-2020 (projections)	175-185	190-200	190-200	555-585

Demographic Data¹⁰

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	72%

⁹ All figures are based on the 2015-2016 Unaudited Register as of October 31, 2015.

¹⁰ All figures are reported as a percentage of total students from the 2015-2016 Unaudited Register as of October 31, 2015.

School Performance Data

J.H.S. 292 Margaret S. Douglas	2012-2013	2013-2014	2014-2015
School Quality Indicators¹¹			
1.1 Curriculum	N/A ¹²	N/A	Proficient ¹³
1.2 Pedagogy	N/A	N/A	Proficient
2.2 Assessment	N/A	N/A	Proficient
3.4 High Expectations	N/A	N/A	Proficient
4.2 Teacher Teams and Leadership Development	N/A	N/A	Well Developed
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	22%	21%	20%
Math % Proficient (Levels 3 and 4)	23%	24%	23%
Other Key Performance Indicators			
Attendance Rate ¹⁴	91%	91%	N/A
2015-2016 State Accountability Status¹⁵	Local Assistance Plan		

¹¹ 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>

¹² Not all schools receive Quality Reviews every year. J.H.S. 292 did not have a Quality Review for the 2012-2013 school year or the 2013-2014 school year.

¹³ 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>

¹⁴ Attendance Rate for 2014-2015 is not available at this time.

¹⁵ 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>.

AF High School 3

Admissions Data

Current Admissions	N/A
Admissions if this Proposal is Approved	Grades 9-12: Enroll students who have been promoted from AF Brownsville and AF Apollo. Any remaining seats at ninth grade will be filled by a lottery with preference given to students residing in Districts 19 and 23.

Enrollment Data¹⁶

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	-	-	-	-	-
2016-2017 (projections)	115-125	-	-	-	115-125
2017-2018 (projections)	115-125	115-125	-	-	230-250
2018-2019 (projections)	115-125	115-125	115-125	-	345-375
2019-2020 (projections)	115-125	115-125	115-125	115-125	460-500

Demographic Data

AF High School 3 does not yet have student enrollment. Therefore, there is no demographic data for the school.

School Performance Data

AF High School 3 does not yet have student enrollment. Therefore, there is no performance data for the school.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact costs or allocations at J.H.S. 292 in K292. This proposal should not impact the operating budget or costs of instruction at J.H.S 292. Most funding in schools’ budgets is allocated on a per-pupil basis, based on Fair Student Funding (“FSF”) per capita allocation levels. Schools

¹⁶ Projections are based on enrollment figures in the charter application.

receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs.

Please refer to the FSF Guide¹⁷ and FY16 School Allocation Memoranda¹⁸ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

The proposed co-location of AF High School 3 in K292 is not expected to change the number of personnel positions assigned to J.H.S. 292, nor is it expected to alter the duties of its current staff.

New administrative staff and non-pedagogical positions may be created at AF High School 3 over the course of the school's phase-in. AF High School 3 is expected to hire additional teachers as each new grade is added and as the total number of students increases. The precise number of positions needed for the 2016-2017 school year and subsequent school years will be determined by the charter school. Those decisions will be made at the school level, based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrator positions at J.H.S. 292 is expected as a result of this proposal.

AF High School 3 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

C. Transportation

There will be no change to existing transportation practices at J.H.S. 292 during the current school year (2015-2016). This proposal is not expected to affect transportation practices at J.H.S. 292 for the 2015-2016 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending J.H.S. 292 according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

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

¹⁷ Available on the DOE website at:

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

¹⁸ Available on the DOE website at:

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

VII. Building Information

Building		K292
Type of Building		I.S./J.H.S.
Year Built		1967
Overall BCAS rating		2.65
2014-2015 Blue Book Target Building Utilization		81%
2014-2015 Blue Book Target Building Capacity		1,658
FY 2015 Maintenance Costs	Labor	\$84,379
	Materials	\$66,348
	Maintenance, repair, and service contracts	\$60,185
	Custodial operations costs—Materials	\$11,410
	Custodial operations costs—Custodial Allocation	\$322,614
FY 2015 Energy Costs	Electric	\$171,791
	Gas	\$1,920
	Steam	NA
	Oil	\$170,622
Projects completed during the current or prior school year		Electrical Lighting Fixtures, Classroom Connectivity
Projects proposed in the capital plan		Exterior Masonry, New/Retrofit Telephone/Intercom System, Walk-In Freezer Replacement
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A: Target Capacity and Utilization

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

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

, 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 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

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 process. Information about all of these options is printed in each district's Middle School Directories, 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 may 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 was 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. Eligible students will have the opportunity to submit a “new schools” application in at that time. Information about middle school application deadlines is 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.

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;¹⁹ 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

¹⁹ 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.

schools, transfer schools,²⁰ international schools,²¹ 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 C: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or integrated co-teaching section and a full-size or half-size room to accommodate each self-contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates 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.

²⁰ 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.

²¹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.