

EDUCATIONAL IMPACT STATEMENT:

The Proposed Consolidation of Francis Perkins Academy (14K632) with Automotive High School (14K610) in Building K610 Beginning in the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate Francis Perkins Academy (14K632, “Francis Perkins”) with Automotive High School (14K610, “Automotive”), two existing district high schools both currently serving students in ninth through twelfth grades, beginning in the 2017-2018 school year. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. Proposals for consolidation seek to improve learning environments by combining the strengths and best practices of both schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports.

If this proposal is approved, Francis Perkins and Automotive will be combined such that students, staff, and resources of Francis Perkins will become part of Automotive, and Francis Perkins will no longer exist as a distinct school option as of the 2017-2018 school year. The DOE is proposing to consolidate Francis Perkins with Automotive because Francis Perkins has struggled with low enrollment, which creates budgetary and programmatic challenges, and because consolidation would support enrollment growth at the consolidated Automotive. Francis Perkins is considered under-enrolled as it has a current total enrollment of only 114 students in ninth through twelfth grade. Furthermore, enrollment has dropped roughly 33% between the 2011-2012 school year and the 2016-2017 school year.

Francis Perkins and Automotive are currently co-located in building K610 (“K610”), located at 50 Bedford Avenue Brooklyn, NY 11222 in Community School District 14 (“District 14”). A co-location means that two or more school organizations are located in the same building and may share common spaces such as auditoriums, gymnasiums, and cafeterias. K610 also houses for the Automotive High School Young Adult Borough Center¹ (“YABC”) and Counseling In Schools (“CIS”).²

The New York State Education Department (“NYSED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.³ Francis Perkins is identified as a school in Good Standing, and Automotive is identified as a Focus school. If this proposal is approved, the NYSED will determine the accountability status of the newly consolidated school.

¹ YABCs are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. More information about YABCs can be found at <http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/YoungAdult/default.htm>.

² CIS promotes the emotional and social growth of children so that they can thrive in school and succeed in life. It helps children who struggle with homelessness, bullying, violence, disruption in class, mental trauma and truancy.

³ For more information on New York State Education Department accountability designations, please visit the SED website at: <http://www.p12.nysed.gov/accountability/APA/home.html>.

Automotive is currently one of a cohort of 86 schools designated by the DOE as Renewal Schools.⁴ Schools selected to be Renewal Schools were assigned the state accountability status of “Priority” or “Focus” by NYSED, demonstrated low academic achievement (in the 2012-2013, 2013-2014, and 2014-2015 school years), and scored “Proficient” or below on their most recent Quality Review at the time of selection. Four schools, including Automotive, were selected to be Renewal Schools per the Chancellor’s discretion. As a Renewal School, Automotive is also a Community School.⁵ 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. This proposal will not impact Automotive’s participation in the School Renewal Program or any tailored ancillary services, extended instruction time, or other additional resources that Automotive may receive as a result of the School Renewal Program and the school’s designation as a Community School.

Rationale for Consolidation

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

The DOE is proposing to consolidate Francis Perkins with Automotive based primarily on the benefits students would derive from the combined resources made available by consolidating the two school organizations into one. The low and declining enrollment at Francis Perkins has made it challenging for that school to offer as broad a range of academic and extracurricular programs as is possible in larger schools. If this proposal is approved, students attending the consolidated Automotive will have access to a wider variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for either individual school to offer in the absence of a consolidation. In addition to increased resources, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

Specific benefits of this proposed consolidation resulting from a healthy school budget are listed below:

- Robust after-school programming including clubs, tutoring, homework help, SAT prep and combined athletics
- Streamlined support services in Guidance and Social Emotional Support
- Increased access to AP Courses, software engineering, Career and Technical Education (“CTE”) options
- Strategic scheduling and professional development, to increase collaboration and sharing of best practices

⁴ Information on the Renewal School program is available online at: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

⁵ Information on the New York City Community Schools Initiative is available online at: <http://www1.nyc.gov/site/communityschools/index.page>.

- Incentivized system to establish, promote and monitor school culture through Francis Perkins core values (Grit, Respect, Excellence, Attitude, Togetherness)

This proposal has been developed through a collaborative planning process among the DOE, the Renewal Schools Superintendent, the principals of the schools proposed for consolidation, and the respective school communities. The need to address limited resources and low enrollment at Francis Perkins became evident through conversations among the Renewal Schools Superintendent and Automotive and Francis Perkins's respective leadership. As explained above, the consolidation of Automotive and Francis Perkins will improve resources at the consolidated school and will also reduce the number of under-enrolled high schools in the community. The DOE believes this proposal will result in stronger school options for high school students.

Francis Perkins and Automotive currently have a shared master principal, which will aid in the transition process of this consolidation if this proposal is approved. Additionally, existing planning is already underway in preparation for the redesign and potential consolidation. In the 2016-2017 school year, Automotive and Francis Perkins will be increasing existing collaboration, focusing on developing shared instructional practices, sharing resources and building a cohesive school culture. The two schools will plan joint professional development for staff, shared classes, and extra-curricular activities for students with the goal of developing a strong culture across the entire building. The redesign of the consolidated Automotive could include the development of a new mission, the launch of programs aligned to the existing strengths of the two individual schools, a potential re-naming, and other efforts to improve the school and bolster enrollment.

Community Engagement

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

- Calls were made to families on the evening of January 9, 2017 in both English and Spanish to notify them of the proposed consolidation and the upcoming community meeting scheduled for January 12, 2017.
- Letters notifying families of this proposed closure, as well as about community meetings scheduled for January 12, 2017, were backpacked home with students on January 9, 2017.
- The Superintendent, along with key representatives from DOE Central and Field offices, held a community meeting on January 12, 2017 to provide information and answer any questions families had about the proposed consolidation of Francis Perkins with Automotive. Approximately 20 members of the public attended this meeting.

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

- An optional community meeting prior to the Joint Public Hearings 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 K610, which will be open to the public and at which attendees are encouraged to provide comments on this proposal.
- A dedicated phone line 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 Panel for Educational Policy (“PEP”) meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcome to provide comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting 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 Hearings and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>.

If this proposal is approved, Francis Perkins will be consolidated with Automotive beginning in the 2017-2018 school year. The consolidated Automotive will continue to serve students in ninth through twelfth grades. Francis Perkins will no longer exist as an individual school option, and current Francis Perkins students will be accommodated at Automotive (see Section III of this Educational Impact Statement (“EIS”) for more information).

K610 has the target capacity to serve a total of 1,125 students.⁶ If this proposal is approved, Automotive will absorb the enrollment of Francis Perkins and will serve a projected 435-475 students in ninth through twelfth grades in the 2017-2018 school year. This will result in a total projected building enrollment of 435-475 students in K610 in 2017-2018, yielding a building utilization rate of 39%-42%.⁷

II. Proposed or Potential Use of Building

As noted in Section I above, K610 has the target capacity to serve 1,125 students. Automotive currently serves 337 students and Francis Perkins serves 114 students for a total of 451 students, yielding a building utilization rate of 40%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this EIS.

If this proposal is approved, K610 will serve a total of approximately 435-475 students in the 2017-2018 school year, resulting in a projected utilization rate of 39%-42%.

⁶ According to the 2015-2016 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

⁷ All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and the 2016-2017 Unaudited Register as of October 31, 2016. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in K610 will be as follows:

Grade Spans in K610			
DBN	School Name	2016-2017	2017-2018
14K610	Automotive High School	9-12	9-12
14K632	Frances Perkins Academy	9-12	-

The table below shows enrollment and utilization for building K610:

Enrollment and Utilization in K610			
DBN	School Name	2016-2017 Enrollment ⁸	2017-2018 Projected Enrollment
14K610	Automotive High School	337	435 - 475
14K632	Frances Perkins Academy	114	-
Total Building Enrollment		451	435 - 475
Utilization		40%	39% - 42%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, the newly consolidated Automotive will receive its baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this. 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>

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

A. Students

If the proposal to consolidate Francis Perkins with Automotive is approved by the PEP, Francis Perkins will no longer exist as a distinct school option and new students will no longer enroll in Francis Perkins as of the 2017-2018 school year. If this proposal is approved, current Francis Perkins students in ninth through eleventh grade, as well as Francis Perkins students in the twelfth grade who do not meet requirements for graduation, will be served in Automotive beginning in the 2017-2018 school year.

Current Automotive students will continue to be served at the school alongside their new classmates from Francis Perkins.

⁸ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

Impact on Current Students at Francis Perkins and Automotive

The proposed consolidation of Francis Perkins with Automotive may impact educational and/or extra-curricular programming available to Automotive students, as the consolidated school is expected to offer opportunities currently available at Francis Perkins in place of or in addition to Automotive's current offerings. If approved, students currently attending Francis Perkins will gain access to the programming available at Automotive although many of the programs and services currently offered by Francis Perkins will be offered by Automotive.

Francis Perkins and Automotive both serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") and 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 currently enrolled students with disabilities and, as such, may vary from year to year. All current and future students enrolled at the consolidated Automotive will receive all mandated special education services in accordance with their IEPs if this proposal is approved.

In addition, English Language Learner ("ELL") students currently enrolled at Francis Perkins and Automotive receive English as a New Language ("ENL") services. If this proposal is approved, these services will continue to be provided at the consolidated Automotive, and all students will receive their mandated services.

Current twelfth grade students who are on track to graduate will complete high school at their current school (Automotive or Francis Perkins) and graduate at the end of the 2016-2017 school year, provided they meet graduation requirements.

If this proposal is approved, current Automotive ninth, tenth, and eleventh grade students, as well as twelfth grade students who do not meet graduation requirements, will continue to be served by Automotive alongside their new classmates from Francis Perkins. It is expected that all current Francis Perkins students, with the exception of those graduating high school, will attend the consolidated Automotive. However, any Francis Perkins students who prefer a different school option may seek a transfer for the 2017-2018 school year through the Office of Student Enrollment ("OSE") by speaking first with school administrators and then visiting a Family Welcome Center,⁹ which will work to match students based on their needs and seat availability, in accordance with Chancellor's Regulation A-101.¹⁰

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Automotive or Francis Perkins for the duration of the current (2016-2017) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

⁹ For more information on Family Welcome Centers, please visit <http://schools.nyc.gov/ChoicesEnrollment/NewStudents/WelcomeCenters/default.htm>.

¹⁰ The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Francis Perkins currently offers the following extra-curricular activities and clubs, sports, and partnerships:¹¹

- **Extra-curricular activities and clubs:**
 - Creative Writing, GenerationOn (Student Government), Step, Yearbook, Computer Programming, Dance
- **Academic Opportunities:**
 - Coding opportunities through Software Engineering Pilot and Partnerships. iLearnNYC: Program for expanded online coursework and self-paced learning, students participate in a three year sequence of courses that include storytelling, oil painting, carpentry, work-based learning program, internships, independent study and CUNY College Now course at CUNY City Tech, Advanced Placement courses in all content areas, PSAT/SAT Prep Classes, English Language Learner Programs: Transitional Bilingual Education: Spanish, Language Courses: Spanish
- **Sports:**
 - PSAL Sports—Boys: Baseball, Basketball, Bowling, Football, Handball, Soccer, Volleyball, Wrestling, School Sports: Intramural Basketball through NYSAA

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

- **Extra-curricular activities and clubs:**
 - Grand Master-Coached Chess Team, Robotics Team, Pit Crew, Troubleshooting Team, Junior Basketball Club, Rites of Passage, Young Women’s Leadership Group, Cheerleading, Gardening Crew, Peer Mediation, Student Government, National Technical Honor Society, National Honor Society, Piston Pride Newspaper, Web Design Club, Gaming and Animation Club, History Club, Math Counts, Yearbook, SkillsUSA, Forensics Team, Bicycle Repair
- **Academic Opportunities:**
 - CTE program(s) in: Transportation, Distribution & Logistics, iLearnNYC: Program for expanded online coursework and self-paced learning, Industry internships and Work Based Learning beginning in the 11th grade, Advanced Regents diplomas, blended learning through iZone, AP courses and electives, international and domestic and international travel, cultural events, post-secondary preparation with college visits English Language Learner Programs: English as a New Language, Language Courses: Italian, Advanced Placement (AP) Courses: English, Psychology, US History, Environmental Science Diploma Endorsements: CTE

¹¹ Information from school as of January 30, 2017 and the High School Directory available at:

<http://schools.nyc.gov/NR/ronlyres/00F2DEB3-4F50-4747-A14E-E53295E078DC/0/2017NYCHSDirectoryCitywideENGLISH.pdf>.

¹² Information from school reported data as of January 30, 2017 and the High School Directory available at:

<http://schools.nyc.gov/NR/ronlyres/00F2DEB3-4F50-4747-A14E-E53295E078DC/0/2017NYCHSDirectoryCitywideENGLISH.pdf>.

- **Sports:**
 - PSAL Sports—Boys: Baseball, Basketball, Bowling, Football, Handball, Soccer, Volleyball, Wrestling, School Sports: Baseball, Basketball, Cheerleading, Football, Handball, Soccer, Track, Volleyball, Wrestling

If this proposal is approved, the consolidated Automotive 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 at all City schools, which modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, the consolidated Automotive may also offer programs and partnerships that are currently offered by Francis Perkins after Francis Perkins ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

If this proposal is approved, the DOE expects the consolidation to increase the programmatic opportunities available to students, due to the combination of the schools' individual resources.

Impact on Future High School Students in District 14

If this proposal is approved, Francis Perkins will no longer be a distinct school option and will cease to admit and serve students as of the 2017-2018 school year. The consolidated Automotive will instead offer admissions to the seats previously available at Francis Perkins.

Francis Perkins currently admits students through the High School Admissions Process using an limited unscreened admissions method in two programs (“Academy of Software Engineering” and “Academy of Arts and Media”). Automotive currently admits students in five programs through the high school admissions process using three different admissions methods. The “Automotive Service Center Specialist” and “Automotive Business Technology, Computer, Repair & Electronics” programs use an Ed. Opt. admissions method. Ed. Opt. programs are meant to serve students who have a wide range of academic levels. These programs admit students who have high, middle, and low ELA levels. Half of the students in each ELA level group will be selected based on their rankings from the school using multiple criteria. The other half will be selected randomly from the remaining applicants. The “Engineering” and “Law Enforcement Academy” programs use a limited unscreened admissions method, giving admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. The “Mechanical Engineering” program uses a screened admissions method, where students are evaluated for admission to the screened program based on a review of their report card grades, state exams, behavior, attendance and demonstrated interest in the school. All programs at Automotive are open to all New York City residents.

If this proposal is approved, the consolidated Automotive will admit students through the High School Admissions Process using an Ed. Opt. admissions method for all programs.

If this proposal is approved, students who were matched to Francis Perkins during the high school admissions process will have their assignment changed to Automotive. All students who have matched to Francis Perkins or Automotive will have the opportunity to participate in Round Two of the high school admissions process, described in Appendix B of this EIS.

For more information about the High School Admissions Process, please see Appendix B of this EIS or visit: <http://schools.nyc.gov/ChoicesEnrollment/High>.

Impact on Over-the-Counter Students

In addition to admitting students through the High School Admissions Process, Francis Perkins and Automotive currently admit some students through the over-the-counter (“OTC”) process. The consolidated Automotive will continue to admit some students through the OTC process. The consolidation is not expected to impact the DOE’s ability to accommodate future OTC high school students in the district since the consolidated Automotive will have adequate capacity to accommodate students who would have been admitted through the OTC process to either Automotive or Francis Perkins.

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

Impact on the Automotive High School YABC

As stated above, YABCs are evening academic programs and designed for high school students who are behind in credit, who are considering dropping out, or who have adult responsibilities in the daytime.

The DOE does not anticipate that current or future students attending the YABC program in K610 would be impacted by this proposal, as there will continue to be sufficient space in the building to accommodate the program after school. More information about YABC programs such as enrollment information and eligibility can be found at:

<http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/YoungAdult/default.htm>.

According to the 2015-2016 New York City Alternative Pathways Directory,¹³ the Automotive YABC serves 250 students and currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:

- **Community Based Organization Services** : All students are eligible to receive: individualized & group counseling, crisis counseling, community agency referrals, college & career exploration, paid internships, field trips, postsecondary planning, graduation follow-up
- **Internship Highlights**: New York Eye and Ear Infirmary, Wyckoff Heights Medical Center, Sean Casey Animal Rescue, Bushwick City Farm, Student Council
- **Language Classes**: Spanish
- **Recreational Sports**: Basketball
- **Extra-curricular Activities**: Student Council, Healthy Relationships Group, Gay/Straight Alliance, Photography Group, Chess Club, overnight camping trips, museum field trips, college trips, and more
- **Partnerships**: Good Shepherd Services

Impact on CBOs

K610 houses the CBO CIS, which provides services to Automotive and Francis Perkins. The DOE does not anticipate that this proposal will impact the space allocated to CIS in K610. If this proposal is approved, CIS will continue to have the opportunity to provide services to the consolidated Automotive.

¹³ 2015-2016 New York City Alternative Pathways Directory available at:
<http://schools.nyc.gov/NR/ronlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/6049combined2ndproof.pdf>.

B. Schools

If this proposal is approved, Automotive and Francis Perkins will be consolidated such that Francis Perkins will no longer be a distinct school option and will cease to admit new students and serve current students as of the 2017-2018 school year; rather, the students from Francis Perkins's current ninth, tenth and eleventh grades, as well as any twelfth grade students who do not meet promotional criteria, will be served in Automotive beginning in the 2017-2018 school year. However, any Francis Perkins students who prefer a different school option may seek a transfer for the 2017-2018 school year through the Office of Student Enrollment ("OSE") by speaking first with school administrators and then visiting a Family Welcome Center,¹⁴ which will work to match students based on their needs and seat availability, in accordance with Chancellor's Regulation A-101.¹⁵

If this proposal is approved, pursuant to the Footprint, there will be sufficient space to accommodate the consolidated Automotive. 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/InstructionalFootprint>.

Any space remaining beyond the baseline or adjusted baseline allocations will be excess space available to the consolidated Automotive.

According to a space assessment of K610 completed on September 9, 2016 by a representative from the Office of Space Planning, K610 has 51 full-size rooms, 11 half-size rooms, 9 quarter-size rooms, and 5.5 full-size equivalent ("FSE") rooms of designed administrative space. K610 also includes a gymnasium, an auditorium, a library and a cafeteria, all of which are currently shared among Francis Perkins and Automotive. The below spaces are also currently shared by the two schools:

- Shop Rooms occupy 18 full-size rooms
- The School-Based Support Team occupies 1 half-size room
- The Custodian occupies 1 quarter-size room
- The Teacher's Center occupies 1 full-size room
- The Teacher's Cafe occupies 1 full-size room
- Crossroads occupies 1.5 FSE rooms of designed administrative space
- The Automotive YABC occupies 1 half-size and 2 quarter-size rooms

Excluding the shared spaces outlined above, K610 has a total of 31 full-size rooms, 9 half-size rooms, 6 quarter-size room, and 4.0 FSE rooms of designed administrative space remaining to be allocated.

Per the Footprint, Francis Perkins' current baseline allocation is 5 full-size rooms, 1 half-size room, and 2.5 FSE rooms for administrative use, comprised of 1 full-size room, 2 half-size rooms, and 2 quarter-size rooms for a total of 6 full-size rooms, 3 half-size rooms, and 2 quarter-size rooms. Currently, Francis Perkins is using 10 full-size rooms, 1 half-size room, and 2.75 FSE rooms of designed administrative space comprised of 1 full-size room, 2 half-size rooms, and 3 quarter-size rooms. Therefore, Francis Perkins is using 5 full-size rooms and 1 quarter-size room in excess of its baseline Footprint allocation.

¹⁴ For more information on Family Welcome Centers, please visit <http://schools.nyc.gov/ChoicesEnrollment/NewStudents/WelcomeCenters/default.htm>.

¹⁵ The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Per the Footprint, Automotive’s current baseline allocation is 13 full-size rooms, 2 half-size rooms, and 3.5 FSE rooms for administrative use, comprised of 3.5 FSE rooms of designed administrative space. Currently, Automotive is using 21 full-size rooms, 4 half-size rooms, and 5.75 FSE rooms of designed administrative space comprised of 2 half-size rooms, 3 quarter-size rooms and 4.0 FSE rooms of designed administrative space. Therefore, Automotive is using 8 full-size rooms, 4 half-size rooms, 3 quarter-size rooms and 0.5 FSE rooms of designed administrative space in excess of its baseline Footprint allocation.

If this proposal is approved, Francis Perkins will be consolidated with Automotive, and Automotive’s baseline Footprint allocation of space will be 17 full-size rooms, 2 half-size rooms, and 4.0 FSE spaces for administrative use.

The allocations of full-size rooms in K610 are detailed in the chart below:

DBN	School Name	2016-2017	2017-2018
14K610	Automotive	13	17
14K632	Francis Perkins	6	-
TOTAL		19	17
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		31	31
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		12	14

Any space remaining beyond the baseline or adjusted baseline Footprint allocations will be excess space available to the consolidated Automotive. There are no other proposed uses or plans for K610 at this time.

Building Safety and Security

If this proposal is approved, the consolidated Automotive will develop a safety and security plan for the building prior to the first day of school in September 2017.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

Francis Perkins is considered under-enrolled, and has experienced a declining enrollment since the 2011-2012 school year. Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of Francis Perkins with Automotive will result in a larger enrollment at the consolidated school and provide the budget required to run effectively. Because of the increased resources, the consolidated Automotive will be able to enhance programs offered, creating a stronger school environment and an improved high school option.

Additionally, as mentioned above, Automotive is one of a cohort of 86 schools designated by the DOE as Renewal Schools. If this proposal is approved, the consolidated Automotive would continue to be designated as a Renewal School and students at the consolidated school will have access to a variety of academic and enrichment opportunities, interventions, extended day learning, and supports. The consolidation will also allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at K610. This proposal is not expected to impact the accessibility of K610, which is partially accessible.

IV. Enrollment, Admissions and School Performance Information

Francis Perkins

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Admissions if proposal approved	N/A

Enrollment Data¹⁶

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	31	16	34	33	114
2017-2018 (projected)	-	-	-	-	-

Demographic Data¹⁷

% Students with Disabilities (any student receiving an IEP)	30%
% English Language Learners	5%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	89%

¹⁶ 2016-2017 Unaudited Register as of October 31, 2016.

¹⁷ Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

School Performance Data

Francis Perkins	2013-2014	2014-2015	2015-2016
School Quality Indicators¹⁸			
1.1 Curriculum	Proficient	N/A	Proficient
1.2 Pedagogy	Developing	N/A	Proficient
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
Key Components of Performance and Progress¹⁹			
% Earning 10+ Credits in Year 1	90%	94%	81%
4 Year Graduation Rate	53%	73%	68%
6 Year Graduation Rate	75%	70%	71%
4 Year College Readiness Index	6%	5%	14%
Attendance Rate	83%	85%	89%
2016-2017 State Accountability Status²⁰	Good Standing		

Automotive*Admissions Data*

Current Admissions	Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened, Ed-Opt and Screened
Admissions if proposal approved	Grades 9-12: High School Admissions Process Admissions Method: Ed-Opt and Screened

Enrollment Data²¹

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	106	79	95	57	337
2017-2018 (projected)	170-180	105-115	95-105	65-75	435-475

¹⁸ The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at:

<http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>. Not all schools receive Quality Reviews every year. Francis Perkins did not have a Quality Review for the 2014-2015 school year.

¹⁹ Performance data is from the School Quality Reports available at:

<http://schools.nyc.gov/Accountability/tools/report/default.htm>.

²⁰ 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>.

²¹ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on the combined enrollment of Automotive and Francis Perkins from 2014-2015 to 2016-2017.

*Demographic Data*²²

% Students with Disabilities (any student receiving an IEP)	30%
% English Language Learners	8%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	77%

School Performance Data

Automotive	2013-2014	2014-2015	2015-2016
School Quality Indicators ²³			
1.1 Curriculum	N/A	Developing	Proficient
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Developing	Developing
3.4 High Expectations	N/A	Developing	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Developing	Proficient
Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	63%	66%	79%
4 Year Graduation Rate	49%	46%	56%
6 Year Graduation Rate	68%	56%	57%
4 Year College Readiness Index	4%	3%	4%
Attendance Rate	79%	81%	80%
2016-2017 State Accountability Status	Focus School		

V. Initial Impact on Budget and Cost of Instruction

Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding per capita allocation levels. As shown in Section IV above, Automotive's enrollment is expected to increase as a result of this consolidation and as a result, Automotive's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, ELL students, and those students with other supplemental academic needs. Please refer to the FSF Guide²⁴ and FY17 School Allocation Memoranda²⁵ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this consolidation.

²² Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

²³ Automotive did not have a Quality Review for the 2014-2015 school year.

²⁴ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/fy17_pdf/fsf_guide.pdf.

²⁵ The FY16 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html

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

A. Personnel Needs

If this proposal is approved, some Automotive and/or Francis Perkins staff members may be excessed when the schools are consolidated. Where possible, the DOE will seek to minimize excessing²⁶ of represented staff during any approved school consolidation. In the event that staff excessing is required, all contractual rules and agreements regarding excessing will apply.

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

B. Administration

If this proposal is approved, some Automotive and/or Francis Perkins administrators may be excessed when the schools are consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation. Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

C. Transportation

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

If approved, this proposal is not expected to impact whether or not students qualify for free or half-fare transportation, pursuant to Chancellor’s Regulation A-801. Current Francis Perkins students, with the exception of those eligible to graduate high school by the end of the 2016-2017 school year, may continue to attend school at K610.

Other Support Services

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

²⁶ 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		K610
Type of Building		HS
Year Built		1938
Overall BCAS rating		2.58
2015-2016 Blue Book Target Building Utilization		43%
2015-2016 Blue Book Target Building Capacity		1125
FY 2016 Maintenance Costs	Labor	\$51,817
	Materials	\$10,819
	Maintenance, repair, and service contracts	\$97,196
	Custodial operations costs—Materials	\$11,952
	Custodial operations costs—Custodial Allocation	\$394,852
FY 2016 Energy Costs	Electric	\$145,553
	Gas	\$60,847
	Steam	n/a
	Oil	\$6,025
Projects completed during the current or prior school year		AUXILIARY SIGNAL/BELL SYSTEM
Projects proposed in the capital plan		ELECTRICAL LIGHTING FIXTURES CONSTR In-Progress 10/6/2015 A 7/1/2016 F
Accessibility of the building		Partially Accessible
Building attributes		AUDITORIUM AUTOMOTIVE SHOP COMPUTER LAB SCIENCE LAB LIBRARY ART ROOM AUXILIARY EXERCISE ROOM WEIGHT ROOM STUDENT CAFETERIA GYMNASIUM SCIENCE PREP ROOM

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent school year for which target capacity has been calculated for buildings is 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 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 2016-2017 school year 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

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 through the high school application, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High Schools Admissions Test ("SHSAT"), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2017-2018 school year, there are two application rounds in the high school admissions process:

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

Round Two: All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. The available programs for Round Two include school programs with

availability and new schools or programs that will open or be available the following September. Detailed information about any new schools or programs are published with the list of schools with availability in Round 2. Students will receive Round Two results in May.

For more information about the high school admissions process, please visit:

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

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

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

The Citywide deadline for high school applications for the 2017-2018 school year was December 1, 2016. The 2017 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online on the DOE's website at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

OTC Placement

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC 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;²⁷ 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 a middle or high school-eligible student 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 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.

²⁷ 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.

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.

Screened programs (those that base admissions decisions on students’ academic criteria) that 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,²⁸ international schools,²⁹ 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.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past.

Appendix C: Instructional Footprint

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

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

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

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

²⁸ 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.

²⁹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.