

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of Brooklyn Emerging Leaders Academy Charter School (84KTBD) with J.H.S. 57 Whitelaw Reid (16K057) and the consolidated Brooklyn Academy of Global Finance (16K688)¹ in Building K057 Beginning in the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate² Brooklyn Emerging Leaders Academy Charter School (84KTBD, “BELA”) in building K057 (“K057”), located at 125 Stuyvesant Avenue, Brooklyn, NY 11221 in Community School District 16 (“District 16”) beginning in the 2017-2018 school year. Currently K057 houses J.H.S. 57 Whitelaw Reid (16K057, “J.H.S. 57”), a district middle school serving students in grades six through eight, Frederick Douglass Academy IV Secondary School (16K393, “FDA IV”), a district high school serving students in grades nine through twelve, and The Brooklyn Academy of Global Finance (16K688, “BAGF”), also a district high school serving students in grades nine through twelve. K057 also houses a community-based organization (“CBO”): Center for Supportive Schools. If this proposal is approved, Center for Supportive Schools will continue to provide services and maintain space in K057.

In a separate Educational Impact Statement (“EIS”), the DOE is concurrently proposing to consolidate³ FDA IV and BAGF. FDA IV and BAGF are district high schools currently co-located in K057 and serving students in grades nine through twelve.⁴ This proposal to open and co-locate BELA is contingent on the proposal to consolidate FDA IV and BAGF in K057. Both proposals will be voted on separately by the Panel for Educational Policy (“PEP”) on March 22, 2017. If both proposals are approved, FDA IV will become a part of BAGF and FDA IV will no longer exist as a distinct school option as of the 2017-2018 school year. BELA will also open in K057 and be co-located with J.H.S. 57 and the consolidated BAGF in K057 beginning in the 2017-2018 school year. If the proposal to consolidate FDA IV and BAGF is not approved by the PEP, the DOE will reassess the space in K057 and may propose an alternate use of space resulting in a revised proposal in accordance with Chancellor’s Regulation A-190.

If this proposal is approved, BELA will open in K057 in the 2017-2018 school year, serving approximately 90-100 students in ninth grade, and will add one grade level each year until it reaches full scale, serving approximately 350-390 students in ninth through twelfth grades in the 2020-2021 school year.

¹ The DOE is concurrently proposing the consolidation of FDA IV with BAGF. If that proposal is approved, FDA IV will become a part of BAGF and FDA IV will no longer exist as a distinct school option as of the 2017-2018 school year. The opening of BELA is contingent on the approval of the consolidation approval. The proposal to consolidate BAGF with FDA IV is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2017-2018/March222017SchoolProposal>

² 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, libraries, and cafeterias.

³ A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively.

⁴ More information regarding this proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/February2016SchoolProposal>

Brooklyn Emerging Leaders Academy Organization, is a charter management organization that has received charter authorization to serve high school grades nine through twelve in District 16 by The State University of New York Trustees (“SUNY”). SUNY has approved the opening of BELA High School to serve grades nine through twelve on October 11, 2016.

Pursuant to recent amendments to the Education Law that provide certain new and expanding charter schools with access to facilities, BELA made a request to the DOE for co-located space to open a new high school. The DOE supports the opening of BELA in District 16 as it will provide a new all-female high school option for students in District 16. In future years, BELA may decide to move out of K057 and into private space, at which time the DOE would reassess the space in K057 and evaluate District 16 needs in collaboration with the community. Any future significant changes to school utilization in K057 would be proposed in a future EIS, if one is required pursuant to Chancellor’s Regulation A-190, and be subject to separate approval by the PEP in accordance with Chancellor’s Regulation A-190.

Community Engagement

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

- On January 9th, The Brooklyn High School Superintendent met with district and school leadership about the consolidation and opening of BELA proposals, including school staff and leadership at both FDA IV and BAGF.
- On January 9th, the Brooklyn High School Superintendent announced the DOE’s plans to consolidate BAGF and FDA IV and co-locate BELA in K057 to the impacted school communities, representatives of the United Federation of Teachers, the Council of School Supervisors and Administrators, and the DC-37 union.
- On January 9th, the Office of District Planning met with the Community Education Council 16 (“CEC 16”) to discuss the consolidation and co-location proposals.
- On January 17th, the Office of District Planning presented a strategic planning deck at the CEC 16 January meeting that included details on both proposals. At this meeting the Office of District Planning answered questions and received feedback.
- A walk-through of K057 with a Deputy Chancellor and debrief discussion on January 19, 2017. Participants included the principal and school representatives from J.H.S. 57, FDA IV, and BAGF respectively, representatives from BELA, the Brooklyn High School Superintendent, District 16 Superintendent, and other DOE leadership members.

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 would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K057, which will be open to the public and at which attendees are encouraged to provide comments on this proposal.
- Dedicated phone line and email address to accept public comments at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D16Proposals@schools.nyc.gov.

- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcome to provide comments on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>

K057 has the capacity to serve a total of 1,042 students.⁵ If this proposal and the proposal to consolidate FDA IV and BAGF in K057 are approved, in the 2017-2018 school year, BELA is expected to serve a projected 90-100 students in grades nine, the consolidated BAGF is expected to absorb the enrollment of FDA IV and serve a projected 175-215 students in grades nine through twelve, and J.H.S. 57 is expected to serve a projected 195-225 students in sixth through eighth grades. K057 is projected to serve a total enrollment of 460-540 students, yielding a projected building utilization rate of 44%-52%.⁶ More details about building utilization rates are available in Appendix A of this EIS.

II. Proposed or Potential Use of Building

As noted in Section I above, K057 has a target capacity of 1,042 students and currently serves 394 students across FDA IV, BAGF and J.H.S. 57, yielding a building utilization rate of 38%. The concept of “target capacity” is explained in Appendix A of this EIS. If this proposal and the proposal to consolidate FDA IV and BAGF is approved, K057 is expected to serve a total of approximately 460- 540 students in the 2017-2018 school year, resulting in a projected utilization rate of 44%- 52%. In the 2020-2021 school year, once BELA is at full scale serving grades nine through twelve, the newly consolidated BAGF is expected to serve approximately 175-215 students, J.H.S. 57 is expected to serve approximately 180-210 students, and BELA is expected to serve approximately 350-390 students. In this year, K057 is expected to serve approximately 705-815 students resulting in a projected utilization rate of 68%-78%.

If this proposal and the proposal to open and co-locate BELA are approved, the grade spans served by each of the current and proposed school organizations in K057 will be as follows:

⁵ 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>.

⁶ All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book, the 2016-2017 Unaudited Register as of October 31, 2016 for district schools, and, for new charter schools, projections are based on enrollment 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.

Grade Spans in K057						
DBN	School Name	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
16K688	BAGF	9-12	9-12	9-12	9-12	9-12
16K393	FDA IV	9-12	-	-	-	-
16K057	J.H.S. 57	6-8	6-8	6-8	6-8	6-8
84KTBD	BELA	-	9	9-10	9-11	9-12

The table below shows the projected enrollment and building utilization for K057 if both proposals are approved.

Building and Utilization in K057						
DBN	School Name	2016-2017 Enrollment ⁷	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment
16K688	BAGF	112	175 - 215	175 - 215	175 - 215	175 - 215
16K393	FDA IV	69	-	-	-	-
16K057	J.H.S. 57	213	195 - 225	180 - 210	180 - 210	180 - 210
84KTBD	BELA	-	90 - 100	180 - 200	265 - 295	350 - 390
Total Building Enrollment		394	460 - 540	535 - 625	620 - 720	705 - 815
Utilization		38%	44% - 52%	51% - 60%	60% - 69%	68% - 78%

If this proposal is approved, the newly consolidated BAGF, BELA, and J.H.S. 57 will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this EIS and in the accompanying BUP. 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 Students, Schools, and Community

⁷ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment for grades K-8, 2014-2015 to 2016-2017 enrollment for grades 9-12, and enrollment in the charter application for the new charter school.

A. Students

If both proposals are approved, beginning in the 2017-2018 school year, BELA will open and serve students in ninth grade and phase in one grade per year until the school reaches full scale in the 2020-2021 school year and serves students in grades nine through twelve in K057, where it will be co-located with the consolidated BAGF and J.H.S. 57. J.H.S. 57 will continue to serve students in sixth through eighth grades and the consolidated BAGF is expected to absorb the enrollment of FDA IV and serve students in ninth through twelfth grades. The DOE does not anticipate that the opening and co-location of BELA will impact current student admissions, enrollment, or instructional programming at the co-located schools.

Impact on Students Currently Attending FDA IV and BAGF

As mentioned in Section I of this EIS, the DOE is concurrently proposing the consolidation of FDA IV and BAGF. The opening of BELA is not expected to impact either current educational and academic programming options of students currently attending FDA IV or BAGF, or future educational and academic programming options of students at the consolidated BAGF.

FDA IV and BAGF currently serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and students receiving Special Education Teacher Support Services (“SETSS”) and related services. If the proposal to consolidate BAGF and FDA IV is approved, the consolidated BAGF will serve general education students and students requiring special education services, including students currently enrolled in ICT, Self-Contained (“SC”) special education classes and students receiving 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 students enrolled at BAGF and FDA IV, and future students enrolled at the consolidated BAGF will continue to receive all mandated special education services if this proposal is approved.

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

If this proposal is approved, the consolidated BAGF will continue to offer all programs to support current students as they work to meet graduation requirements through the end of the current school year.

FDA IV’s and BAGF’s⁸ current extra-curricular activities, clubs, sports, and academic opportunities include:⁹

- **Extra-Curricular Activities and Clubs:** Entertainers 4 Education IWG Program, Journalism and YRAP (Youth Recording Apprenticeship Program), the Leadership Program, Student Council, Educator Rising Chapter, Peer Group Connection Student Mentoring Program, Debate Team, Service in Schools
- **Sports:** Basketball

⁸ In the 2016-2017 school year FDA IV and BAGF are currently sharing extra-curricular activities, clubs, sports, and academic opportunities.

⁹ Information from the high school directory located at <http://schools.nyc.gov/NR/rdonlyres/00F2DEB3-4F50-4747-A14E-E53295E078DC/0/2017NYCHSDirectoryCitywideENGLISH.pdf> , and from school reported data as of January 31, 2017

- **Academics Opportunities:** CTE programs in: Business, Management & Administration, National Academy of Finance, Stock Market Game, National Honor Society, “Weekend Wise Up”: Saturday Academy, Lunch and Learn Tutoring

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

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.

The consolidated BGAF 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 annually based on student demand and available resources.

Impact on Current Students Attending J.H.S. 57

The opening of BELA is not expected to impact either current or future educational and academic programming options of students currently attending J.H.S. 57

J.H.S. 57 currently serves general education students and students requiring special education services, including students currently enrolled in ICT, SC special education classes and students receiving SETSS and related services. If this proposal is approved, students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and future students enrolled at J.H.S. 57 will continue to receive all mandated special education services if this proposal is approved.

In addition, ELL students currently enrolled at J.H.S. 57 receive ENL services. If this proposal is approved, these services will continue to be provided at J.H.S. 57, and all students will receive their mandated services.

J.H.S. 57 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹⁰

- **Extra-curricular activities and clubs:** Martial Arts, Technology, Photography, Drama, Cooking, Student Government, Sports and Arts After-School Program, Dance Team, Honors Program, Peer Mediation, Morning Academic Enrichment, Girls and Boys Advisory Program, Mentoring Programs, Broadway Junior, Award-Winning Step Team
- **Academic Opportunities:** Art, Theater, Dance, Film Making
- **Sports:** Basketball, Soccer, Flag Football, Double Dutch

J.H.S. 57 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 annually based on student demand and available resources.

¹⁰ Information from the middle school district 16 directory available at: <http://schools.nyc.gov/NR/rdonlyres/0EA13D3C-6771-45B5-990C-AA304211596F/0/2017NYCMiddleSchoolDirectoryDistrict16.pdf> and from school reported data as of January 31, 2017 and

Impact on Future Middle School Students in District 16

This proposal is not expected to impact the admissions process for J.H.S. 57. J.H.S. 57 will continue to admit students through the middle school admissions process using an unscreened admissions process.

District 16 middle school students will continue to have access to a wide range of middle school options. Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

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

J.H.S. 57 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 annually based on student demand and available resources.

Impact on Future High School Students in District 16

If this proposal is approved, families in District 16 will have an all-female high school option. High school aged female students in District 16 will have the opportunity to enter the charter application lottery process to enroll in BELA for the following school year.

BELA will admit female students for ninth grade via lottery with preferences. The following preferences will be applied to the lottery:

- Students residing in District 16

The deadline to submit an application for BELA's lottery for the 2017-2018 school year is April 1, 2017 to be considered for the main lottery. Families that submit applications after April 1st are added to the waitlist. The state Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain ELLs, students with disabilities, and students eligible for free or reduced lunch at rates comparable to those of the Community School District as determined by SED. Detailed information about charter schools is also published annually and is available in print or on the DOE's website here: <http://schools.nyc.gov/community/charters/information/directory.htm>.

April 4, 2017 is BELA's lottery date for all applications and students admissions status will be posted on the BELA website and notified by the BELA staff through email and mail. Additional information regarding BELA can be viewed here: <http://belahs.org/>. More information on charter school admissions is available at <http://schools.nyc.gov/community/charters/default.htm>.

The consolidated BAGF will continue to admit students through the high school admissions process using a limited unscreened admissions process.

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, the consolidated BAGF, and J.H.S. 57 currently admit some students through the over-the-counter (“OTC”) process. This proposal will not impact J.H.S. 57’s or the consolidated BAGF’s ability to continue to do so.

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

B. Schools

If this proposal is approved there will be sufficient space to accommodate BELA, J.H.S. 57, and the consolidated BAGF in K057 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in City schools, and visit the DOE’s website to access the Footprint: <http://schools.nyc.gov/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 K057 for the opening of BELA if this proposal and the proposal to consolidate FDA IV and BAGF are both 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 BELA in District 16 as it will provide an additional new all-female high school option for students in District 16. Pursuant to recent amendments to the Education Law that provide certain new and expanding charter schools with access to facilities, BELA made a request to the DOE for co-located space to open a new high school. In future years, BELA may decide to move out of K057 in to private space, at which time the DOE would reassess the space in K057 and evaluate District 16 needs in collaboration with the community. Any future significant changes to school utilization in K057 would be proposed in a future EIS, if one is required pursuant to Chancellor’s Regulation A-190, and be subject to separate approval by the PEP in accordance with Chancellor’s Regulation A-190.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K057. This proposal is not expected to impact the accessibility of building K057, which is currently not accessible.

IV. Enrollment, Admissions, and School Performance Information

J.H.S. 57

Admissions Data

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

Enrollment Data¹¹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017	65	80	68	213
2017-2018 (projected)	60-70	60-70	75-85	195-225
2018-2019 (projected)	60-70	60-70	60-70	180-210
2019-2020 (projected)	60-70	60-70	60-70	180-210
2020-2021 (projected)	60-70	60-70	60-70	180-210

Demographic Data¹²

% Students with Disabilities (any student receiving an IEP)	30%
% English Language Learners	3%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

¹¹ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment.

¹² 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

J.H.S. 57	2013-2014	2014-2015	2015-2016
School Quality Indicators¹³			
1.1 Curriculum	N/A	Well Developed	N/A
1.2 Pedagogy	N/A	Well Developed	N/A
2.2 Assessment	N/A	Well Developed	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Well Developed	N/A
Performance Data¹⁴			
English Language Arts % Proficient (Levels 3 and 4)	12%	20%	21%
Math % Proficient (Levels 3 and 4)	10%	14%	17%
Other Key Performance Indicators			
Attendance Rate	90%	90%	92%
2016-2017 State Accountability Status¹⁵	Good Standing		

BAGF

Admissions Data

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

Enrollment Data¹⁶

¹³ 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. J.H.S. 57 did not have a Quality Review for the 2013-2014 and 2015-2016 school years.

¹⁴ Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

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>.

¹⁶ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	31	18	38	25	112
2017-2018 (projected)	50-60	35-45	45-55	45-55	175-215
2018-2019 (projected)	50-60	35-45	45-55	45-55	175-215
2019-2020 (projected)	50-60	35-45	45-55	45-55	175-215
2020-2021 (projected)	50-60	35-45	45-55	45-55	175-215

Demographic Data

% Students with Disabilities (any student receiving an IEP)	28%
% English Language Learners	10%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

Performance Data

BAGF	2013-2014	2014-2015	2015-2016
School Quality Indicators			
1.1 Curriculum	Developing	Proficient	N/A
1.2 Pedagogy	Developing	Developing	N/A
2.2 Assessment	Developing	Developing	N/A
3.4 High Expectations	Developing	Proficient	N/A
4.2 Teacher Teams and Leadership Development	Developing	Proficient	N/A
Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	71%	83%	73%
4 Year Graduation Rate	43%	62%	72%
6 Year Graduation Rate	N/A	66%	57%
4 Year College Readiness Index	0%	35%	N/A
Attendance Rate	78%	81%	80%
2016-2017 State Accountability Status	Good Standing		

FDA IV

Admissions Data

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

Enrollment Data¹⁷

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	23	7	12	27	69
2017-2018 (projected)	-	-	-	-	-
2018-2019 (projected)	-	-	-	-	-
2019-2020 (projected)	-	-	-	-	-
2020-2021 (projected)	-	-	-	-	-

Demographic Data

% Students with Disabilities (any student receiving an IEP)	35%
% English Language Learners	0%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	81%

¹⁷ If this proposal is approved, in the 2017-2018 school year, FDA IV will no longer exist as distinct high school option and students from FDA IV may attend the consolidated BAGF. 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2014-2015 to 2016-2017 enrollment.

School Performance Data

FDA IV	2013-2014	2014-2015	2015-2016
School Quality Indicators			
1.1 Curriculum	N/A	Developing	Proficient
1.2 Pedagogy	N/A	Proficient	Developing
2.2 Assessment	N/A	Developing	Proficient
3.4 High Expectations	N/A	Proficient	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Developing	Developing
Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	74%	N/A	N/A
4 Year Graduation Rate	65%	71%	63%
6 Year Graduation Rate	68%	84%	74%
4 Year College Readiness Index	15%	11%	11%
Attendance Rate	81%	79%	85%
2016-2017 State Accountability Status	Good Standing		

BELA

Admissions Data

Current Admissions	Grades 9-12: Charter Lottery Process
Future Admissions	Grades 9-12: Charter Lottery Process

Enrollment Data¹⁸

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017	-	-	-	-	-
2017-2018 (projected)	90-100	-	-	-	90-100
2018-2019 (projected)	90-100	90-100	-	-	180-200
2019-2020 (projected)	90-100	90-100	85-95	-	265-295
2020-2021 (projected)	90-100	90-100	85-95	85-95	350-390

¹⁸ Projections are based on enrollment in the charter application.

Demographic Data

BELA does not yet have student enrollment. Therefore, there is no demographic data for the school.

School Performance Data

BELA 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. 57 or the consolidated BAGF if that proposal is approved.

Please refer to the FSF Guide¹⁹ and FY17 School Allocation Memoranda²⁰ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by the New York State Education Department, and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures by Total Allowable Pupil Units. Special education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with Article 56 of the Education Law, the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The Office of Space Planning will facilitate any matching funds triggered by such facilities upgrades to K057.

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

A. Personnel Needs

The proposed opening and co-location of BELA with J.H.S. 57 and the consolidated BAGF in K057 is not expected to change the number of personnel positions assigned to J.H.S. 57 or the consolidated BAGF, nor is it expected to alter the duties of the current staff at J.H.S. 57 or the consolidated BAGF.

New administrative staff and non-pedagogical positions may be created at BELA over the course of the school's phase-in. BELA is expected to hire additional teachers as each new grade is added and as the total

¹⁹ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/FY17_PDF/FSF_Guide.pdf.

²⁰ Available on the DOE website at:

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

number of students increases. The precise number of positions needed for the 2017-2018 school year and subsequent school years will be determined by the charter school.

B. Administration

No change in school supervisory or administrator positions is expected at J.H.S. 57 or the consolidated BAGF if that proposal is approved.

BELA may hire school supervisors and/or administrative personnel on an as-needed basis throughout the course of the school's phase-in.

C. Transportation

This proposal is not expected to affect transportation practices at J.H.S. 57 or the consolidated BAGF in the 2016-2017 school year or in future school years.

If this proposal is approved, transportation will be provided to students attending J.H.S. 57, the consolidated BAGF, BELA and 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.

VII. Building Information

Building		K057
Type of Building		IS/JHS
Year Built		1954
Overall BCAS rating		2.83
2015-2016 Blue Book Target Building Utilization		34%
2015-2016 Blue Book Target Building Capacity		1042
FY 2016 Maintenance Costs	Labor	\$55,693
	Materials	\$28,211
	Maintenance, repair, and service contracts	\$192,107
	Custodial operations costs—Materials	\$9,443
	Custodial operations costs—Custodial Allocation	\$338,655
FY 2016 Energy Costs	Electric	\$84,740
	Gas	\$38,246
	Steam	n/a
	Oil	\$3,337
Projects completed during the current or prior school year		DRAIN/WASTE/VENT AND STORM SYSTEM:Sewage / Waste Piping EXTERIOR:Exterior Walls EXTERIOR:Parapets EXTERIOR:Roofing:Roofing
Projects proposed in the capital plan		PUBLIC ADDRESS SYSTEM REPLACEMENT CLASSROOM CONNECTIVITY
Accessibility of the building		No Accessibility
Building attributes		NURSE/MEDICAL SUITE ART ROOM LIBRARY THEATRE ARTS/DRAMA COMPUTER LAB DANCE ROOM AUDITORIUM STUDENT CAFETERIA GYMNASIUM

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 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 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 school's administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix B: School Admissions

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission 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 2017-2018 school year is in December 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year are now available for students to consider. 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.

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 is 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

Over-the-Counter ("OTC") Placements

OTC refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the beginning of the school year. 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;²¹ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

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

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

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

High school screened programs (those that base admissions decisions on students' academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,²² international schools,²³ 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.

²¹ 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.

²² 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.

²³ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Appendix C: Instructional Footprint

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

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or 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.