

EDUCATIONAL IMPACT STATEMENT: The Proposed Re-siting and Co-location of The New American Academy Charter School (84K736) in Building K233 with P.S. 233 Langston Hughes (18K233) Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site¹ and co-locate² The New American Academy Charter School (84K736, “New American”) in building K233 (“K233”) with P.S. 233 Langston Hughes (18K233, “P.S. 233”), a district elementary school serving students in kindergarten through fifth grades and offering a pre-kindergarten program, beginning in the 2016-2017 school year. K233 is located at 9301 Avenue B, Brooklyn, NY 11236 in Community School District 18 (“District 18”). New American currently serves students in kindergarten through third grades in building K415 (“K415”) and will be at full scale in the 2017-2018 school year, serving students in kindergarten through fifth grades. K415 is located at 5800 Tilden Avenue, Brooklyn, NY 11203, also in District 18, where New American is co-located with It Takes a Village Academy (18K563, “It Takes a Village”), Kurt Hahn Expeditionary Learning School (18K569, “Kurt Hahn”), and Cultural Academy for the Arts and Sciences (18K629, “Cultural Academy”), three district high schools serving students in ninth through twelfth grade. K233 is located 0.6 miles from K415.

As noted above New American currently serves students in kindergarten through third grade. Pursuant to a proposal previously approved by the Panel for Educational Policy (“PEP”) in 2013, New American was approved to serve students in kindergarten through fifth grades in K415 beginning with kindergarten and first grade in the 2013-2014 school year and adding one grade per year.³ If this proposal is approved, New American will be re-sited and co-located with P.S. 233 beginning in the 2016-2017 school year and will no longer serve students in K415.

The proposed re-siting and co-location of New American from K415 to K233 is expected to benefit the New American school community. If this proposal is approved, New American will no longer be co-located with high schools and will instead share a building with an elementary school, which may create new opportunities to collaborate with P.S 233 on extra-curricular activities, programming and staff development. In addition, if this proposal is approved, the re-siting and co-location of New American will allow It Takes a Village, Kurt Hahn, and Cultural Academy to expand their enrollments. All three high schools are currently serving a higher numbers of students than projected in the previous Educational Impact Statement (“EIS”) and there is growing demand for seats at the schools, evidenced by each school’s ratio of applications to seats. If the re-siting and co-location of New American is approved, there

¹ A “re-siting” means that students will attend classes in a building different from the building in which they currently attend classes.

² A “co-location” means that two or more school organizations are located in the same building and may share common spaces such as the auditorium, gymnasium, library and cafeteria.

³ More information about the approval of New American Academy can be found in the previously approved proposal online at http://schools.nyc.gov/NR/rdonlyres/65458436-3939-433C-8EF0-351EACBF92FB/137233/EIS_84KTBD_NewAmerican_K415_vfinal.pdf.

would be space in K415 for enrollment at It Takes a Village, Kurt Hahn, and Cultural Academy to continue to increase subject to demand.

The DOE conducted public engagement in the course of creating this proposal, including a walk-through of building K233 with a Deputy Chancellor from the DOE and a School Leadership Team (“SLT”) debrief on February 11, 2016 to answer questions and address concerns. Participants included the principal and SLT members of P.S. 233 and New American, representatives from Community Education Council 18, the District 18 Superintendent, the Office of District Planning, the Office of Space Planning, and other DOE leadership members.

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

- Optional community meetings open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- Two Joint Public Hearings to be held at K233 and K415. These meetings are open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D18Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received before 6:00 p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in a public comment analysis which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

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/2015-2016/April202016SchoolProposals>

Building K233 has the capacity to serve a total of 954 students.⁴ If this proposal is approved, New American will serve a projected 325-375 students in kindergarten through fourth grades in K233 in the 2016-2017 school year and P.S. 233 will serve a projected 494-554 students in kindergarten through fifth grades and pre-kindergarten. K233 will have a total projected building enrollment of 819-929 students, yielding a projected building utilization rate of 86%-97% in the 2016-2017 school year.⁵ In the 2017-2018 school year, New American will reach full scale and serve a projected 390-450 students in kindergarten through fifth grades and P.S. 233 will serve a projected 499-559 students in kindergarten through fifth grades and pre-kindergarten in K233. K233 will have a total projected building enrollment of 889-1,009

⁴ According to the 2014-2015 Enrollment, Capacity and Utilization Report (the “Blue Book”).

⁵ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015 for district schools, and, for charter schools, the charter headcount as of October 1, 2015. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

students, yielding a projected building utilization rate of 93%-106%. More details regarding projected building utilization rate is available in Section III.B and Appendix A of this EIS as well as in the Building Utilization Plan (“BUP”) that is attached to this proposal.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional district school.

The BUP that accompanies this proposal also shows that in the 2017-2018 school year when New American is at scale, the school will receive its baseline allocation of instructional rooms pursuant to the Citywide Instructional Footprint (“Footprint”); however due to lack of available rooms, New American will not receive certain administrative spaces that it would otherwise receive under the Footprint. New American uses different space programming assumptions than the Footprint and, thus, New American will be able to operate within the proposed space allocated by this BUP. P.S. 233 will receive its full allocation of instructional and administrative space per the Footprint. Thus, the DOE believes that K233 has sufficient space to serve all current and future students that attend New American and P.S. 233 beginning in the 2016-2017 school year.

More details about space are available in Section III.B and Appendix A of this EIS as well as in the BUP that is attached to this proposal.

II. Proposed or Potential Use of Building

As stated above, according to the Blue Book, K233 has a target capacity of 954 students. During the current 2015-2016 school year, in building K233, P.S. 233 is serving approximately 508 students, yielding a building utilization rate of 53%⁶. K233 is currently “under-utilized” and has space to accommodate additional students.

If this proposal is approved, the grade spans for all current and proposed school organizations in K233 over a three-year period will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018
18K233 ⁷	P.S. 233 Langston Hughes	K-5	K-5	K-5
84K736	New American Academy Charter School	-	K-4	K-5

⁶ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015 for district schools, and, for charter schools, the charter headcount as of October 1, 2015. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at:

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

⁷ P.S. 233 also serves a pre-kindergarten program, which is not included in the school’s grade span.

The total projected enrollment for all current and proposed school organizations in K233, as well as the building utilization rates over a three-year period, are described in the table below:

DBN	School Name	2015-2016 Enrollment ⁸	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
18K233	P.S. 233 Langston Hughes	508	494 - 554	499 - 559
84K736	New American Academy Charter School	-	325 - 375	390 - 450
Total Building Enrollment		508	819 - 929	889 - 1,009
Utilization⁹		53%	86% - 97%	93% - 106%

If this proposal is approved, both schools in K233 in the 2016-2017 school year will receive their baseline or adjusted baseline allocations pursuant to the Footprint. The BUP that accompanies this proposal also shows that in the 2017-2018 school year and beyond, when New American is at scale, the school will receive its baseline allocation of instructional rooms; however due to lack of available rooms, New American will not receive certain administrative spaces that it would otherwise receive under the Footprint. More details about space are available in Section III.B and Appendix A of this EIS as well as the BUPs that accompanies this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

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

A. Students

Impact on Current and Future Students at New American

This proposal to re-site and co-locate New American is not expected to impact current enrollment, academic programming or extra-curricular programming at New American, although the co-location may create new opportunities for collaboration between the schools.

⁸ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

⁹ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015 for district schools, and, for charter schools, the charter headcount as of October 1, 2015. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

New American currently serves general education students and students requiring special education service, including students currently enrolled in Integrated Co-Teaching (“ICT”), and Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive services in accordance with their IEPs. IEP services may vary from year to year as they are tailored to meet the individual needs of the students with disabilities currently enrolled in a school. All current and future students enrolled at New American will continue to receive all mandated special education if this proposal is approved.

New American currently offers the following extra-curricular activities, sports, special programming and partnerships:¹⁰

- **Programs & Partnerships:** Fit4Life, Brooklyn Conservatory of Music, Generation Ready, and Revolution Foods, and Mighty Milers
- **Extra-curricular Activities:** Teachers College Reading and Writing, and Mighty Milers Track Team

If this re-siting and co-location is approved, New American students will continue to have the opportunity to participate in a variety of extra-curricular activities, sports, special programming, and partnerships, though the specific programs offered are always subject to change. That is true for any City student as all schools modify specific offerings annually based on student demand and available resources.

Impact on Current and Future Students at P.S. 233

The proposal to re-site and co-locate New American to K233 is not expected to impact current enrollment or academic or extra-curricular programming at P.S. 233, although the co-location may create new opportunities for collaboration between the schools.

P.S. 233 serves 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 and future students enrolled at P.S. 233 will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at P.S. 233 receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

P.S. 233 currently offers the following programs and partnerships, extra-curricular activities, and sports:¹¹

- **Programs & Partnerships:** ArtsConnection, SOAR, JAVITS 7+, SCIS 3 Science, and Everyday Mathematics
- **Extra-curricular Activities:** Project Read Plus, Chess, Student Council, Engineering is Elementary, Ifetayo Cultural Arts Academy, and Lego Robotics

¹⁰ School reported data as of February 23, 2016.

¹¹ Information is from the schools website, available at <http://ps233-k12-et.schoolloop.com/arts-connection> last visited on February 17, 2016, and the DOE website, available at: <http://schools.nyc.gov/SchoolPortals/18/K233/AboutUs/Overview/default.htm>

If this proposal is approved, P.S. 233 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all schools, which annually modify extra-curricular offerings based on student demand and available resources.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 233. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 233 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Please see Appendix B of this EIS for more information on pre-kindergarten admissions.

Impact on Future Elementary School Students in District 18

This proposal is not anticipated to have an impact on the broad range of options available to elementary school students in District 18, including P.S. 233 and New American.

This proposal is not expected to impact the admissions process for district elementary schools in District 18. Non-charter district schools that are zoned, including P.S. 233, will continue to give priority to students who live in the zone, as they have in the past and in accordance with Chancellor's Regulation A-101.

See Appendix B of this EIS for more information on elementary school enrollment.

New American will continue to admit students via lottery for available seats in kindergarten through third grade, and once at full scale it will admit students via lottery for available seats in kindergarten through fifth grade, using the lottery preferences described below. Applications are available on the New American website and the New York City Charter School Center website.

New American's current lottery preferences in order, are as follows:¹²

- Students who attended the school the previous year and are returning to the school;
- Siblings of students already enrolled in the school or accepted via the lottery;
- Students residing in District 18;
- Students who are identified as eligible for English Language Learner services;
- Students who are identified as eligible for special education services; and
- Students who will be eligible for Free or Reduced-Price Lunch.

The deadline to submit an application for New American's lottery for the 2016-2017 school year will be no earlier than April 1, 2016.

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

In addition to admitting students through the middle school process, P.S. 233 also currently admits some students through the OTC placement process. This proposal will not impact P.S. 233's ability to continue to do so.

¹² Lottery preferences are subject to government approval.

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

B. Schools

If this proposal is approved, both schools in K233 in the 2016-2017 school year will receive their baseline or adjusted baseline allocations pursuant to the Footprint.

The BUP that accompanies this proposal also shows that in the 2017-2018 school year when New American is at scale, the school will receive its baseline allocation of instructional rooms; however due to lack of available rooms, New American will not receive certain administrative spaces that it would otherwise receive under the Footprint. The schools operated The New American Schools use different space programming assumptions than the Footprint and, thus, New American will be able to operate within the proposed space allocated by this BUP. Thus, the DOE believes that K233 has sufficient space to serve all current and future students that attend New American and P.S. 233 beginning in the 2016-2017 school year.

Please see Appendix C of this EIS and the attached BUP 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>.

C. Community

If this proposal is approved, New American will continue to serve students in District 18 in a new setting that benefits the District 18 community. If this proposal is approved, New American will no longer be co-located with high schools and will instead share a building with an elementary school, which may create new opportunities to collaborate with P.S. 233 on extra-curricular activities, programming and staff development. This proposal will also allow It takes a Village, Cultural Academy, and Kurt Hahn, to expand their enrollment of ninth through twelfth grade students in response to growing demand for seats at all three of these high schools, evidenced by the increasing application-to-seat ratios.

New American is currently located 0.6 miles from K233. If approved, this proposed re-siting and co-location is not expected to have a significant impact on current New American students' travel between home and school.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at the K233 building. This proposal is not expected to impact the accessibility of building K233, which is partially accessible.

IV. Enrollment, Admissions and School Performance Information

P.S. 233 Langston Hughes

Admissions Data

Current Admissions	Pre-kindergarten: Standard pre-kindergarten admissions process Grades K-5: Zoned
Admissions if This Proposal Is Approved	Pre-kindergarten: Standard pre-kindergarten admissions process Grades K-5: Zoned

Enrollment Data¹³

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	49	90	59	74	71	86	79	508
2016-2017 (projected)	54	85-95	85-95	55-65	70-80	65-75	80-90	494-554
2017-2018 (projected)	54	85-95	85-95	85-95	55-65	70-80	65-75	499-559

Demographic Data¹⁴

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced-Price Lunch	86%

¹³ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015.

¹⁴ All figures are reported as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

School Performance Data

P.S. 233 Langston Hughes	2012-2013	2013-2014 ¹⁵	2014-2015
School Quality Indicators¹⁶			
1.1 Curriculum	Proficient	N/A	Proficient
1.2 Pedagogy	Proficient	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
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	17%	23%	23%
Math % Proficient (Levels 3 and 4)	16%	22%	21%
Other Key Performance Indicators			
Attendance Rate	93%	92%	93%
2015-2016 State Accountability Status¹⁷	Focus		

The New American Charter School

Admissions Data

Current Admissions	Grades K-3: Charter lottery application
Admissions if This Proposal Is Approved	Grades K-5: Charter lottery application

Enrollment Data¹⁸

¹⁵ Not all schools receive Quality Reviews every year. P.S. 233 did not have a Quality Review for the 2013-2014 school year.

¹⁶ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>

¹⁷ 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>.

¹⁸ All figures are based on the charter headcount as of October 1, 2015.

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016 ¹⁹	70	71	74	63	-	-	278
2016-2017 (projected)	65-75	65-75	65-75	70-80	60-70	-	325-375
2017-2018 (projected)	65-75	65-75	65-75	65-75	70-80	60-70	390-450

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	6%
Percentage of Students with Individualized Education Programs	12%
Percentage of English Language Learner Students	0%
Percentage of Students Eligible for Free or Reduced-Price Lunch	59%

School Performance Data

The New American Academy	2012-2013	2013-2014	2014-2015
School Quality Indicators²¹			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
Performance Data²²			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators			
Attendance Rate ²³	N/A	95%	N/A
2015-2016 State Accountability Status²⁴	Good Standing		

¹⁹ Data for the current school year reflects enrollment in building K415.

²⁰ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, except percentage of students receiving ICT or SC services, which is school reported through ATS as of February 23, 2016.

²¹ Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. New American is authorized by SED. The authorizer's report can be found on the authorizer's website at <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

²² Performance data is not available for New American because it is in the process of phasing in.

²³ Attendance rate not available for 2012-2013 or 2014-2015. 2013-2014 attendance rate is from SED website at: <http://data.nysed.gov/reportcard.php?instid=800000075846&year=2015&createreport=1&attendance=1>.

²⁴ 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>.

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate New American is approximately \$81,800.00. This cost will include moving all existing materials and furniture from the current site.

This proposal is not expected to impact costs or allocations at P.S.233 in K233. Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs.

Please refer to the FSF Guide²⁵ and FY16 School Allocation Memoranda²⁶ 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.

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

A. Personnel Needs

The proposed re-siting and co-location of New American is not expected to change the number of personnel positions currently assigned to New American or P.S. 233, nor is it expected to alter the duties of current staff at New American or P.S. 233, although staff at New American would report to a new location.

B. Administration

No changes in school supervisory or administrator positions at New American or P.S. 233 are expected as a result of this re-siting and co-location, although administrators at New American would report to a new location.

C. Transportation

There will be no change to existing transportation practices at P.S. 233 and New American during the current school year (2015-2016) or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending P.S. 233 and New American 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 will continue to be provided consistent with citywide policy.

²⁵Available on the DOE website at:

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

²⁶ The FY16 School Allocation Memoranda are available at:

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

VII. Building Information

Building		K233
Type of Building		PS
Year Built		N/A
Overall BCAS rating		N/A
2014-2015 Blue Book Target Building Utilization		55%
2014-2015 Blue Book Target Building Capacity		954
FY 2015 Maintenance Costs	Labor	\$30,825
	Materials	\$16,952
	Maintenance, repair, and service contracts	\$183,670
	Custodial operations costs—Materials	\$6,713
	Custodial operations costs—Custodial Allocation	\$301,596
FY 2015 Energy Costs	Electric	\$119,378
	Gas	\$47,984
	Steam	N/A
	Oil	\$20,649
Projects completed during the current or prior school year		N/A
Projects proposed in the capital plan		N/A
Accessibility of the building		Partially Accessible
Building attributes		N/A

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 ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2015-2016 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools, administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix B: School Admissions

Elementary School Admissions

The DOE offers choice, or non-zoned, elementary schools and zoned elementary schools. A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to non-zoned schools in the following order of priority:

- a. in-district students whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- b. out-of-district students whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. in-district students other than those in (a) and (c) above; out-of-district students other than those in (b) and (d) above.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,²⁷ a Non-Public School Placement, or specialized programs,²⁸ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Pre-Kindergarten School Admissions

Pre-kindergarten applicants are considered for placement in schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.²⁹
- b. Students residing in the zone, who do not have a sibling at the school.
- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-K program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-K program.
- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.
- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-K program
- h. Students residing in the district, who are zoned to a different school which has a pre-K program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

Over-the-Counter ("OTC") Placements

²⁷ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 347 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

²⁸ Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

²⁹ Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

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;³⁰ 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,³¹ international schools,³² 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.

³⁰ 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.

³¹ 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.

³² International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Appendix C: Instructional Footprint

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

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

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

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