

## **REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Re-siting and Co-Location of Medgar Evers College Preparatory School (17K590) to Building K455 with Boys and Girls High School (16K455), Research and Service High School (16K669), and Nelson Mandela High School (16K765) Beginning in the 2017-2018 School Year**

### **I. Summary of Proposal**

On February 5, 2016, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to re-site<sup>1</sup> and co-locate<sup>2</sup> Medgar Evers College Preparatory School (17K590, “Medgar Evers”) beginning in the 2016-2017 school year to building K455 (“K455”) with Boys and Girls High School (16K455, “Boys and Girls”), a district high school serving students in grades nine through twelve; Nelson Mandela High School (16K765, “Nelson Mandela”), a district high school that currently serves students in grades nine through ten, and will serve students in grades nine through twelve by the 2017-2018 school year; and Research and Service High School (16K669, “Research and Service”), a transfer high school<sup>3</sup> serving students in grades nine through twelve.

Medgar Evers currently serves students in grades six through twelve in building K590 (“K590”) and in Transportable Classroom Unit (“TCU”) K880 (“K880”), located at 1186 Carroll Street, Brooklyn, NY 11225 in Community School District 17 (“District 17”), 2.1 miles from K455. Building K455, which is located at 1700 Fulton Street Brooklyn, NY 11213 in Community School District 16 (“District 16”), also houses a Young Adult Borough Center (“YABC”),<sup>4</sup> a high school alternative program that is administered through District 79.<sup>5</sup>

On February 9, 2016, the DOE amended the initial EIS to reflect the correct projected enrollment and utilization chart for K455 which was listed incorrectly in the original EIS. Additionally, the amended EIS reflected a correction of the re-siting cost of Medgar Evers from K590 to K455, in Section V of the amended EIS.

After receiving feedback from stakeholders from the potentially impacted communities, the DOE is now issuing a revised proposal to adjust the timing and implementation plan for the proposed re-siting and co-

---

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

<sup>2</sup> 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.

<sup>3</sup> While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students in grades nine through twelve and do not distinguish between grade levels.

<sup>4</sup> YABC’s are evening academic programs designed for high school students who are behind in credit, considering dropping out, or have adult responsibilities in the daytime. More information can be found at <http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/YoungAdult/default.htm>.

<sup>5</sup> District 79 helps students under 21 years old who have experienced an interruption to their studies to stay on track to a high school or high school equivalency diploma, build the skills to succeed in post-secondary opportunities, and gain the social-emotional skills necessary to become confident and productive members of society. More information can be found at <http://schools.nyc.gov/Offices/District79/default.htm>.

location of Medgar Evers to K455. In the initial EIS, the DOE proposed that this re-siting and co-location occur in two phases, beginning in the 2016-2017 school year. In the 2016-2017 school year, the middle school grades of Medgar Evers would have been re-sited to K455 from building K590, while the high school grades would have remained in K590. The high school grades of Medgar Evers would then have been re-sited to K455 from K590 beginning in 2017-2018, joining them with the middle school grades. Based on stakeholder feedback, the DOE determined that the impacted communities would benefit from a revised proposal to re-site and co-locate Medgar Evers in its entirety in one phase beginning in the 2017-2018 school year, instead of in two phases beginning in the 2016-2017 school year. This revised EIS reflects the change to re-site and co-locate all grades of Medgar Evers to K455, in one phase, beginning in the 2017-2018 school year. In the 2016-2017 school year, Medgar Evers will remain in K590 and will not serve any grades in K455. This revision does not result in any changes to the space allocation from the previous proposal for the 2017-2018 school year and beyond. If this proposal is approved, Medgar Evers will be re-sited to K455 where it will be co-located with Nelson Mandela, Research and Service, and Boys and Girls beginning in the 2017-2018 school year.

The re-siting and co-location of Medgar Evers to K455 will provide the school with access to resources that will better support middle and high school students. Medgar Evers is currently operating in K590 with less space than it should receive according to the Citywide Instructional Footprint (“Footprint”). In addition, Medgar Evers is reliant on a TCU for gymnasium space. This proposed re-siting and co-location will allow Medgar Evers to receive its baseline Footprint allocation of space and gain access to shared spaces, such as a gymnasium. If the proposal to re-site and co-locate Medgar Evers is approved, the school will be able to operate in its entirety in contiguous space in K455 beginning in the 2017-2018 school year.

The re-siting and co-location of Medgar Evers with Boys and Girls, Nelson Mandela, and Research and Service in K455 will also provide increased opportunities for collaboration among all of the high schools on the campus. The existing principal of Medgar Evers also serves as the Master Principal of Boys and Girls. This existing model has resulted in collaboration between Boys and Girls and Medgar Evers students. Currently, a small set of students from Boys and Girls travel from K455 to K590 to take Advance Placement courses, participate in college programming, and engage in art activities with Medgar Evers students. If this proposal is approved, beginning in the 2017-2018 school year, Boys and Girls students will no longer need to travel to K590 to participate in such programming and activities.

Boys and Girls is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools.<sup>6</sup> Schools selected to be Renewal Schools were assigned a “Priority” or “Focus”<sup>7</sup> accountability status by the New York State Department of Education, demonstrated low academic achievement in 2012, 2013, and 2014, and scored “Proficient” or below on their most recent Quality Review.

As a Renewal School, Boys and Girls has transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges. This proposal will not have an impact on the status of Boys and Girls as a Renewal or Community School.

Public engagement was conducted by the DOE in the course of creating this proposal, which included community meetings held by the principal of Medgar Evers to collect feedback from Medgar Evers families regarding this proposal in October and November 2015, and a walkthrough of K455 with a Deputy Chancellor on February 2, 2016 to discuss the proposal, take questions and concerns from the school community, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the Panel for Educational Policy (“PEP”). Participants included representatives from the DOE’s Office of District Planning and Office of Space Planning, the District 16 Community Education Council (“CEC 16”), the District 17 Community Education Council (“CEC 17”), Medgar Evers’ School Leadership Team (“SLT”), Nelson Mandela’s SLT, Boys and Girls’

---

<sup>6</sup> To learn more about the Renewal school program, visit: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

<sup>7</sup> The New York State Education Department (“SED”) provides accountability statuses under the NY State waiver for the No Child Left behind: <http://www.p12.nysed.gov/accountability/APA/home.html>.

SLT, and Research and Service's SLT. Additionally, after the posting of the amended EIS on February 9, 2016, the DOE continued to receive feedback through the dedicated phone line and email address associated with this proposal, as well as feedback from the SLTs of the impacted school communities.

As a result of feedback from the community, the DOE determined that the impacted communities would benefit from a revised proposal to re-site and co-locate Medgar Evers in one phase beginning in the 2017-2018 school year instead of two phases beginning in the 2016-2017 school year. The DOE determined that a one-phase re-siting and co-location would limit disruption to the Medgar Evers and current K455 communities, and provide more stability for the impacted students.

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

- Optional community meetings prior to the Joint Public Hearing for this proposal. At the community meetings, representatives from the DOE would meet with school communities upon their request to discuss the proposal and take questions, comments, and feedback.
- Joint Public Hearings to be held at K590 and K455. These meetings are open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing [D16Proposals@schools.nyc.gov](mailto: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 comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6 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 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/June222016PanelMeeting.htm>

K455 has a target capacity to serve a total of 3,320 students.<sup>8</sup> If this proposal is approved, in the 2017-2018 school year Medgar Evers will serve 1,205-1,275 students in sixth through twelfth grades, and Nelson Mandela, Boys and Girls, and Research and Service will collectively serve 905-1,025 students, totaling a projected building enrollment of 2,110-2,300 students and yielding a projected building utilization rate of 64%-69%.<sup>9</sup> The concepts of target utilization rate and target capacity are explained in Appendix A of this revised EIS.

## II. Proposed or Potential Use of Building

As noted in Section I above, K455 has a target capacity of 3,320 students and currently serves 821 students across Boys and Girls, Nelson Mandela, and Research and Service, yielding a building utilization rate of approximately 25%. If this proposal is approved, Medgar Evers will be re-sited and co-located in K455 and serve approximately 1,205-1,275 students in grades six through twelve in K455

---

<sup>8</sup> According to the 2014-2015 Enrollment Capacity Utilization Report (the "Blue Book").

<sup>9</sup> All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and 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. 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>.

beginning in the 2017-2018 school year, yielding a projected utilization rate of 64%-69%. Therefore, the DOE believes that K455 has sufficient space to accommodate Medgar Evers, Nelson Mandela, Boys and Girls, and Research and Service in K455.

If this proposal is approved, the grade spans for all current and proposed school organizations in K455 over a three-year period will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018
17K590	Medgar Evers College Preparatory School	-	-	6-12
16K455	Boys and Girls High School	9-12	9-12	9-12
16K669	Research and Service High School	9-12	9-12	9-12
16K765	Nelson Mandela High School	9-10	9-11	9-12

The chart below shows the current and projected enrollment and building utilization for K455 if this proposal is approved:

DBN	School Name	2015-2016 Enrollment <sup>10</sup>	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
16K455	Boys and Girls High School	358	260 - 300	260 - 300
16K765	Nelson Mandela High School	212	310 - 340	415 - 455
16K669	Research and Service High School	251	230 - 270	230 - 270
17K590	Medgar Evers College Preparatory School	-	-	1,205 - 1,275
<b>Total Building Enrollment</b>		821	800 - 910	2,110 - 2,300
<b>Utilization</b>		25%	24% - 27%	64% - 69%

If this proposal is approved by the PEP, in the 2017-2018 school year, Medgar Evers will no longer serve any students in K590 and that space can be separately proposed for other uses.

If this proposal is approved, all schools in K455 as of the 2017-2018 school year will receive their baseline or adjusted baseline allocations pursuant to the Footprint. More details about space and utilization are available in Section III and Appendix C of this revised EIS. The Footprint, which guides space allocation

<sup>10</sup> 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.

and use in City schools, is available 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 Medgar Evers*

If this proposal is approved, Medgar Evers will serve grades six through twelve in K455 beginning in the 2017-2018 school year.

Medgar Evers currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“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.

In addition, English Language Learner (“ELL”) students who are enrolled at Medgar Evers receive English as a New Language (“ENL”) services. All current and future students enrolled at Medgar Evers will continue to receive all mandated special education and/or ELL services if this proposal is approved.

This proposal is not expected to impact current enrollment at Medgar Evers. The academic and extra-curricular programming at Medgar Evers, however, may be impacted as a result of being co-located with Boys and Girls, Nelson Mandela, and Research and Service as this co-location will present opportunities to increase current collaboration. If approved, this proposed re-siting and co-location may have an impact on current Medgar Evers students’ travel between home and school, because K590 is located 2.1 miles from K455.

Medgar Evers currently admits ninth-grade students to two programs via a screened admissions method. For both programs (Math and Technology and Science and Research) students are ranked based on their demonstrated special talent, attendance and punctuality, final report card grades from the prior school year, New York State English Language Arts (ELA) and Math standardized test scores. New York State recently passed a law that prohibits the use of State ELA and Math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, Medgar Evers considers all of the factors listed above in admitting students for high school.

Medgar Evers currently offers the following extra-curricular activities, partnerships, and academic opportunities:<sup>11</sup>

##### For students in grades 6-8

- **Programs and Partnerships:** Extended Day Program, Summer Session Program, Weekend Program, Regents Prep, SAT/ACT Prep
- **Extra-curricular Activities:** Band, Art Club, Junior National Honor Society, Peer Mediation/Tutoring, Robotics Club, Steel Band
- **Athletic Teams:** Basketball, Bowling, Cross Country, Indoor Track, Outdoor Track, Swimming

---

<sup>11</sup> Information about Medgar Evers’ extra-curricular activities and partnerships comes from: school-reported data as of March 23, 2016, the middle and high school directories and the school’s web site, available at <http://www.mecps.org/>.

For students in grades 9-12

- **Programs and Partnerships:** Technology, EXCEL/Honors, Science Research, Leadership Academy, Pre-Med Mentoring, CUNY College Now, Robotics, Early College Smart Scholars Program: Students have an opportunity to pursue an Associate Degree in Biological Science or Computer Science upon graduation from high school.
- **Extra-curricular Activities:** After-school Tutoring, Art, Fine and Visual Arts (Ceramics, Drawing, Painting, Sculpture), Art History, Cheerleading, Vocal Music (Concert Choir, Chorus), Fine and Performing Arts (Dance, Drama), Journalism, Instrumental Music, Marching Band, Math, Mentor, Mock Trial, Music, National Honor Society, Photography, Poetry, SAT Prep, Saturday Academy, Science, Step Team, Student Government, Table Tennis, Tennis, Travel
- **Athletic Teams:** Basketball, Bowling, Cross Country, Indoor Track, Outdoor Track, Swimming

If this proposal is approved, Medgar Evers 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 based on student interests, available resources, and staff support for those programs. That is true at all City schools, which annually modify specific offerings based on student demand and available resources. As noted, Medgar Evers will have the opportunity to collaborate on programming and extracurricular activities with Nelson Mandela, Research and Service, and Boys and Girls, which may result in new or different programs and partnerships available to students at Medgar Evers.

*Impact on Current and Future Students Attending Nelson Mandela*

The proposal to re-site and co-locate Medgar Evers at K455 is not expected to impact current enrollment at Nelson Mandela. However, there may be an impact on academic or extra-curricular programming related to the increased opportunities for collaboration with Medgar Evers.

Nelson Mandela serves general education students and students requiring special education services, including students currently enrolled in ICT and 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 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 Nelson Mandela will continue to receive all mandated special education services if this proposal is approved.

In addition, ELL students currently enrolled at Nelson Mandela receive ENL services. If this proposal is approved, these services will continue to be provided, and all current and future ELL students will continue to receive their mandated services.

Nelson Mandela is currently serving grades nine and ten and will serve grades nine through twelve when it reaches full scale beginning in the 2017-2018 school year.

Nelson Mandela currently offers the following extra-curricular activities, partnerships, and academic opportunities:<sup>12</sup>

- **Programs and Partnerships:** CORE Advisory Program, Rites of Passage, College and Career Counseling

---

<sup>12</sup> Information about Nelson Mandela’s’ extra-curricular activities and partnerships comes from: school-reported data as of March 23, 2016, and the high school directory located on the DOE website : [http://schools.nyc.gov/NR/rdonlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/rdonlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory_English.pdf).

- **Extra-curricular Activities:** Dance, Debate Team, Drama, Internship and Service Learning Opportunities, Literary Journal, Open Mics, Information Technology Club, Poetry Slams, Peer Mediation, Readings, School Newspaper, Student Council, Digital Media
- **Athletic Sports:** Baseball, Basketball, Cross Country, Football, Handball, Indoor Track, Outdoor Track, Soccer, Tennis, Volleyball

As noted, the increased opportunities for collaboration that would result from the re-siting and co-location, if approved, may result in new or different extra-curricular and partnership opportunities for Nelson Mandela's students. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered are always subject to change based on student interests, available resources, and staff support for those programs. That is true at all City schools, which annually modify extra-curricular offerings based on student demand and available resources.

### *Impact on Current and Future Students Attending Research and Service*

The proposal to re-site and co-locate Medgar Evers at K455 is not expected to impact current enrollment at Research and Service. However, there may be an impact on academic or extra-curricular programming related to the increased opportunities for collaboration with Medgar Evers.

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

In addition, ELL students currently enrolled at Research and Service receive ENL services. If this proposal is approved, these services will continue to be provided, and all current and future students will continue to receive their mandated services.

Research and Service currently offers the following extra-curricular activities, partnerships, and academic opportunities:<sup>13</sup>

- **Programs and Partnerships:** F.E.G.S., Learning to Work, iLearn NYC
- **Extra-curricular Activities:** PM tutoring, Regents Prep, College Trips and Career Shadowing, Academic Advisory, College Preparation, Career Exploration, Accelerated Online Credit Accumulation, One-on-One Counseling, Literary Cafe
- **Athletic Sports:** Baseball, Basketball, Cross Country, Football, Handball, Indoor Track, Outdoor Track, Soccer, Tennis, Volleyball

As noted, the increased opportunities for collaboration that would result from the co-location, if approved, may result in new or different extra-curricular and partnership opportunities for Research and Service students. If this proposal is approved, Research and Service students will continue to have the opportunity to participate in a variety of programs, partnerships, extra-curricular activities and clubs, though the specific programs offered are always subject to change based on student interests, available resources, and staff support for those programs. That is true for all City schools, which annually modify extra-curricular offerings based on student demand and available resources.

### *Impact on Current and Future Students Attending Boys and Girls*

---

<sup>13</sup> Information about Research and Service extra-curricular activities and partnerships comes from the Transfer High School Directory as of March 23, 2016 located on the DOE website: [http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14\\_15forposting.pdf](http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf).

The proposal to re-site and co-locate Medgar Evers at K455 is not expected to impact current enrollment at Boys and Girls. However, there may be an impact on academic or extra-curricular programming related to the increased opportunities for collaboration with Medgar Evers.

As noted above, Boys and Girls is a part of the School Renewal Program and a Community School. If this proposal is approved, it will not impact Boys and Girls' participation in the School Renewal Program or the school's ability to offer additional programming and supports for their students.

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

In addition, ELL students currently enrolled at Boys and Girls receive ENL services. If this proposal is approved, these services will continue to be provided, and all current and future ELL students will continue to receive their mandated services.

Boys and Girls currently offers the following extra-curricular activities, partnerships, and academic opportunities:<sup>14</sup>

- **Program and Partnerships:** Smart Scholars Program through Long Island University, CUNY College Now, Work-study Internships, Naviance (college search and tracking system to research and apply online to college), Music Production, Art, Dance, Instrumental Music, Vocal Music, iCourse (online credit recovery program)
- **Extra-curricular activities and clubs:** Cheerleading, Chess, Committee for Girls, Dance Team, Debate Team, Drama, Drumline, Fashion Design, Graphic Design, Jazz Band, Jewelry-making, Library Squad, Math Team, National Honor Society, Poetry Slam, Red Berets, Robotics, Sophisticated Gents, Sound and Video Production, Speech and Debate, Student Government, Talent Show, Team-Pro, The Crown Jewel Steppers, Travel, Video Filmmaking, Voices of the High Choir, Yearbook, Young People's Project
- **Sports:** Baseball, Basketball, Cross Country, Football, Handball, Indoor Track, Outdoor Track, Soccer, Tennis, Volleyball

As noted, the increased opportunities for collaboration that would result from the co-location, if approved, may result in new or different extra-curricular and partnership opportunities for Boys and Girls students. If this proposal is approved, Boys and Girls students will continue to have the opportunity to participate in a variety of programs, partnerships, extra-curricular activities and clubs, though the specific programs offered are always subject to change based on student interests, available resources, and staff support for those programs. That is true for all City schools, which annually modify extra-curricular offerings based on student demand and available resources

### *Impact on Current and Future High School Students in District 16 and District 17*

If this proposal is approved, Medgar Evers will be re-sited from the geographical confines of District 17 to the geographical confines of District 16, although it will continue to be open to all students Citywide.

---

<sup>14</sup> Information about Boys and Girls extra-curricular activities and partnerships comes from: school-reported data as of March 23, 2016, and the high school directory located on the DOE website : [http://schools.nyc.gov/NR/rdonlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/rdonlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory_English.pdf).

This proposal is not expected to impact the High School Admissions Process or enrollment at Medgar Evers, Boys and Girls, Nelson Mandela, or Research and Service. Medgar Evers, Nelson Mandela and Boys and Girls admit students through the High School Admissions Process, and Research and Service admits students through a school-based admissions method described below. All of the admissions processes are described in further detail in Appendix B of this revised EIS.

Medgar Evers offers priority to continuing middle school students and admits students through a screened admissions method. Screened programs rank students based on criteria that may include final report card grades, ELA and Math state test scores, and attendance and punctuality from the prior school year. Screened programs may also have additional requirements, such as an interview, essay, onsite exam, or demonstrated interest in the school.

Medgar Evers currently admits ninth-grade students to two programs via a screened admissions method. For both programs (Math and Technology and Science and Research) students are ranked based on their demonstrated special talent, attendance and punctuality, final report card grades from the prior school year, New York State ELA and Math standardized test scores. New York State recently passed a law that prohibits the use of New York State ELA and Math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, Medgar Evers considers all of the factors listed above in admitting students for high school.

Nelson Mandela admits students through a limited unscreened admissions method. Limited unscreened programs give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

Boys and Girls admits students through multiple programs: three with a screened admissions method and one that guarantees admissions to students who reside in a geographic zone. Screened programs rank students based on criteria that may include final report card grades, ELA and Math state test scores, and attendance and punctuality from the prior school year. Screened programs may also have additional requirements, such as an interview, essay, onsite exam, or demonstrated interest in the school.

Boys and Girls currently admits ninth-grade students to three programs via a screened admissions method. For all programs (Brooklyn STEAM Center, Institute for Computer and Technology, and Smart Scholars Early College Program) students are ranked based on their demonstrated special talent, demonstrated interest, attendance and punctuality, final report card grades from the prior school year, New York State ELA and Math standardized test scores. New York State recently passed a law that prohibits the use of New York State ELA and Math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, Boys and Girls considers all of the factors listed above in admitting students for high school.

Research and Service admits students on a rolling basis throughout the year using a school-based admissions method and is open to students who are 16 years and older and have attended another high school for at least one year.<sup>15</sup>

See Appendix B of this revised EIS for more information on high school and transfer school enrollment.

### *Impact on Current and Future Middle School Students in District 16 and District 17*

Medgar Evers currently admits middle school students through a school-based application process and is open to students Citywide. For more information, see the District 17 middle school directory located here: <http://schools.nyc.gov/NR/ronlyres/A967B37F-D577-4247-8D78-E8BDF30FA8F5/0/2016NYCMSDirectoryDistrict17.pdf>. Although Medgar Evers will be re-located from

---

<sup>15</sup> Interested students and their parents/guardians should contact the school and schedule an intake appointment. More information about admissions to Research and Service and other transfer schools is available at [http://schools.nyc.gov/NR/ronlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14\\_15forposting.pdf](http://schools.nyc.gov/NR/ronlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf).

District 17 to District 16 if this proposal is approved, the school will continue to be available to students in both districts and Citywide. Thus, there will be no impact on the middle school options available to District 16 and District 17 students.

### *Impact on the Young Adult Borough Center*

K455 houses a YABC. YABCs are evening academic programs designed for high school students who are behind in credits, considering dropping out, or have adult responsibilities that make attending school in the daytime difficult. The YABC will not be affected as a result of this proposal. As described in more detail in Section III.B, the YABC does not require dedicated instructional space during regular school hours because it is an evening program. However, the YABC will continue to be allocated space to meet its needs in the building. More information on YABCs and a list of YABCs in New York City is available at: <http://goingforme.org>.

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

Boys and Girls, Medgar Evers, and Nelson Mandela currently admit students through the OTC placement process. If this proposal is approved, Boys and Girls, Medgar Evers, and Nelson Mandela will continue to admit students through the OTC placement process.

As a transfer school, Research and Service does not receive OTC placements, but admits students on a rolling basis.

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

## **B. Schools**

If this proposal is approved, there will be sufficient space to accommodate the re-siting and co-location of Medgar Evers to K455 pursuant to the Footprint. Please see Appendix C of this revised EIS for more information on the Footprint, which guides space allocation and use in City schools. The Footprint is also available at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

According to a site survey of K455 completed on May 29, 2015 and updated on December 9, 2015 by a representative from the Office of Space Planning, K455 includes 144 full-size rooms, 7 half-size rooms, 4 quarter-size rooms, and 21.5 full-size equivalent (“FSE”) rooms of designed administrative space. K455 also includes two gymnasiums, an auditorium, a library, and two cafeterias, all of which are currently shared by Boys and Girls, Nelson Mandela, and Research and Service and will also be shared by Medgar Evers if this proposal is approved. The spaces described below are also considered shared spaces and are not included in any individual school’s allocation of space:

- The school safety office occupies 1 half-size room.
- A choral room occupies 1 full-size room.
- A School Based Health Clinic occupies 2.0 FSE rooms of designed administrative space.
- An instrumental room occupies 1 full-size room.
- An orchestral room occupies 1 full-size room.
- The custodian’s office occupies 1 half-size room.
- A fitness/weight room occupies 2 full-size rooms.
- Two shop rooms occupy 2 full-size rooms.
- Team Locker Rooms and Office occupies 2 full-size rooms.
- A dance room occupies 1 full-size room.
- A teachers’ cafeteria occupies 1 full-size room.
- The Young Adult Borough Center occupies 9 full-size rooms and 1.0 FSE room of designed administrative space.

Excluding the shared spaces outlined above, K455 has a total of 124 full-size rooms, 5 half-size rooms, 4 quarter-size rooms, and 18.5 FSE rooms of designed administrative space remaining to be allocated.

Medgar Evers' current baseline Footprint allocation is 46 full-size rooms, 3 half-size rooms, and 8.0 FSE rooms of administrative space. If this proposal is approved, in the 2017-2018 school year, Medgar Evers will be re-sited and co-located in K455 and serve grades six through twelve. Medgar Evers' baseline allocation will be 46 full-size rooms, 3 half-size rooms, and 8.0 FSE rooms of administrative space. Due to a lack of half-size spaces suitable for instructional use, the DOE has adjusted Medgar Evers' baseline Footprint to substitute three full-size rooms in lieu of three half-size rooms. Thus, Medgar Evers' adjusted baseline allocation is 49 full-size rooms and 8.0 FSE rooms of designed administrative space.

Boys and Girls' current baseline Footprint allocation is 15 full-size rooms, 3 half-size rooms, and 3.5 FSE rooms for administrative use. Due to a lack of half-size spaces suitable for instructional use, the DOE has adjusted Boys and Girls' baseline Footprint allocation to substitute two full-size rooms in lieu of two half-size rooms. Thus, Boys and Girls' adjusted baseline Footprint allocation is 17 full-size rooms, 1 half-size room, and 3.5 FSE rooms of designed administrative space. Currently, Boys and Girls is allocated 87 full-size rooms, 1 half-size room, and 22.5 FSE rooms of administrative space, made up of 6 full-size rooms, 2 half-size rooms, 2 quarter-size rooms, and 15.0 FSE rooms of designed administrative space for a total of 93 full-size rooms, 3 half-size rooms, 2 quarter-size rooms, and 15.0 FSE rooms of designed administrative space. Thus, Boys and Girls is using 76 full-size rooms, 2 half-size rooms, 2 quarter-size rooms, and 11.5 FSE rooms of designed administrative space above its adjusted baseline Footprint.

Nelson Mandela's current baseline Footprint allocation is 8 full-size rooms, 1 half-size room, and 2.5 FSE rooms for administrative use. Due to a lack of half-size spaces suitable for instructional use, the DOE has adjusted Nelson Mandela's baseline Footprint to substitute 1 full-size room in lieu of 1 half-size room. Thus, Nelson Mandela's adjusted baseline allocation is 9 full-size rooms and 2.5 FSE rooms of administrative space, comprised of 1 full-size room and 1.5 FSE of designed administrative space for a total allocation of 10 full-size rooms and 1.5 FSE rooms of designed administrative space. Currently, Nelson Mandela is using 17 full-size rooms and 4.0 FSE rooms for administrative use, made up of 2 full-size rooms, 2 quarter-size rooms, and 1.5 FSE room of designed administrative space for a total of 19 full-size rooms, 2 quarter-size rooms and 1.5 FSE rooms of designed administrative space. Nelson Mandela is thus using 9 full-size rooms and 2 quarter-size rooms above its adjusted Footprint allocation. In 2017-2018, when Nelson Mandela reaches full scale and is serving grades nine through twelve, its adjusted baseline Footprint allocation will be 17 full-size instructional rooms, and 4.0 FSE rooms for administrative use, comprised of 2 full-size rooms, 2 quarter-size rooms, and 1.5 FSE rooms of designed administrative space for a total allocation of 19 full-size rooms, 2 quarter-size rooms, and 1.5 FSE rooms of designed administrative space.

Research and Service's current baseline Footprint allocation is 11 full-size rooms, 1 half-size room, and 3.0 FSE spaces of designed administrative space. Due to a lack of half-size spaces suitable for instructional use, the DOE has adjusted Research and Service's baseline Footprint allocation to substitute 1 full-size room in lieu of 1 half-size room. Thus, Research and Service's adjusted baseline allocation is 12 full-size rooms and 3.0 FSE rooms of administrative space. Currently, Research and Service is using 12 full-size rooms and 3.0 FSE rooms of administrative space, made up of 2 half-size rooms and 2.0 FSE rooms of designed administrative space, for a total of 12 full-size rooms, 2 half-size rooms, and 2.0 FSE rooms of designed administrative space, consistent with its adjusted baseline Footprint allocation.

The table below shows the current and proposed allocations of full-size rooms in K455 over the course of this proposal and the ongoing phase-in of Nelson Mandela, including all necessary adjustments for administrative or other purposes.

There is sufficient space in K455 to accommodate Medgar Evers, Nelson Mandela, Boys and Girls High School, and Research and Service after the re-siting and co-location.

The current and projected adjusted baseline Footprint allocations of full-size rooms in K455, including any full-size rooms allocated for administrative space and other purposes, are detailed in the chart below:

DBN	School Name	2015-2016	2016-2017	2017-2018
17K590	Medgar Evers	-		49
16K455	Boys and Girls	17	17	17
16K765	Nelson Mandela	10	10	19
16K669	Research and Service	12	12	12
<b>TOTAL</b>		<b>39</b>	<b>39</b>	<b>97</b>
<b>TOTAL FULL-SIZE ROOMS TO BE ALLOCATED</b>		<b>124</b>	<b>124</b>	<b>124</b>
<b>ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS</b>		<b>85</b>	<b>85</b>	<b>27</b>

### *Building Safety and Security*

If this proposal is approved, Medgar Evers and all the other schools in K455 as of the 2017-2018 school year will develop a safety and security plan for the building prior to the first day of school in September 2017.

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

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

### **C. Community**

The proposed re-siting and co-location of Medgar Evers to K455 is expected to have a positive impact on the school community at Medgar Evers. As mentioned above Medgar Evers is currently operating in K590 with less space than it should receive according to the Footprint. In addition, Medgar Evers is reliant on a TCU for gymnasium space. This proposed re-siting and co-location will allow Medgar Evers to receive its baseline Footprint allocation of space, gain access to shared spaces, such as a gymnasium, and be able to operate in its entirety in contiguous space. Additionally, this re-siting and co-location would provide further opportunities for Medgar Evers, Boys and Girls, Research and Service, and Nelson Mandela to collaborate and share best practices. If this proposal is approved, students of Boys and Girls will no longer need to travel from K455 to K590 to participate in advanced placement courses, club activities, and college resources, which will increase safety.

Additionally, community members and organizations will continue to be able to obtain school building use permits at the K455 and K590 buildings. This proposal is not expected to impact the accessibility of building K455 and K590, which are partially accessible and fully accessible respectively.

## IV. Enrollment, Admissions and School Performance Information

### Medgar Evers College Preparatory School

#### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 6-8:</b> School-Based Admissions Process <b>Grades 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Screened
<b>Future Admissions</b>	<b>Grades 6-8:</b> School-Based Admissions Process <b>Grades 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Screened

#### *Enrollment Data<sup>16</sup>*

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2015-2016	94	111	95	220	231	246	248	1,245
2016-2017 (projected)	95-105	90-100	105-115	215-225	225-235	240-250	245-255	1215-1285
2017-2018 (projected)	95-105	95-105	90-100	215-225	225-235	240-250	245-255	1205-1275

#### *Demographic Data<sup>17</sup>*

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with Individualized Education Programs	5%
Percentage of English Language Learner Students	1%
Percentage of Students Eligible for Free or Reduced-Price Lunch	66%

<sup>16</sup> All figures are 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.

<sup>17</sup> 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

Medgar Evers College Preparatory School	2012-2013	2013-2014 <sup>18</sup>	2014-2015
<b>School Quality Indicators<sup>19</sup></b>			
1.1 Curriculum	Well Developed	N/A	Well Developed
1.2 Pedagogy	Proficient	N/A	Well Developed
2.2 Assessment	Proficient	N/A	Proficient
3.4 High Expectations	Well Developed	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
<b>Middle School Performance Data and Indicators</b>			
English Language Arts % Proficient (Levels 3 and 4)	62%	71%	74%
Math % Proficient (Levels 3 and 4)	65%	64%	78%
Attendance Rate	98%	97%	97%
<b>High School Key Components of Performance and Progress</b>			
% Earning 10+ Credits in Year 1	92%	90%	92%
4-Year Graduation Rate	96%	92%	96%
6-Year Graduation Rate	98%	99%	97%
4-Year College Readiness Index	57%	55%	71%
Attendance Rate	93%	92%	94%
<b>2015-2016 State Accountability Status</b>	Good Standing		

## Nelson Mandela High School

### Admissions Data

<b>Current Admissions</b>	<b>Grade 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Future Admissions</b>	<b>Grade 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Limited Unscreened

<sup>18</sup> Not all schools receive Quality Reviews every year. Medgar Evers did not have a Quality Review for the 2013-2014 school year.

<sup>19</sup> 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>

### Enrollment Data

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	109	103	-	-	212
2016-2017 (projected)	105-115	105-115	100-110	-	310-340
2017-2018 (projected)	105-115	105-115	105-115	100-110	415-455

### Demographic Data

Percentage of Students Receiving ICT or SC Services	24%
Percentage of Students with Individualized Education Programs	23%
Percentage of English Language Learner Students	1%
Percentage of Students Eligible for Free or Reduced-Price Lunch	70%

### School Performance Data

Nelson Mandela High School	2012-2013	2013-2014	2014-2015 <sup>20</sup>
<b>School Quality Indicators</b>			
1.1 Curriculum	N/A	N/A	Proficient
1.2 Pedagogy	N/A	N/A	Developing
2.2 Assessment	N/A	N/A	Proficient
3.4 High Expectations	N/A	N/A	Proficient
4.2 Teacher Teams and Leadership Development	N/A	N/A	Developing
<b>Key Components of Performance and Progress<sup>21</sup></b>			
% Earning 10+ Credits in Year 1	N/A	N/A	65%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
4 Year College Readiness Index	N/A	N/A	N/A
Attendance Rate	N/A	N/A	86%
<b>2015-2016 State Accountability Status</b>	Good Standing		

<sup>20</sup> Nelson Mandela High School Opened in the 2014-2015 school year.

<sup>21</sup> Nelson Mandela High School Opened in the 2014-2015 school year thus some of the Key Components of Performance are not available.

## Boys and Girls High School

### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 9-12:</b> Citywide High Schools Admissions Process <b>Admissions Method:</b> Screened and Zoned
<b>Future Admissions</b>	<b>Grades 9-12:</b> Citywide High Schools Admissions Process <b>Admissions Method:</b> Screened and Zoned

### *Enrollment Data*

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2015-2016	72	66	126	94	358
2016-2017 (projected)	70-80	55-65	55-65	80-90	260-300
2017-2018 (projected)	70-80	55-65	55-65	80-90	260-300

### *Demographic Data*

Percentage of Students Receiving ICT or SC Services	28%
Percentage of Students with Individualized Education Programs	33%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced-Price Lunch	77%

### School Performance Data

<b>Boys and Girls High School</b>	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b>			
1.1 Curriculum	Developing	N/A <sup>22</sup>	Developing
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Developing
3.4 High Expectations	Proficient	N/A	Developing
4.2 Teacher Teams and Leadership Development	Developing	N/A	Developing
<b>Key Components of Performance and Progress</b>			
% Earning 10+ Credits in Year 1	55%	68%	71%
4 Year Graduation Rate	44%	42%	50%
6 Year Graduation Rate	53%	49%	54%
4 Year College Readiness Index	5%	7%	10%
Attendance Rate	77%	72%	78%
<b>2015-2016 State Accountability Status</b>	Priority		

### Research and Service High School

#### Admissions Data

<b>Current Admissions</b>	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.
<b>Future Admissions</b>	Rolling admissions; students who are 16 years of age and older and who have attended another New York City high school for at least one year are eligible to apply.

#### Enrollment Data

	<b>Grades 9-12 Total Enrollment</b>
2015-2016	251
2016-2017 (projected)	230-270
2017-2018 (projected)	230-270

<sup>22</sup> Not all schools receive Quality Reviews every year. Boys and Girls did not have a Quality Review for the 2013-2014 school year.

## Demographic Data

Percentage of Students Receiving ICT or SC Services	25%
Percentage of Students with Individualized Education Programs	31%
Percentage of English Language Learner Students	2%
Percentage of Students Eligible for Free or Reduced-Price Lunch	78%

## School Performance Data

Research and Service High School	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b>			
1.1 Curriculum	N/A <sup>23</sup>	N/A	Proficient
1.2 Pedagogy	N/A	N/A	Developing
2.2 Assessment	N/A	N/A	Developing
3.4 High Expectations	N/A	N/A	Proficient
4.2 Teacher Teams and Leadership Development	N/A	N/A	Developing
<b>Key Components of Performance and Progress</b>			
6 Year Graduation Rate <sup>24</sup>	N/A	N/A	N/A
Credits earned per year for students starting with 0-11 <sup>25</sup>	N/A	8.79	7.03
Attendance Rate	N/A	55%	61%
<b>2015-2016 State Accountability Status</b>	Good Standing		

## V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate Medgar Evers to K455 is approximately \$271,500. This cost will include moving all existing materials and furniture from the current site.

This proposal is not expected to impact the operating budget or cost of instruction at Medgar Evers. 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 Guide<sup>26</sup> and FY16 School Allocation Memoranda<sup>27</sup> for additional information on cost of instruction.

<sup>23</sup> Not all schools receive Quality Reviews every year. Research and Service did not have a Quality Review for the 2012-2013 and 2013-2014 school year.

<sup>24</sup> Research and Service opened in September 2013 thus the graduation rate is not available.

<sup>25</sup> This Key Component of Performance and Progress is specific to Transfer High Schools.

<sup>26</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/FY16\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf)

<sup>27</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/AM\\_FY16\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html).

This proposal is not expected to impact costs or allocations at Boys and Girls, Nelson Mandela, or Research and Service.

## **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 Medgar Evers is not expected to change the number of personnel positions currently assigned to Medgar Evers, Boys and Girls, Research and Service, or Nelson Mandela, nor is it expected to alter the duties of current staff at Medgar Evers, Boys and Girls, Research and Service, or Nelson Mandela, although staff at Medgar Evers would report to a new location if this proposal is approved.

### **B. Administration**

No changes in school supervisory or administrator positions at Medgar Evers, Boys and Girls, Research and Service, or Nelson Mandela are expected as a result of this proposal.

### **C. Transportation**

There will be no change to existing transportation practices at Medgar Evers during the current school year (2015-2016). If this proposal is approved, students at Medgar Evers would attend school in a new location approximately 2.1 miles from the school's current building. As such, there may be changes to the transportation needs of students and services provided.

This proposal is not expected to affect transportation services at Boys and Girls, Research and Service, or Nelson Mandela during the 2015-2016 school year or in future school years.

Transportation will continue to be provided to students 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.

## VII. Building Information

<b>Building<sup>28</sup></b>		K455
<b>Type of Building</b>		HS
<b>Year Built</b>		1975
<b>Overall BCAS rating</b>		2.59
<b>2014-2015 Blue Book Target Building Utilization</b>		30%
<b>2014-2015 Blue Book Target Building Capacity</b>		3,320
<b>FY 2015 Maintenance Costs</b>	<b>Labor</b>	\$172,215
	<b>Materials</b>	\$45,334
	<b>Maintenance, repair, and service contracts</b>	\$389,013
	<b>Custodial operations costs—Materials</b>	\$31,937
	<b>Custodial operations costs—Custodial Allocation</b>	\$732,814
<b>FY 2015 Energy Costs</b>	<b>Electric</b>	\$462,581
	<b>Gas</b>	\$5,101
	<b>Steam</b>	N/A
	<b>Oil</b>	\$353,193
<b>Projects completed during the current or prior school year</b>		Exit Signs, High Efficiency Lighting Fixtures
<b>Projects proposed in the capital plan</b>		None
<b>Accessibility of the building</b>		Partially Accessible
<b>Building attributes</b>		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

<sup>28</sup> Maintenance, repairs, operations, and energy data are combined for both K455 (main building) & K456 (athletic field).

## Appendix A: Target Capacity and Utilization

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

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

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

## Appendix B: School Admissions

### *High School Admissions*

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to any of the 8 Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

There are two application rounds in the High School Admissions Process:

**Round One:** All 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 for the school year that commences the following September.

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

Information about the High School Admissions Process is available at:

<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 ensure that students with disabilities receive

mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

The Citywide deadline for high school applications for the 2016-2017 school year was December 1, 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at high school fairs, Family Welcome Centers, and online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

### *Over-the-Counter (“OTC”) Placement*

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;<sup>29</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When a 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 school 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 at the start of the school year 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,<sup>30</sup> international schools,<sup>31</sup> 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.

---

<sup>29</sup> 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.

<sup>30</sup> 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

## *Transfer School Admissions*

Transfer schools do not participate in the High School Admissions Process. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school: [www.goingforme.org](http://www.goingforme.org). Students can also visit a Referral Center for High School Alternatives or a Family Welcome Center to learn more about their options. Information about City transfer schools is in the Directory of High School Diploma & General Educational Development (“GED”) Programs, available at <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>.

## **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.

---

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](http://www.goingforme.org).

<sup>31</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.