

# **EDUCATIONAL IMPACT STATEMENT:**

## **The Proposed Opening and Co-Location of New Visions Charter High School For the Humanities IV (84QTBD) with Jean Nuzzi Intermediate School (29Q109) in Building Q109 Beginning in the 2016-2017 School Year**

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

The New York City Department of Education (“DOE”) is proposing to open and co-locate<sup>1</sup> New Visions Charter High School for the Humanities IV (84QTBD, “Humanities IV”), a new charter high school that will serve students in grades nine through twelve in building Q109 (“Q109”), with Jean Nuzzi Intermediate School (29Q109, “Jean Nuzzi”), an existing district middle school that serves students in sixth through eighth grades, beginning in the 2016-2017 school year. Q109 is located at 213-10 92 Avenue, Queens, NY 11428 in Community School District 29 (“District 29”). Q109 also provides space to a community based organization (“CBO”), Beacon.<sup>2</sup>

New Visions for Public Schools (“New Visions”) is the charter management organization (“CMO”) for Humanities IV. Humanities IV will offer a rigorous academic program and prepare students for post-secondary work in the humanities. According to New Visions, their schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. The schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Students at Humanities IV will gain the tools to succeed in college and careers. The school will offer core courses including math, science, English, art, and physical education for all students, as well as Advanced Placement (“AP”) and college-level courses, such as AP Government, AP Psychology, Literature Studies, and painting. Humanities IV will provide students with a foundation for career paths in public service, law, media, or the arts.

In November 2012, the New York State Education Department (“SED”) authorized Humanities IV to serve students in ninth through twelfth grades. Humanities IV was originally approved by the SED to serve students in ninth through twelfth grades in districts in Brooklyn. New Visions has informed the DOE that it has applied for a charter revision to serve students in District 29. For the purposes of this proposal, it is assumed that SED will approve New Visions’ application.<sup>3</sup>

Public engagement was conducted throughout the course of creating this proposal, which included:

- A walkthrough of Q109 and School Leadership Team (“SLT”) debrief with a Deputy Chancellor on February 25, 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 the

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

<sup>2</sup> Information about Beacon can be found on the DOE’s website: <http://schools.nyc.gov/StudentSupport/AfterSchool/default.htm>

<sup>3</sup> If SED does not approve New Visions’ charter revision application, this proposal will be withdrawn. Should SED deny New Visions’ application, the DOE may propose an alternate use of space in Q109 that involves a significant change in school utilization, which would be the subject of a separate EIS in accordance with Chancellor’s Regulation A-190.

principal of Jean Nuzzi and its SLT, the District 29 Community Education Council (“CEC”), and other DOE leadership members.

- A meeting with members of CEC 29 on February 25, 2016 to discuss district planning needs, including the potential opening and co-location of Humanities IV with Jean Nuzzi in Q109.

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

- An optional community meeting open to the public prior to the Joint Public Hearing (“JPH”) for this proposal, where representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at Q109. This meeting is 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 line and email address to accept public comment at any time following the posting of this proposal until 6:00 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-7621 or emailing to [D29Proposals@schools.nyc.gov](mailto:D29Proposals@schools.nyc.gov). All comments received at the above noted hearing or through phone line or email will be addressed by the DOE in an analysis of public comment, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.
- 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.

Information on the upcoming JPH and PEP meeting can be found on the DOE website at:

[http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April 202016PanelMeeting](http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April%202016PanelMeeting).

If this proposal to open and co-locate Humanities IV in Q109 is approved, students will have access to an additional high school option in Queens and the new school will add much needed high school seat capacity to the Borough. Humanities IV will open in Q109 in the 2016-2017 school year, serving approximately 105-115 students in ninth grade, and will add one grade level each year until reaching its full grade span of ninth through twelfth grades in the 2019-2020 school year, when it will serve approximately 420-460 students.

Q109 has the capacity to serve a total of 1,334 students.<sup>4</sup> Currently, the building serves approximately 972 students, yielding a utilization rate of 73%.<sup>5</sup> The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools and programs at every stage of their education. To this end, the DOE evaluates public school buildings throughout the City that are “under-utilized,” meaning they have space to accommodate additional students.<sup>6</sup> Q109 is currently “under-utilized.” If this proposal to open and co-locate Humanities IV with Jean Nuzzi is approved, in the 2016-2017 school year, Humanities IV will serve a projected 105-115 students in ninth grade and Jean Nuzzi will serve a projected 945-975 students in

<sup>4</sup> According to the 2014-2015 Enrollment, Capacity and Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

<sup>5</sup> 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 new charter schools, projections are based on enrollment in the charter application. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

<sup>6</sup> The most recent Under-Utilized Space Memorandum and List was published on the DOE’s website on January 30, 2015. The memo can be accessed at: [http://schools.nyc.gov/NR/rdonlyres/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum\\_1302015.pdf](http://schools.nyc.gov/NR/rdonlyres/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum_1302015.pdf).

sixth through eighth grades in Q109. Q109 will have a total projected building enrollment of 1,050-1,090 students, yielding a projected building utilization rate of 79%-82%. In 2019-2020, when Humanities IV is at scale serving students in ninth through twelfth grades, it will serve approximately 420-460 students and Jean Nuzzi will serve a projected 975-1,005 students in sixth through eighth grades in Q109.

If the proposal is approved, it is anticipated that Humanities IV will reprogram the spaces it is allocated in Q109 and use the rooms in a different manner than Jean Nuzzi. For example, Humanities IV may use a room previously used by Jean Nuzzi for administrative purposes for instruction and similarly, may use a room previously used for instruction by Jean Nuzzi as an administrative space. The projected utilization rates, in Section II below, presume that Jean Nuzzi and Humanities IV will continue to program the rooms in the building in the same manner that they are currently being used in the 2015-2016 school year. Because building utilization rates do not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, the projected utilization rates in this Educational Impact Statement (“EIS”) may be overestimated. Therefore in the 2019-2020 school year, when a total of approximately 1,395-1,465 students are served in Q109, the building utilization rate is 105%-110%. However, if we account for the rooms being reprogrammed and used differently, the projected building utilization rate will be 101%-106%.

As discussed in Section II.B and in the attached Building Utilization Plan (“BUP”), Jean Nuzzi and Humanities IV will each receive their baseline or adjusted baseline allocation of space pursuant to the Citywide Instructional Footprint (“Footprint”).

## II. Proposed or Potential Use of Building

Q109 has the capacity to serve a total of 1,334 students.<sup>7</sup> In the current school year, 2015-2016, Jean Nuzzi is serving 972 students, yielding a utilization rate of 73%. This means that the building is “under-utilized” and has space to accommodate additional students. If this proposal to open and co-locate Humanities IV with Jean Nuzzi is approved, in the 2016-2017 school year, Humanities IV will serve a projected 105-115 students in ninth grade and Jean Nuzzi will serve a projected 945-975 students in sixth through eighth grades in Q109. Q109 will have a total projected building enrollment of 1,050-1,090 students, yielding a projected building utilization rate of 79%-82%. In 2019-2020, when Humanities IV is at scale serving students in ninth through twelfth grades, it will serve approximately 420-460 students and Jean Nuzzi will serve a projected 975-1,005 students in sixth through eighth grades in Q109. A total of approximately 1,395-1,465 students will be served in Q109 in the 2019-2020 school year, yielding a building utilization rate of 105%-110%. Although a utilization rate in excess of 100% may suggest that a building will be 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. More information on target capacity and utilization is available in Appendix A of this Educational Impact Statement (“EIS”).

The Building Utilization Plan (“BUP”) that accompanies this proposal also reflects that there is sufficient space in the building to accommodate the co-location of Jean Nuzzi and Humanities IV. Thus, the DOE believes that Q109 can serve all students from Humanities IV and Jean Nuzzi beginning in the 2016-2017 school year.

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<sup>7</sup> According to the 2014-2015 Enrollment, Capacity and Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

The current and proposed grade spans for all school organizations in Q109 over a five-year period is as follows:

Grade Spans						
DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
29Q109	Jean Nuzzi	6-8	6-8	6-8	6-8	6-8
84QTBD	Humanities IV	-	9	9-10	9-11	9-12

The chart below shows the projected enrollment and building utilization rates for Q109 if this is approved:

DBN	School Name	2015-2016 Enrollment <sup>8</sup>	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
29Q109	Jean Nuzzi	972	945 - 975	975 - 1,005	975 - 1,005	975 - 1,005
84QTBD	Humanities IV	-	105 - 115	210 - 230	315 - 345	420 - 460
<b>Total Building Enrollment</b>		972	1,050 - 1,090	1,185 - 1,235	1,290 - 1,350	1,395 - 1,465
<b>Utilization<sup>9</sup></b>		73%	79% - 82%	89% - 93%	97% - 101%	105% - 110% <sup>10</sup>

If this proposal is approved, Jean Nuzzi and Humanities IV will each receive their baseline or adjusted baseline allocation of space pursuant to the Footprint. More details about space are available in Section III.B, Appendix C of this EIS, and the BUP that accompanies this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint).

<sup>8</sup> Enrollment is 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.

<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 for district schools, and for new charter schools, projections are based on enrollment in the charter application. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

<sup>10</sup> As stated above, it is anticipated that the projected building utilization rate will be 101%-106% due to the reprogramming of rooms.

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

#### A. Students

If this proposal is approved, in 2016-2017, Humanities IV will open and serve students in ninth grade in Q109, where it will be co-located with Jean Nuzzi. Humanities IV will add one grade level each year until reaching its full grade span of ninth through twelfth grades in the 2019-2020 school year. Jean Nuzzi will continue to serve students in sixth through eighth grades in Q109.

#### *Impact on Current and Future Students Attending Jean Nuzzi*

The proposal to open and co-locate Humanities IV with Jean Nuzzi in Q109 is not expected to impact current or future student enrollment, admissions, or the academic and extra-curricular programming at Jean Nuzzi.

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

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

Jean Nuzzi currently offers the following extra-curricular activities and sports:<sup>11</sup>

- **Extra-curricular Activities and Programs:** Student Government, Debate Team, ARISTA, NFTE, Beacon Program, STEM Competition, Broadway Junior Program, CASA Program, Sunshine Chorus, Boys to Men Mentoring Club, Arts Club, Multicultural Club, Science Jeopardy Competition, Spelling Bee Competition, Pie Day Competition, Black History Celebration, Multicultural Community Event, Talent Show, DNA Learning Center Trip, Pennsylvania Trip, Theatre Shows
- **Sports:** CHAMPS Sports Co-ed: Cross-Country, Fitness Club, Track & Field; Other Sports: Basketball, Dance

If this proposal is approved, Jean Nuzzi 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.

This proposal will not impact Jean Nuzzi’s current or future admissions process. Jean Nuzzi currently admits students through the middle school admissions process and gives priority to students residing in its

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<sup>11</sup> Information is from the District 29 Middle School Directory, available at <http://schools.nyc.gov/ChoicesEnrollment/middle/Directory/school/?sid=7293> last visited on February 10, 2016.

zone and then to students residing in District 29. If this proposal is approved, there will be no impact on the manner in which Jean Nuzzi admits students.

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

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

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

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

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

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

### *Impact on Future High School Students in District 29*

If this proposal is approved, students will have access to a new high school option in Queens. This proposal is not expected to impact the admissions process or options currently available to high school students in District 29 or Queens.

If this proposal is approved, Humanities IV will admit students through a lottery application process, with admissions preference given to residents of District 29 and to siblings of current students and students selected in the same lottery.

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

### *Impact on Other Organizations in Building Q109*

As stated above, Q109 currently provides space for the Beacon CBO. Beacon is not expected to lose the total amount of space it is currently allocated or reduce the services it offers as a result of this proposal.

## **B. Schools**

If this proposal is approved, there will be sufficient space to accommodate Humanities IV and Jean Nuzzi in Q109 pursuant to the Footprint.

As described in more detail in the attached BUP that accompanies this EIS, there will be sufficient instructional and administrative space in Q109 for the opening and co-location of Humanities IV if this proposal is approved by the PEP in the 2016-2017, 2017-2018, and 2018-2019 school years. Construction in the building is anticipated to re-configure the space available in Q109 for the 2019-2020 school year. The DOE anticipates that the net impact of construction will be the loss of two full-size rooms and the addition of four half-size rooms in Q109 to be used by Jean Nuzzi.

Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation

and use in City schools, and visit the DOE's website to access the Footprint:  
<http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

### **C. Community**

The DOE supports the opening of Humanities IV in District 29 as it will provide much-needed additional high school seats to the borough of Queens, which is projected to have a deficit of over 8,000 high school seats by 2019. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices. The school will offer core courses including math, science, English, art, and physical education for all students, as well as Advanced Placement and college-level courses.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q109. This proposal is also not expected to impact the accessibility of building Q109, which is currently not accessible.

## IV. Enrollment, Admissions, and School Performance Information

### Jean Nuzzi

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> Unscreened with zoned priority
<b>Admissions if This Proposal Is Approved</b>	<b>Grades 6-8:</b> Unscreened with zoned priority

#### Enrollment Data<sup>12</sup>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016	330	298	331	959
2016-2017 (projected)	325-335	325-335	295-305	945-975
2017-2018 (projected)	325-335	325-335	325-335	975-1,005
2018-2019 (projected)	325-335	325-335	325-335	975-1,005
2019-2020 (projected)	325-335	325-335	325-335	975-1,005

#### Demographic Data<sup>13</sup>

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	15%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced-Price Lunch	74%

<sup>12</sup> All figures are based on the 2015-2016 Unaudited 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.

<sup>13</sup> All figures are reported as a percentage of total students from the 2015-2016 Unaudited 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.

School Performance Data

	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>14</sup></b>			
1.1 Curriculum	Proficient	N/A	Proficient
1.2 Pedagogy	Proficient	N/A	Proficient
2.2 Assessment	Proficient	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Developing
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	24%	26%	26%
Math % Proficient (Levels 3 and 4)	21%	24%	29%
<b>Other Key Performance Indicators</b>			
Attendance Rate	94%	94%	94%
<b>2015-2016 State Accountability Status<sup>15</sup></b>	Local Assistance Plan		

<sup>14</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>

<sup>15</sup> 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>.

**Humanities IV**

**Admissions Data**

<b>Current Admissions</b>	<b>N/A</b>
<b>Admissions if this Proposal is Approved</b>	<b>Grades 9-12: Charter Lottery Application</b>

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

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2015-2016	-		-	-	-
2016-2017 (projected)	105-115	-	-	-	105-115
2017-2018 (projected)	105-115	105-115	-	-	210-230
2018-2019 (projected)	105-115	105-115	105-115	-	315-345
2019-2020 (projected)	105-115	105-115	105-115	105-115	420-460

**Demographic Data**

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

**School Performance Data**

Humanities IV does not yet have student enrollment. Therefore, there is no performance data for the school.

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

This proposal is not expected to impact costs or allocations Jean Nuzzi in Q109. This proposal should not impact the operating budget or costs of instruction at Jean Nuzzi. 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.

<sup>16</sup> Projections are based on enrollment figures in the Humanities IV charter application.

Please refer to the FSF Guide<sup>17</sup> and FY16 School Allocation Memoranda<sup>18</sup> for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

### A. Personnel Needs

The proposed co-location of Humanities IV in Q109 is not expected to change the number of personnel positions assigned to Jean Nuzzi, nor is it expected to alter the duties of its current staff.

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

### B. Administration

No change in school supervisory or administrator positions at Jean Nuzzi is expected as a result of this proposal.

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

### C. Transportation

There will be no change to existing transportation practices at Jean Nuzzi during the current school year (2015-2016). This proposal is not expected to affect transportation practices at Jean Nuzzi for the 2016-2017 school year or in future school years.

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

### D. Other Support Services

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

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<sup>17</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>18</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).

## VII. Building Information

<b>Building</b>		Q109
<b>Type of Building</b>		IS/JHS
<b>Year Built</b>		1925
<b>Overall BCAS rating</b>		2.43
<b>2014-2015 Blue Book Target Building Utilization</b>		73%
<b>2014-2015 Blue Book Target Building Capacity</b>		1,334
<b>FY 2015 Maintenance Costs</b>	<b>Labor</b>	\$20,915
	<b>Materials</b>	\$5,959
	<b>Maintenance, repair, and service contracts</b>	\$16,995
	<b>Custodial operations costs—Materials</b>	\$8,327
	<b>Custodial operations costs—Custodial Allocation</b>	\$297,334
<b>FY 2015 Energy Costs</b>	<b>Electric</b>	\$84,544
	<b>Gas</b>	\$45,650
	<b>Steam</b>	\$0
	<b>Oil</b>	\$36,985
<b>Projects completed during the current or prior school year</b>		Electrical Lighting Fixtures, FY15 Reso A Science Lab Upgrade
<b>Projects proposed in the capital plan</b>		Classroom Connectivity, New/Retrofit Telephone/Intercom System
<b>Accessibility of the building</b>		No Accessibility
<b>Building attributes</b>		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

## Appendix A: Target Capacity and Utilization

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

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

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

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

## Appendix B: School Admissions

### *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student's customized middle school application. These options may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a zoned, screened, limited unscreened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines is available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

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

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will receive appropriate services in accordance with DOE policy.

### *High School Admissions*

If this proposal is approved, current eighth grade students will have the opportunity to enter the charter application lottery process, starting in April 2016, to enroll in Humanities IV for the 2016-2017 school year.<sup>19</sup> The school will provide the following lottery preferences:

- Students who reside in Community School District 29;
- Students whose sibling is selected in the same lottery ;
- Students who are children of staff members<sup>20</sup>; and
- Students residing outside of District 29 (if space remains).

Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn.

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 up to 8 of the 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.

For more information about the High School Admissions Process, please visit:

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

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

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

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<sup>19</sup> After 2016-2017, first preference will be given to an applicant whose sibling is currently attending the school. Second preference will be given to a new applicant who resides in District 29 and third preference will be given to an applicant whose sibling is selected in the lottery for the same grade.

<sup>20</sup> This preference will be applicable after the 2016-2017 school year.

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”) Placements*

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

- New to the New York City school system; or
- Left the New York City school system and have returned;<sup>21</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 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

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<sup>21</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.

schools, transfer schools,<sup>22</sup> international schools,<sup>23</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.

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<sup>22</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 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>23</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

## Appendix C: Instructional Footprint

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

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

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

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