AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of Brooklyn Success Academy Charter School 3[1] (84KTBD) with Existing Schools Brooklyn School for Global Studies (15K429), School for International Studies (15K497) and P.S. 368 (P368K@H429K) in Building K293 Beginning in 2012-2013.

I. Summary of Proposal

On October 28, 2011, the New York City Department of Education ("DOE") published an Educational Impact Statement ("EIS") describing a proposal to site Brooklyn Success Academy Charter School 3 (84KTBD, "Success Academy - Cobble Hill"), a new public charter school that will serve students in Kindergarten through fourth grade in building K293 ("K293"), located at 284 Baltic Street, Brooklyn NY 11201 in Community School District 15 beginning in 2012-2013. Success Academy - Cobble Hill would be co-located in K293 with three existing schools: Brooklyn School for Global Studies (15K429, "Brooklyn School for Global Studies"), School for International Studies (15K497, "School for International Studies") and P368K@H429K (75K368, "P368K@H429K"), a District 75 program serving students who are autistic, mentally retarded, or have multiple handicaps. A "co-location" means that two or more school organizations are located in the same building, and may share large, common spaces like the auditoriums, gymnasiums, and cafeterias.

This amended EIS corrects the grade span that Success Academy - Cobble Hill has been approved to serve and clarifies the status of Success Charter Network's[2] plans to seek authorization from its charter authorizer to change the lottery preferences for Success Academy - Cobble Hill.

Brooklyn School for Global Studies is a secondary school that is projected to serve 415 students in sixth through twelfth grade[3] during the 2011-2012 school year. School for International Studies is a secondary school that is projected to serve 522 students in sixth through twelfth grade during the 2011-2012 school year.[4] Both Brooklyn School for Global Studies and School for International Studies admit incoming sixth grade students through the District 15 Middle School Choice process and are Screened Academic schools that give priority to students and residents of District 15. The schools also admit incoming ninth grade students through the High School Admissions Process with priority given to continuing eighth grade students. At the high school level, both schools maintain a Screened program in the "Humanities & Interdisciplinary" interest area.

P368K@H429K is a District 75 school that serves students in grades Kindergarten through twelfth grade across four separate sites.[5] During the 2011-2012 school year, P368K@H429K is projected to serve 30 students at the high school

[1] Brooklyn Success Academy Charter School 3 is currently undergoing a formal name change process. The new name of the school will be Success Academy Charter School - Cobble Hill, subject to approval.
[2] Success Charter Network is currently in the process of formally changing its name. The new name of Success Charter Network will be Success Academy Charter Schools, subject to finalization.
[3] Enrollment figures presented here reflect 2011-2012 budget register projections.
[4] Enrollment figures presented here reflect 2011-2012 budget register projections.
[5] 75K386 is sited at four locations throughout Brooklyn: 368K@1033K (70 Tompkins Ave., Brooklyn, NY 11206); 368K@P120K (18 Beaver St., Brooklyn, NY 11206); 368K@H429K (284 Baltic St., Brooklyn, NY 11201); 368K@Brooklyn Children Center (1819 Bergen St., Brooklyn, NY 11233). This proposal only refers to changes at 368K@H429K that is sited in Building K293 and, if approved, is not expected to impact any of the other sites listed here.

level at K293.[6] At the K293 site, P368K@H429K serves autistic high school students in a six student to one teacher and one paraprofessional ("6:1:1") setting.

Success Academy - Cobble Hill is a new public charter school authorized to serve students in grades Kindergarten through five. Success Charter Network[7] ("SCN"), a Charter Management Organization ("CMO") that operates nine public charter schools in New York City, has been approved by its charter authorizer, the State University of New York ("SUNY") Charter Schools Institute, to open three new public charter schools in Brooklyn, including this one, for the 2012-2013 school year.

Success Academy - Cobble Hill has been approved by its charter authorizer to serve up to 689 students in Kindergarten through fifth grade. But, the DOE has informed SCN that K293 can only accommodate the school's Kindergarten through fourth grade enrollment based on the space available in the building. The DOE will consider all long-term options to accommodate the anticipated growth of Success Academy - Cobble Hill, which may include re-siting some of its grades in a different location. Any proposal to re-site or co-locate Success Academy - Cobble Hill in another building would be posted in another educational impact statement subject to a vote by the Panel for Educational Policy.

If this amended proposal is approved, in 2012-2013, the first year of the proposed co-location, Success Academy - Cobble Hill will serve 80-90 students in Kindergarten and 90-116 students in first grade. Success Academy - Cobble Hill will then add one grade each year until it serves grades Kindergarten through fourth in 2015-2016. In 2016-2017 enrollment will continue to increase at the school until it reaches a total enrollment of 510-640 students. At that time, there will be 1435 – 1750 students served in the K293 building by Success Academy - Cobble Hill, Brooklyn School for Global Studies, School for International Studies and P368K@H429K, yielding a building utilization rate of approximately 108%.[8]

The DOE believes in SCN's record of success and supports the permanent placement of a Success charter school in District 15 in order to continue providing educational opportunities for students and families.

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"), K293 has the capacity to serve 1,615 students. According to the 2010-2011 Audited Register, however, the building only served 913 students in the 2010-2011 school year, yielding a utilization rate of just 57%. As a result, K293 has been identified as an underutilized building.[9]

If this amended proposal is approved, over the next four years, the grade spans and enrollment projections of the

[6] Enrollment figures presented here reflect 2011-2012 budget register projections.
[7] Success Charter Network is currently undergoing a formal name change process. The new name of Success Charter Network will be Success Academy Charter Schools, subject to finalization.
[8] The utilization rate reported here may differ from that published in the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2010. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. 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 will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.
[9] The preliminary 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE's website on October 4, 2011. It can be accessed at http://schools.nyc.gov/community/planning/default.htm

schools co-located in K293 will be as follows:

DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
84KTBD	Success Academy - Cobble Hill	N/A	K-1	K-2	K-3	K-4
15K429	Brooklyn School For Global Studies	6-12	6-12	6-12	6-12	6-12
15K497	School For International Studies	6-12	6-12	6-12	6-12	6-12
75K368	P368K@H429K	9-12	9-12	9-12	9-12	9-12

School Name	2010-2011 Audited Register	2011-2012 Projected Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
Success Academy - Cobble Hill	N/A	N/A	170 – 206	230 – 260	360 – 440	510 – 620	510 – 640
Brooklyn School For Global Studies	418	415	400 - 485	425 - 510	425 - 510	450 - 540	450 - 540
School For International Studies	476	522	485 - 585	500 - 600	475 - 570	450 - 540	450 - 540
P368K@H429K	19	30	25 - 30	25 - 30	25 - 30	25 - 30	25 - 30
Total Building Enrollment	913	967	1080 - 1306	1174 - 1400	1285 – 1550	1435 – 1730	1435 - 1750
Utilization	57%	60%	81%	87%	96%	107%	108%

In the 2016-2017 school year, Success Academy - Cobble Hill would serve 510 – 640 students in grades K-4 and combined enrollment from the four separate programs would range from 1435 – 1750 students, yielding a building utilization rate of approximately 108%.

Despite the 108% projected building utilization rate in 2016-2017, 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, as described below. In addition, charter school enrollment plans frequently contemplate larger class sizes than target capacity, bringing, as here, building utilization to 100%, or more, while not impacting the utilization of the space allocated to the traditional public school in the building. The annexed Building Utilization Plan ("BUP") sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this EIS, the DOE's projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011

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 2011-2012 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 would 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 would 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 standard 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 would decrease.

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

A. Students

Impact on Students Currently Attending Schools in the K293 Building

Success Academy - Cobble Hill is a new charter school that will open in September 2012. If this amended proposal is approved, Success Academy - Cobble Hill would add approximately 510 – 640 additional Kindergarten through fourth grade seats in District 15. Success Academy - Cobble Hill would admit Kindergarten students via lottery, with a preference for District 15 residents.

The proposed co-location of Success Academy - Cobble Hill is not expected to impact current or future student enrollment or instructional programming at Brooklyn School for Global Studies, School for International Studies or P368K@H429K.

Brooklyn School for Global Studies and School for International Studies serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, students enrolled in Self-Contained ("SC") classes and students receiving Special Education Teacher Support Services ("SETSS"). Upon admission, the schools work with parents to develop an individualized education program ("IEP") that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners ("ELL") are enrolled at both schools and receive English as a Second Language ("ESL") or transitional bilingual services. All students enrolled at Brooklyn School for Global Studies and School for International Studies will continue to receive their mandated special education and/or ESL services if this amended proposal is approved.

P368K@H429K is a District 75 school that currently serves students in a six student to one teacher and one paraprofessional ("6:1:1"), self-contained setting. P368K@H429K also provides related services, including occupational therapy, physical therapy and speech therapy, as mandated in accordance with student IEPs. These existing services would continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs.

Currently, Brooklyn School for Global Studies and School for International Studies participate in the Public School Athletic League ("PSAL") and field teams in baseball, basketball and volleyball. Additionally, Brooklyn School for Global Studies offers rugby, cheerleading and skateboarding, and School for International Studies offers flag football, soccer, handball, softball, tennis and chill program (snowboarding club). Both schools offer a multitude of clubs and extracurricular activities, including but not limited to those enumerated below:

Clubs and Extracurricular Activities[10]		
Brooklyn School for Global Studies	**School for International Studies**	**P368K@H429K**
Student Government; Lesbian, Gay, Bisexual and Transgender Studies (LGBTS) Alliance; Peer Mediation; Conflict Resolution; Yearbook; Peer Tutoring; Saturday Scholars; Academic Enrichment/Intervention and Tutoring; National Honor Society; National Junior Honor Society; African Drumming; Rap/Poetry Spoken Word; Poetry and Literary Magazine; Instrumental Music; Art; Chess, Science and Technology; Spoken Word/Poetry; Concert Band; Global Skate; Volleyball; Peer Mediation; Young Women Empowerment; Cheerleading; Science	Global Kids; Peer to Peer Tutoring; Small Group Tutoring; National Junior Honor Society; National Honor Society; Yearbook; Newspaper; Literary Magazine; Open Art Studio; Instrumental Music; Culinary Arts; Chess; Investing; Drama; Horticulture/Gardening; Hip-Hop Dance; Cheerleading; "Green"; Principal's Book	None at this time. To the extent that this school offers or will offer extracurricular programs based on student interest, available resources, and staff support, the proposed co-location will not impact its ability to do so.

The DOE does not anticipate that this proposed co-location would impact these extracurricular program offerings. All school organizations in the building would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students would continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Brooklyn School for Global Studies and School for International Studies also partner with a variety of organizations.[11] Brooklyn School for Global Studies maintains partnerships with the Jackie Robinson Cultural Center, the Brooklyn Historical Society, Girls Write Now, Teachers College Columbia University, New York City College of Technology, Crown Heights Community Mediation Center, Long Island College Hospital (LICH), Brooklyn Parents for Peace, Angelo Gordon Real Estate, Stroocks and Stroocks, NJHS, Union Square Hospitality Group, Crain Communications Inc., American Express, Google and the Estee Lauder Companies. School for International Studies maintains partnerships with Learning through an Expanded Arts Program (LEAP), Polytechnic University, Barnard College, Children's Aid Society, Carrera Adolescent Pregnancy Prevention Program, Girls Inc., MOUSE Squad, Crown Heights Community Mediation Center, Con Edison, Thornton Tomesetti, Inc., DDC, and Long Island College Hospital.[12]

P368K@H429K maintains a partnership with Elmy's Special Services Inc.

These partnerships and programs would not be impacted by the proposed co-location of Success Academy - Cobble Hill in K293.

[10] Directory of NYC Public High Schools 2011-2012
[11] 2010-2011 District 15 Middle School Choice Directory and conversation with Principal of P368K@H429K in October, 2011.
[12] 2010-2011 District 15 Middle School Choice Directory.

Impact on Future Middle School Students

Brooklyn School for Global Studies and School for International Studies both admit students through the District 15 Middle School Choice process. In the District Middle School Choice Process, students rank in order their school preferences on a centralized application and are matched to schools through a computer-based matching process. At the middle school level, both Brooklyn School for Global Studies and School for International Studies are Screened Academic schools.

There are other middle schools that are also available to District 15 students and families. Through the District Middle School Choice process students are offered the opportunity to apply to a range of 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 admission processes. Information about all of these options is printed in each district's Middle School Choice Directory, which can be found at http://schools.nyc.gov/ChoicesEnrollment.htm. Please note that this directory is updated yearly.

In the District 15 Middle School Choice process, students rank their preferences from among District 15 choice middle schools. These options include:

- Zoned middle schools;
- Unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school); and
- Unzoned, choice middle schools with an unscreened or limited-unscreened application process (Note: 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).

Students with IEPs will participate in the middle school admissions process in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing the students' IEPs to focus on addressing the needs of students with disabilities by providing individualized special education services models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will provide individualized special education services to meet the student's needs. Similarly, any students with IEPs will continue to receive appropriate services at the zoned middle school or the choice school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same criteria as their English-speaking peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

If students do not participate in the Middle School Choice process, their placement is determined by the DOE's over-the-counter ("OTC") process. This is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or

- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101)[13]; or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an over-the-counter placement are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be capped, in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

In addition, screened and audition middle schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

There are three charter schools in the district serving students in middle school grades, and one additional charter phasing-in to serve students in middle school grades, as provided in the chart below:

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Projected Enrollment[14]	Admissions Method
84K362	HELLENIC CLASSICAL CHARTER SCHOOL	K-8	K-8	400	Lottery
84K651	PAVE ACADEMY CHARTER SCHOOL	K-4	K-8	230	Lottery
84K707	BROOKLYN PROSPECT CHARTER SCHOOL	6-7	6-12	300	Lottery
84K730	SUMMIT ACADEMY CHARTER SCHOOL	6-7	6-12	280	Lottery

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE's website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf

Impact on Future High School Students

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference. Brooklyn School for Global Studies and School for International Studies admit

[13] 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.
[14] Enrollment figures presented here reflect 2011-2012 budget register projections.

students as part of the High School Admissions Process, and both schools maintain a screened program in the "Humanities & Interdisciplinary" interest area. Screened schools rank students based on their academic record, standardized test scores, attendance, and punctuality. Schools may also use other criteria to evaluate applicants such as an interview, essay or additional diagnostic test.

Students who are currently enrolled in the eighth grade and are interested in applying to either Brooklyn School for Global Studies and School for International Studies would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2012. Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

> **Round 1:** All eighth grade and interested first-time ninth grade students participate in this round. All students will receive match results at the end of February. Additionally, students who took the Specialized High Schools Admissions Test and/or auditioned for Fiorello H. LaGuardia High School of Music & Art and Performing Arts (LaGuardia) will be notified about test and/or audition results at the end of February.
>
> **Round 2:** All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning this year, any student who received a match in Round 1 may reapply to available programs in Round 2. The available programs for Round 2 include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April.

For more information about the High School Admissions Process, please visit http://schools.nyc.gov/ChoicesEnrollment/High.

Non-District 75 high school students with Individualized Education Plans ("IEPs") and ELLs are admitted to high schools in the same manner as general education students. Schools are expected to create programs that meet the needs of all students and ensure appropriate exposure to a general education curriculum. Therefore, the placement process for students with IEPs and ELLs is the same process as described above.

In addition to the High School Admissions Process, some students receive placement into the school through the OTC process, as described previously in this EIS.

Screened programs (those that have academic criteria), which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are "de-screened" for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered to OTC students through referral.[15] In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

P368K@H429K will continue to admit future high school students in a manner consistent with current practice. D75 students, who receive D75 SETSS or are in a self-contained program in middle school, and are matriculating into high school, will work with the D75 school and placement staff to identify the high school program that best meets their needs. The following variables are taken into account when considering the best placement: whether the students needs a barrier free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school.

Additionally, there are two other charter schools in the district projected to serve students in high school grades, as

[15] International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age. (These students are called "over age and under-credited.")

provided in the chart below:

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Projected Enrollment[16]	Admissions Method
84K707	BROOKLYN PROSPECT CHARTER SCHOOL	6-7	6-12	300	Lottery
84K730	SUMMIT ACADEMY CHARTER SCHOOL	6-7	6-12	280	Lottery

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE's website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf

Impact for Future Elementary School Students in District 15

The DOE is proposing to locate Success Academy - Cobble Hill in the K293 building in order to respond to the growing need for new elementary school seats in District 15 and to create a permanent home for what the DOE believes is a high-potential elementary school option that will serve the families of District 15. Success Academy - Cobble Hill will provide an extended school day with sports, arts, chess, science, and many other activities as part of its regular school day.

District 15 is comprised of several zoned elementary schools that are in high demand. During the 2011-2012 school year, several District 15 elementary schools maintained long wait-lists while others are anticipated to have wait-lists if current enrollment trends continue. Two such elementary schools nearby the K293 building are P.S. 29 and P.S. 58. Since the 2006-2007 school year, the Kindergarten enrollment at P.S. 29 and P.S. 58 has increased by 49% and 70%, respectively. Moreover, both schools are in buildings that are near full capacity. Success Academy - Cobble Hill will not only provide a new option for District 15 residents but, if approved, it is anticipated it will address the need for additional elementary school seats in District 15, evidenced by any overcrowding that is occurring in the K293 community and elsewhere in District 15.

As mentioned above, SCN currently manages a total of nine charter elementary schools and one charter middle school located in Manhattan, Brooklyn and the Bronx. SCN schools have a strong track record of academic achievement: each of the four SCN elementary schools that received a Progress Report in 2010-2011 earned an overall score of A[17].

On the 2010-2011 New York State exams, students at Harlem Success Academy 1 (the only SCN charter school with complete student achievement data in grades 3-5) earned an average English Language Arts proficiency rate (measured as the percentage students achieving levels 3 and 4) of 86.1% and an average math proficiency rate of 98.6%. By contrast, the District 15 average third through fifth grade English Language Arts proficiency rate for English Language Arts was 58.9% and the District 15 average third through fifth grade math proficiency rate was 68.8%.

Similarly, on the 2010-2011 New York State English Language Arts and mathematics exams, third grade students at Harlem Success Academies 2, 3 and 4 earned an average ELA proficiency rate of 76.3% and an average math proficiency rate of 90.6%. By contrast, the District 15 average third grade English Language Arts proficiency rate in

[16] Enrollment figures presented here reflect 2011-2012 budget register projections.
[17] Source: Progress Report

2010-2011 was 56.1%, and the District 15 average third grade math proficiency rate in 2010-2011 was 64.8%.

If this amended proposal to co-locate Success Academy - Cobble Hill is approved, all current and future Kindergarten students in District 15 will have the opportunity to enter the charter application lottery process to enroll in Kindergarten and first grade in August of 2012. Success Academy - Cobble Hill's charter provides lottery preferences in the following order: (1) returning students[18], (2) siblings, (3) applicants zoned to attend failing schools and/or applicants who are deemed English Language Learners (ELLs) who reside in the Community School District (CSD) of location of the charter school, (4) applicants zoned to attend failing schools and/or applicants who are deemed English Language Learners (ELLs) who do not reside in the CSD of location of the charter school, (5) other applicants who reside within the CSD of location of the charter school, and (6) other applicants who reside outside of the CSD of location of the charter school.

The DOE has been advised that SCN plans to seek authorization from its charter authorizer to change the lottery for Success Academy – Cobble Hill to provide preferences for: (1) returning students, (2) siblings of current or accepted students, (3) ELLs, and (4) applicants who reside within the CSD. If this authorization is sought and approved, Success Academy – Cobble Hill will set aside a certain percentage of seats in the first lottery pull for ELLs that will be comparable to the average ELL percentage at traditional public elementary schools within the City.

Additionally, there are two other charter schools in the district serving elementary school students as provided in the chart below:

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Projected Enrollment[19]	Admissions Method
84K362	HELLENIC CLASSICAL CHARTER SCHOOL	K-8	K-8	400	Lottery
84K651	PAVE ACADEMY CHARTER SCHOOL	K-4	K-8	230	Lottery

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE's website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf

B. Schools

The proposed co-location of Success Academy - Cobble Hill in K293 would increase the total number of students enrolled at the building by 170-206 students in the 2012-2013 school year. The DOE would continue to monitor enrollment and capacity at K293 as Success Academy - Cobble Hill enrolls each new grade level.

K293 has adequate capacity to accommodate Brooklyn School for Global Studies, School for International Studies, P368K@H429K, and Success Academy - Cobble Hill. Collectively, they are projected to enroll an estimated 1435 – 1750 students in 2016-2017. At that point, Success Academy - Cobble Hill would be at a total enrollment of 510-640, and the projected utilization for K293 would be approximately 108%. This means that the building has adequate capacity to accommodate the four schools that will be located at K293, including the existing D75 program.

The estimated enrollment for all four organizations in K293 over five and six year periods are shown in the below tables.

[18] Returning student preference would not apply in 2012-2013.
[19] Enrollment figures presented here reflect 2011-2012 budget register projections.

Success Academy - Cobble Hill's estimated enrollment over a period of five years:

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Projected Enrollment
2011-12 (proj.)						
2012-13 (proj.)	80-90	90-116				170-206
2013-14 (proj.)	60	80-90	90-110			230-260
2014-15 (proj.)	90	90-120	90-120	90-110		360-440
2015-16 (proj.)	90-120	120-140	120-140	90-110	90-110	510-620
2016-17 (proj.)	90-140	120-140	120-140	90-110	90-110	510-640

(15K429) Brooklyn School for Global Studies' estimated enrollment over a period of six years:

	Grade 6	Grade 7	Grade 8	Grades 9 to 12	Total Enrollment
2010-11 (auditted)	26	42	46	304	418
2011-12 (proj.)	60	26	41	288	415
2012-13 (proj.)	50 - 60	50 - 60	25-35	275-330	400-485
2013-14 (proj.)	50 - 60	50 - 60	50 - 60	275-330	425-510
2014-15 (proj.)	50 - 60	50 - 60	50 - 60	275-330	425-510
2015-16 (proj.)	50 - 60	50 - 60	50 - 60	300-360	450-540
2016-17 (proj.)	50 - 60	50 - 60	50 - 60	300-360	450-540

(15K497) School for International Studies' estimated enrollment over a period of six years:

	Grade 6	Grade 7	Grade 8	Grades 9 to 12	Total Enrollment
2010-11 (audited)	38	42	60	336	476
2011-12 (proj.)	60	38	44	380	522

2012-13 (proj.)	50 - 60	50 - 60	35 - 45	350-420	485-585
2013-14 (proj.)	50 - 60	50 - 60	50 - 60	350-420	500-600
2014-15 (proj.)	50 - 60	50 - 60	50 - 60	325-390	475-570
2015-16 (proj.)	50 - 60	50 - 60	50 - 60	300-360	450-540
2016-17 (proj.)	50 - 60	50 - 60	50 - 60	300-360	450-540

(75K368) P368K@H429K's estimated enrollment, over a period of six years:

	Projected Enrollment (Grade 9-12)
2010-11 (audited)	19
2011-12 (proj.)	30
2012-13 (proj.)	25-30
2013-14 (proj.)	25-30
2014-15 (proj.)	25-30
2015-16 (proj.)	25-30
2016-17 (proj.)	25-30

If this amended proposal is approved, there will be sufficient space to accommodate Success Academy - Cobble Hill, Brooklyn School for Global Studies, School for International Studies and P368K@H429K, pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm. The Footprint can be found in the "Key Documents" section.

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 the school's principal.

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, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As described in more detail in the attached Building Utilization Plan ("BUP") that accompanies this EIS, there will be sufficient instructional space in K293 for Success Academy - Cobble Hill to grow to scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on student enrollment.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The DOE has been informed by SCN that it may seek permission for certain capital improvements or facilities upgrades, but these capital improvements or facilities upgrades would be subject to the New York State Charter School Act of 1998.

Community

As discussed above, District 15 is comprised of several zoned elementary that are in high demand. During the 2011-2012 school year, several District 15 elementary schools maintained long wait-lists while others are anticipated to have wait-lists if current enrollment trends continue. Success Academy - Cobble Hill will not only provide a new option for District 15 residents but, if approved, it is anticipated it will alleviate the continued growth of Kindergarten and elementary school enrollment near the K293 community and elsewhere in District 15.

Success Charter Network ("SCN"), the CMO that proposes to operate Success Academy - Cobble Hill, currently manages a total of nine charter schools in Brooklyn, Manhattan and the Bronx. All four of the SCN schools that received a Progress Report in 2010-2011 earned an overall score of A. The DOE believes in SCN's record of success and supports the permanent placement of an SCN charter school in District 15 in order to continue providing educational opportunities for students and families.

In 2010-2011, K293 had a utilization rate of 57%. In 2016-17, when Success Academy - Cobble Hill reaches total enrollment of 510-640, the DOE projects the building will have a utilization rate of approximately 108%. This means

that by 2016-2017, K293 would enroll more students, and the space would be more efficiently utilized than was the case during the 2010-2011 school year.

There is one District 15 school currently in the process of phasing out that serves students in grades five and eight. Additionally, there are three charter schools currently in the process of phasing in. These schools are listed in the below table.

DBN	School	Grade Span 2011-2012	Grade Span at Scale	Enroll-ment[20]	Admissions Method	Activities/Programs[21]
15K027	Agnes Y. Humphrey School for Leadership	5 and 8	N/A	74	No longer admitting students	Good Shepherd Services, Community Environmental Center, Arts Corridor, Breakthrough to Literacy, Technology Project, Project Arts, Poetry Project, author visits, Chess in the Schools, Upper/Lower Reading Buddies, Community Gardening
84K651	PAVE Academy Charter School	K-4	K-8	230	Lottery	Piano, Dance, Baseball, Soccer and other community partnership programs.
84K707	Brooklyn Prospect Charter School	6-8	6-12	280	Lottery	N/A
84K730	Summit Academy Charter School	6-8	6-12	300	Lottery	After School Tutoring, Intramural basketball

Detailed information about charter schools will also be published annually and would be available in print or on the DOE website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K293.

IV. Enrollment, Admission and School Performance Information

15K429 - Brooklyn School for Global Studies

Admissions Data

[20] Enrollment figures presented for Agnes Y. Humphrey School for Leadership reflect the 2010 Audited Register; enrollment figures presented for PAVE Academy Charter School reflect the 2011-12 budget register projections.
[21] Source: Directory of NYC Charter Schools, 2011-2012

Current Admissions	**Grades 6-8**: District 15 Middle School Choice **Grades 9-12**: High School Admissions Process

Enrollment Data

	Grade 6	Grade 7	Grade 8	Grades 9 to 12	Total Enrollment
2010-11 (audited)	26	42	46	304	418
2011-12 (proj.)	60	26	41	288	415
2012-13 (proj.)	50 - 60	50 - 60	25-35	275-330	400-485
2013-14 (proj.)	50 - 60	50 - 60	50 - 60	275-330	425-510
2014-15 (proj.)	50 - 60	50 - 60	50 - 60	275-330	425-510
2015-16 (proj.)	50 - 60	50 - 60	50 - 60	300-360	450-540
2016-17 (proj.)	50 - 60	50 - 60	50 - 60	300-360	450-540

Demographic Data

Percentage of Students Receiving ICT or SC Services[22]	24%
Percentage of Students with Individual Education Plans[23]	26%
Percentage of English Language Learner Students[24]	5%
Percentage of Students Eligible for Free or Reduced Lunch[25]	72%

School Performance Data (Middle School)[26]

[22] Students Receiving ICT and SC services as percentage of total students from the 2010 Audited Register
[23] Students with Individual Education Plan as percentage of total students from the 2010 Audited Register
[24] English Language Learner students as percentage of total students from the 2010 Audited Register
[25] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011
[26] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.

	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	B
Quality Review Score[27]	Proficient	N/A	Proficient
Performance Data [28]			
English Language Arts % Proficient (Levels 3 and 4)	52%	19%	27%
Math % Proficient (Levels 3 and 4)	68%	31%	51%
Other Key Performance Indicators [29]			
Attendance Rate	89%	87%	87%

2010-2011 State Accountability Status	Restructuring (year 1)

School Performance Data (High School)

	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	F	B
Quality Review Score	Proficient	N/A	Proficient
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	70%	62%	78%
4 Year Graduation Rate	60%	60%	61%
6 Year Graduation Rate	65%	66%	65%
% Graduating with a Regents Diploma	39%	56%	59%
Attendance Rate	79%	80%	83%

[27] Not all schools receive a Quality Review every year.
[28] Source: Progress Report. Note that in 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.
[29] Source: Progress Report

2010-2011 State Accountability Status	Restructuring (year 1) Comprehensive

15K497 – School for International Studies

Admissions Data

Current Admissions	**Grades 6-8**: District 15 Middle School Choice **Grades 9-12**: High School Admissions Process

Enrollment Data

	Grade 6	Grade 7	Grade 8	Grades 9 to 12	Total Enrollment
2010-11 (audited)	38	42	60	336	476
2011-12 (proj.)	60	38	44	380	522
2012-13 (proj.)	50 - 60	50 - 60	35 - 45	350-420	485-585
2013-14 (proj.)	50 - 60	50 - 60	50 - 60	350-420	500-600
2014-15 (proj.)	50 - 60	50 - 60	50 - 60	325-390	475-570
2015-16 (proj.)	50 - 60	50 - 60	50 - 60	300-360	450-540
2016-17 (proj.)	50 - 60	50 - 60	50 - 60	300-360	450-540

Demographic Data

Percentage of Students Receiving ICT or SC Services[30]	9%
Percentage of Students with Individual Education Plans[31]	18%
Percentage of English Language Learner Students[32]	15%
Percentage of Students Eligible for Free or Reduced Lunch[33]	73%

School Performance Data – Middle School

[30] Students Receiving ICT and SC services as percentage of total students from the 2010 Audited Register.
[31] Students with Individual Education Plan as percentage of total students from the 2010 Audited Register.
[32] English Language Learner students as percentage of total students from the 2010 Audited Register.
[33] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	C
Quality Review Score	Proficient	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	53%	20%	25%
Math % Proficient (Levels 3 and 4)	68%	68%	60%
Other Key Performance Indicators [34]			
Attendance Rate	94%	92%	92%

2010-2011 State Accountability Status	Improvement (year 1)

School Performance Data – High School

	2008-2009	2009-2010	2010-2011[35]
School Performance and Progress			
Overall Progress Report Grade	A	B	TBD
Quality Review Score	Proficient	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	90%	81%	TBD
4 Year Graduation Rate	65%	67%	TBD
6 Year Graduation Rate	77%	77%	TBD
% Graduating with a Regents Diploma	-	-	TBD
Attendance Rate	87%	86%	TBD

2010-2011 State Accountability Status	Improvement (year 1) Comprehensive

[34] Source: Progress Report
[35] This school's 2010-2011 High School Progress Report result is pending as of the date of this posting.

75K368 – P368K@H429K [36]

Admissions Data

Current Admissions	Per District 75 referral process

Enrollment Data

	Projected Enrollment (Grade 9-12)
2010-11 (audited)	19
2011-12 (proj.)	30
2012-13 (proj.)	25-30
2013-14 (proj.)	25-30
2014-15 (proj.)	25-30
2015-16 (proj.)	25-30
2016-17 (proj.)	25-30

Demographic Data[37]

Percentage of Students Receiving ICT or SC Services[38]	100%
Percentage of Students with Individual Education Plans[39]	100%
Percentage of English Language Learner Students[40]	5%
Percentage of Students Eligible for Free or Reduced Lunch[41]	73%

School Performance Data

[36] Data reflects entire P368K@H429K enrollment across all four locations, including but not limited to K293.
[37] The demographic figures represent the overall student population across all sites for this District 75 program
[38] Students Receiving ICT and SC services as percentage of total students from the 2010 Audited Register
[39] Students with Individual Education Plan as percentage of total students from the 2010 Audited Register
[40] English Language Learner students as percentage of total students from the 2010 Audited Register
[41] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	D	B
Quality Review Score	N/A	N/A	Developing
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	11.7%	3.7%	3.0%
Math % Proficient (Levels 3 and 4)	19%	1.2%	10.9%
Other Key Performance Indicators [42]			
Attendance Rate	83.55%	84.58%	83.18%

2010-2011 State Accountability Status	N/A

84KTBD – Success Academy - Cobble Hill
Admissions Data

Projected Admissions	**Grades K-4**: Charter Lottery Application

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Projected Enrollment
2011-12 (proj.)						
2012-13 (proj.)	80-90	90-116				170-206
2013-14 (proj.)	60	80-90	90-110			230-260
2014-15 (proj.)	90	90-120	90-120	90-110		360-440
2015-16 (proj.)	90-120	120-140	120-140	90-110	90-110	510-620
2016-17 (proj.)	90-140	120-140	120-140	90-110	90-110	510-640

[42] Source: Progress Report

Demographic Data

Percentage of Students Receiving ICT or SC Services	Success Academy - Cobble Hill does not yet enroll students. Therefore, there is no demographic or school performance data for the school yet.
Percentage of Students with Individual Education Plans	
Percentage of English Language Learner Students	
Percentage of Students Eligible for Free or Reduced Lunch	

V. Initial Costs and Savings

Except as contemplated above in Section III.B, there are no initial costs or savings for the implementation of this proposal.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to Brooklyn School for Global Studies, School for International Studies or P368K@H429K, nor is it expected to significantly alter the duties of current staff at the aforementioned schools.

New administrative staff and non-pedagogical positions will be created at Success Academy – Cobble Hill over the course of the school's phase-in. Success Academy – Cobble Hill is expected to hire additional teachers as each new grade is added and as the total number of sections increases as the school phases in.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at Brooklyn School for Global Studies, School for International Studies or P368K@H429K. The basic operating budget for those schools is determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for middle schools was $4,412.45 and for high schools was $4,207.47. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, both middle and high schools received an additional $2,043.69 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student

population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, Brooklyn School for Global Studies, School for International Studies and P368K@H429K may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. All three of these schools are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individualized Education Plans (IEPs). Brooklyn School for Global Studies, School for International Studies and P368K@H429K will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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

Co-locating Success Academy – Cobble Hill in K293 will not affect the costs of instruction at Brooklyn School for Global Studies, School for International Studies or P368K@H429K.

C. Administration

No change in school supervisory or administrator positions at Brooklyn School for Global Studies, School for International Studies or P368K@H429K is expected as a result of this proposal.

Success Academy – Cobble Hill may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

D. Transportation

Transportation will be provided according to Chancellor's Regulation A-801: http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf. There will be no change to existing transportation practices at Brooklyn School for Global Studies, School for International Studies or P368K@H429K.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy as Success Academy – Cobble Hill phases in.

VII. Building Information

Building		K293
Type of Building		Secondary School
Year Built		1967
Overall BCAS rating		2.46
2010-2011 Target Building Utilization		57%
2010-2011 Target Building Capacity		1615
FY 2011 Maintenance Costs	**Labor**	$22,592
	Materials	$13,466
	Maintenance and repair contracts	$28,762
	Service contracts	$0
	Custodial operations costs—Materials	$11,343
	Custodial operations costs—Custodial Allocation	$329,762
Energy Costs	**FY2011 Electric**	$204,738
	FY2011 Gas	$4,157
	FY2010 Oil	$178,244
Projects completed during the current or prior school year		Playground Paving
Projects proposed in the capital plan		N/A
Accessibility of the building		Building not functionally accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, and science lab