



Dennis M. Walcott, Chancellor

**Educational Impact Statement
Proposed Extension of the Co-location of
Coney Island Preparatory Public Charter School (84K744) in
School Building K303 Beginning in 2013-2014
Release Date: October 26, 2012**

EDUCATIONAL IMPACT STATEMENT:

The Proposed Extension of the Co-location of Coney Island Preparatory Public Charter School (84K744) with Existing Schools I.S. 303 Herbert S. Eisenberg (21K303), Rachel Carson High School for Coastal Studies (21K344), and a District 75 School (75K771) in School Building K303 Beginning in 2013-2014

I. Summary of Proposal

Coney Island Preparatory Public Charter School (84K744, “Coney Island Prep”) is an existing public charter school that currently serves students in grades five through eight in building K303 (“K303”) located at 501 West Avenue, Brooklyn, NY 11224 in Community School District 21. Coney Island Prep is co-located with I.S. 303 Herbert S. Eisenberg (21K303, “I.S. 303”), an existing DOE zoned middle school that serves students in grades six through eight, Rachel Carson High School for Coastal Studies (21K344, “Rachel Carson”), an existing DOE high school that serves students in grades nine through twelve, and one site of a multi-sited District 75¹ school (75K771, “P771K@I303”²) that serves students in grades six through eight in an inclusion program with I.S. 303.³ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. In the 2012-2013 school year, K303 also houses the District 21 Food Services Office, the District 21 Superintendent’s Office, and the offices of the Community Education Council (“CEC”) for District 21. After the 2012-2013 school year, the offices for the Superintendent and the CEC will no longer be housed in K303. This is a proposal to make the co-location of Coney Island Prep’s fifth through eighth grades at K303 permanent.

On April 28, 2011, The Panel for Educational Policy (“PEP”) approved a proposal, originally published on March 4, 2011 and amended on March 19, 2011 and April 2, 2011, to temporarily co-locate Coney Island Prep at K303 for the 2011-2012 and 2012-2013 school years. The approved proposal stated that the DOE would evaluate the available space in K303 and other District 21 locations before the start of the 2013-2014 school year and issue a new Educational Impact Statement (“EIS”) for the long-term siting of Coney Island Prep based on the most appropriate space available for the 2013-2014 school year and beyond.⁴ After completing the evaluation, the DOE has determined that K303 is the most appropriate space for the long-term siting of Coney Island Prep’s fifth through eighth grades and is thus issuing this proposal.

¹ District 75 provides Citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 consists of 56 school organizations, home and hospital instruction and vision and hearing services. District 75 schools and programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York. More information on District 75 schools may be found in the District 75 directory which is available at: (http://schools.nyc.gov/documents/d75/schools/DIRECTORY_complete.pdf).

² 75K771 currently serves students in four sites other than K303: (1) P771K@225, which serves elementary-aged students at 1075 Ocean View Avenue, Brooklyn, NY 11235; (2) P771K@329, which serves elementary-aged students at 2929 West 30 Street, Brooklyn, NY 11224; (3) P771K@236, which serves elementary-aged students at 6302 Avenue U, Brooklyn, NY 11234; and (4) P771K@280, which serves high school-aged students at 8310 21 Avenue, Brooklyn, NY. The proposed extension of Coney Island Prep’s co-location at K303 is not anticipated to impact these other sites.

³ In an inclusion program, a student with special needs receives services in a general education classroom along with general education students.

⁴ The Second Amended Educational Impact Statement and the Amended Revised Building Utilization Plan for the resiting and temporary co-location of Coney Island Prep at K303 can be found here at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Apr282011Proposals.htm>.

Coney Island Prep is projected to serve 355⁵ students in fifth through eighth grade in the 2012-2013 school year. Coney Island Prep was approved by its charter authorizer, the DOE, to open a public charter school in Community School District 21 in 2009-2010. The DOE approved Coney Island Prep's proposal to open with fifth grade classes in 2009-2010 and to add one grade each year until it served students in fifth through eighth grade. Coney Island Prep grew to full scale at the start of this school year, 2012-2013, and now serves students in fifth through eighth grades. Coney Island Prep provides a preference to District 21 students in its charter school lottery application process.⁶ Coney Island Prep has informed the DOE that it intends to apply to expand its grade span to serve students in grades five through twelve, reaching full scale in 2016-2017. This proposal is for the permanent extension of the co-location of Coney Island Prep's fifth through eighth grades only.

As stated above, K303 currently houses three school organizations: I.S. 303, Rachel Carson, and P771K@I303. I.S. 303 is a zoned DOE middle school that also has an academic screened program, which enrolls students according to application auditions. In 2012-2013, I.S. 303 is projected to serve approximately 615 sixth through eighth grade students.⁷ Rachel Carson is a DOE high school that enrolls students through the Citywide high school admissions process and exercises a Limited Unscreened⁸ selection method. In 2012-2013, Rachel Carson is projected to serve approximately 446⁹ ninth through twelfth grade students. P771K@I303 is a District 75 inclusion program. P771K@I303 students are enrolled in I.S. 303's general education classes based on their Individualized Education Programs ("IEPs") recommendations and receive Special Education Teacher Support Services ("SETSS"). In 2012-2013, P771K@I303 is projected to serve 20 sixth through eighth grade students.¹⁰

K303 has the capacity to serve 1,661 students and in 2012-2013 is projected to serve 1,436 total students, which yields an estimated building utilization rate of 86%.¹¹ Because grade spans and enrollment are not expected to shift as a result of this proposal, it is anticipated that the utilization rate in K303 in 2013-2014 will be approximately 81%-91%.

The DOE does not anticipate that this proposal will affect student enrollment, the admissions process or instructional programming at I.S. 303, Rachel Carson, or P771K@I303.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. In determining the optimal way to distribute space to schools, the DOE is proposing to extend the co-location of Coney Island Prep's fifth through eighth grades in K303, which would allow Coney Island Prep to continue to exist as a high-quality option for students and families in District 21.

⁵ Enrollment reflects 2012-2013 Budget Register Projections.

⁶ Applicants who reside in the district in which a charter is located receive preference for admission. For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

⁷ Enrollment reflects 2012-2013 Budget Register Projections.

⁸ Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

⁹ Enrollment reflects 2012-2013 Budget Register Projections.

¹⁰ Enrollment estimate at P771K@I303 uses current enrollment of students to project future enrollment.

¹¹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 budgeted register projections. 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.

Coney Island Prep opened in 2009-2010 and served 90 fifth grade students in 2009-2010. Coney Island Prep has been phasing in one grade level per year and is projected to serve 355 fifth through eighth grade students in 2012-2013.

Coney Island Prep is a high-quality option that is meeting the needs of its students. Coney Island Prep received an A on both its 2010-2011 and 2011-2012 Progress Reports. In 2011-2012, 49% of Coney Island Prep’s students performed on grade level in English Language Arts (“ELA”), putting Coney Island Prep in the top 27% of all middle schools in New York City. That same year, 79% of Coney Island Prep’s students performed on grade level in Math, putting Coney Island Prep in the top 16% of elementary schools in New York City.

Coney Island Prep provides admissions preference for District 21 students. In 2011-2012, 82% of its students resided within District 21.

The DOE believes in Coney Island Prep’s record of success and supports the continued placement of Coney Island Prep in District 21 in order to continue providing excellent educational opportunities for students and families.

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans served by each of the co-located schools in K303 this year and in 2013-2014 will be as follows:

Grade Spans			
DBN	School Name	2012-13	2013-14
84K744	Coney Island Prep	5-8	5-8
21K303	I.S. 303	6-8	6-8
75K771	P771K@K303	6-8	6-8
21K344	Rachel Carson	9-12	9-12

According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”),¹² K303 has the capacity to serve 1,661 students. In 2012-2013, Coney Island Prep is projected to serve 355 students in fifth through eighth grade, I.S. 303 is projected to serve 615 students in sixth through eighth grade, Rachel Carson is projected to serve 446 students in ninth through twelfth grade, and P771K@I303 is projected to serve 20 students in sixth through eighth grade, which yields a total building enrollment of 1,436 and an estimated building utilization rate of 86%. If this proposal is approved, grade spans are not expected to change for the 2013-2014 school year and beyond, and enrollment projections are not expected to change significantly from their current levels. Therefore, the building utilization rate is expected to remain between 81%-91% for 2013-2014 and beyond.

¹² The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012-BlueBook.pdf>.

The table below demonstrates the projected enrollment of each school and the building’s target utilization rates for 2012-2013 and 2013-2014:

DBN	School Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
84K744	Coney Island Prep	355	324 - 416
21K303	I.S. 303	615	580 - 610
75K771	P771K@K303	20	16 - 24
21K344	Rachel Carson	446	425 - 465
Total Building Enrollment		1,436	1,345 – 1,515
Utilization¹³		86%	81% - 91%

According to the Blue Book, 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 goal 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 most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 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 2012-2013 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.

¹³ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 budgeted register projections. 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.

Similarly, if a room previously used as a kindergarten classroom is subsequently used as a 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 goal 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

The proposed permanent extension of the co-location of Coney Island Prep's fifth through eighth grades in K303 is not expected to impact future student enrollment, instructional programming, or the admissions process at I.S. 303, Rachel Carson, or P771K@I303.

A. Students

Impact on Students Currently Attending I.S. 303

I.S. 303 is a zoned middle school serving students in grades six through eight that also offers an academic screened magnet program, which is open to District 21 students through the District 21 middle school choice admissions process.¹⁴ The academic screened program admits students based on auditions. Specifically, the magnet program focuses on the arts, computer/math, creative writing/journalism, dance, drama, law, media, science and vocal music. If this proposal is approved, this academic screened magnet program will continue to be provided and the admissions process will remain the same.

According to I.S. 303's Comprehensive Education Plan,¹⁵ beginning in the 2005-2006 school year, I.S. 303 reorganized its instructional structure after it had been rated Planning for Restructuring by the New York State Education Department. According to the New York State Education Department, a school is designated "School Planning for Restructuring" if it failed to make Average Yearly Progress on its accountability measure after it had been identified as a "School in Corrective Action." Schools designated "School Planning for Restructuring" must develop a plan for restructuring the school. As a result, instead of programming its sixth and seventh grade classes like a typical middle school whereby students move from classroom to classroom throughout the day, I.S. 303 programs its sixth and seventh grade classes such that these students remain in their homeroom throughout the course of the day, except when they are scheduled for a cluster activity, such as art or music. This proposal would not require I.S. 303 to change the way it currently serves its sixth and seventh grade students. It should be noted, however, that I.S. 303 is no longer designated as "Planning for Restructuring" and is now in "Good Standing," and I.S. 303's school management team may in the future determine that the space allocated to the school in the building would be better utilized by programming the school's classes as other middle schools do, rather than keeping students in the same classroom all day.

I.S. 303 currently offers Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and SETSS. The existing ICT and SC special education classes and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current and future students with IEPs will continue to receive appropriate services at I.S. 303.

¹⁴ Additional information regarding the District 21 middle school choice process please visit: <http://schools.nyc.gov/NR/rdonlyres/57989A17-8339-4C4B-9497-34EEB0F671AA/0/201213D21MSD.pdf>. I.S. 303 enrolls students to its academic screened program according to application auditions.

¹⁵ A school's Comprehensive Educational Plan is developed by a school's principal and School Leadership Team, and it is the school's annual instructional plan.

I.S. 303 also has an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students. I.S. 303’s ELL students will also continue to receive mandated services.

According to the 2012-2013 Directory of New York City Public Middle Schools and the school’s Web site, I.S. 303 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹⁶

- **Academic:** Accelerated High School Programs in Earth Science and Math, an English as a Second Language program, instruction in Spanish and Italian, Law Court, Creative Writing, Media/Digital Photography, Dance, Drama, Chorus, extended day, weekend program, and summer session
- **Athletics:** co-educational basketball
- **Partnerships:** Brighton Neighborhood Association and the New York State Supreme Court—King’s County

The DOE does not anticipate that this proposal will affect the academic programs, extra-curricular activities, or partnerships offered at I.S. 303. However, decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

If the proposal is approved, students at I.S. 303 would continue to share common spaces such as the cafeteria, auditorium, gymnasium, and outdoor school yard. The proposed Shared Space Plan in the attached Building Utilization Plan (“BUP”) demonstrates that these spaces can accommodate all schools.

Impact on Current and Future P771K@I303 Students Attending School in K303

The DOE does not anticipate that the proposed extension of the co-location of Coney Island Prep at K303 will impact admissions, current or future student enrollment, or instructional programming at P771K@I30.

As previously stated, students in the P771K@I303 inclusion program are served in I.S. 303’s general education classes. The program is projected to serve 20 middle school-aged students with a wide range of disabilities. Students are placed in District 75 programs based on their individual needs and recommended special education services.

New incoming sixth-grade students in this program will enter through the District 75 placement process, consistent with current practice. District 75 middle school students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability.

District 75 students who receive District 75 SETSS in elementary school and matriculate into middle school work with District 75 school and placement staff to identify the middle school program that best meets their needs. The following variables are taken into account when considering the best placement: whether the student 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. For more information regarding this application process please refer to the following Website:
<http://schools.nyc.gov/Offices/District75/default.htm>.

Currently, P771K@I303 students have the opportunity to participate in all campus sports teams, extracurricular activities, and clubs in the same manner as I.S. 303 students. If this proposal is approved, they will continue to have this opportunity.

¹⁶ District 21 Middle School Directory:
<http://schools.nyc.gov/NR/ronlyres/57989A17-8339-4C4B-9497-34EEB0F671AA/0/201213D21MSD.pdf>.

Impact on Students Currently Attending Rachel Carson HS

Rachel Carson is a DOE high school that currently enrolls 446 students through the Citywide high school admissions process with a limited unscreened method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. Rachel Carson gives first admissions priority to Brooklyn students or residents who attend an information session, second priority to New York City residents who attend an information session, third priority to Brooklyn students or residents, and fourth priority to New York City residents. This proposal will not impact the manner in which Rachel Carson admits students.

Rachel Carson currently offers ICT classes, SC special education classes, and SETSS. The existing ICT and SC special education classes and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current and future students with IEPs will continue to receive appropriate services at Rachel Carson. Rachel Carson also has an ESL program for ELL students. Rachel Carson's ELL students will also continue to receive mandated services.

According to the 2012-2013 Directory of New York City Public High Schools and the school's Web site, Rachel Carson currently offers the following academic programs and initiatives, extra-curricular activities, and partnerships:

- **Academics:** Marine Science credit courses, Marine Advanced Technology Education Robotics Program and Competition, French, Spanish, an ESL program, and Advanced Placement Courses in English Literature and Composition, Environmental Science, Government and Politics: United States.
- **Clubs and Activities:** School Newspaper, Literary Journal, School Website, an After-school Program, Cross-age Tutoring, After-school Tutorials, Saturday School, New York Aquarium Internships, PLATO Credit Recovery Program, Ocean Futures, Underwater Robotics, National Honor Society, a Dance Team, and student clubs for Books, Environmental Science, Film and Video, French, Basketball, Debate, Guitar, Ecology, and Recycling.
- **Athletics:**
 - Boys: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cricket, Cross Country, Football & JV Football, Handball, Indoor Track, Outdoor Track, Soccer, Softball & JV Softball, Volleyball & JV Volleyball, Wrestling;
 - Girls: Basketball, Bowling, Cross Country, Indoor Track, Outdoor Track, Softball;
 - Co-ed: Cricket.
- **Partnerships:** Kingsborough Community College's Marine Center and the Wildlife Conservation Society (New York Aquarium), Brighton Neighborhood Association, and the New York State Supreme Court—King's County.

If this proposal is approved, Rachel Carson will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location extension would not impact those opportunities, and is not expected to significantly change the way these programs are already configured as part of the current co-location. However, decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

If the proposal is approved, students at Rachel Carson will continue to share common spaces such as the cafeteria, auditorium, gymnasium, and outdoor school yard. The proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools.

Impact on Students Currently Attending Coney Island Prep

If this proposal is approved, Coney Island Prep's fifth through eighth grades would be permanently co-located in K303 starting in 2013-2014. Although Coney Island Prep is also authorized to serve students in grades nine through twelve, those grades will be served at another site due to space constraints at K303.

Coney Island Prep currently enrolls fifth grade students through a lottery, as mandated by New York State Charter Law, and will continue to do so if this proposal is approved. Coney Island Prep's lottery prioritizes applicants in the following order:

- Returning students;
- Siblings of currently attending students;
- Other applicants who reside within District 21;
- Other applicants who reside outside of District 21.

The proposed extension of the co-location of Coney Island Prep in K303 is not expected to impact current instructional programming at Coney Island Prep.

According to the school's leadership, Coney Island Prep currently offers the following extra-curricular activities:

- **Clubs and Activities:** Art, Boys Leadership, School Newspaper, Drama, Fit Club, French Around the World, League of Novelists, The History and Culture of New Orleans, Sports in Culture, Step
- **Athletics:** Flag Football (co-ed), Soccer (co-ed), Boys and Girls Basketball

If this proposal is approved, Coney Island Prep will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location extension would not impact those opportunities, and is not expected to significantly change the way these programs are already configured as part of the current co-location.

If the proposal is approved, students at Coney Island Prep will continue to share common spaces such as the cafeteria, auditorium, gymnasium, and outdoor school yard. The proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools.

Impact on Other Organizations Located in K303

For the 2012-2013 school year, K303 also houses the District 21 Food Services Office and the District 21 Community Education Council Office, as well as the District 21 Superintendent's Office. After the 2012-2013 school year, the District 21 Community Education Council Office and the District 21 Superintendent's Office will no longer be located in K303. This proposal is not expected to impact the remaining organization, the District 21 Food Services Office.

Impact on Future Middle School Students in District 21

If this proposal is approved, I.S. 303 and Coney Island Prep will continue to serve middle school options for students in District 21.

As stated previously, if this proposal is approved, I.S. 303 and Coney Island Prep will continue to admit students in the manners described above.

There are several other middle schools that are available to District 21 students and families. Through the District 21 Middle School Choice 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. Fifth grade students who meet promotional standards and live within District 21 are eligible to apply to any District 21 choice middle school. Students rank their preferences from among the District 21 choice middle school programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Choice 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 and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened admissions method 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 method.

Students may also choose to apply to a number of schools that manage their own admissions process. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. 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 addition to the Middle School Choice Process, I.S. 303 admits students through the over-the-counter ("OTC") admissions process and would continue to do so if this proposal is approved. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁷ or
- Students who did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an OTC 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

¹⁷ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school within one calendar year following 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. Chancellor's Regulation A-101 can be accessed at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

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 school year.

Middle 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 create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

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

Detailed information about new middle schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:
<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

Impact on Future High School Students in District 21

This proposal will not affect the manner in which students are admitted to Rachel Carson. In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

For high school admissions for the 2013-2014 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in February 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2013.

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 create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

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

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at:
<http://schools.nyc.gov/ChoicesEnrollment/High/Publications> offers a full list of high schools Citywide.

In addition to the High School Admissions Process, some students may receive a placement at Rachel Carson through the OTC process. Rachel Carson also accepts students via the OTC process, and will continue to do so.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address and which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs.

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 Division of Portfolio Planning 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.

Screened programs (those that have academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹⁸ international schools, and alternative programs are offered through referral.¹⁹ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 388 five years ago.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

B. Schools

As discussed above, K303 has adequate capacity to accommodate the permanent co-location of Coney Island Prep's fifth through eighth grades with I.S. 303, P771K@I303, and Rachel Carson. Collectively, the four co-located schools are projected to enroll an estimated 1,345 – 1,515 students in 2013-2014, and the projected utilization rate for K303 will be approximately 81%-91%.

The estimated enrollments for Coney Island Prep, I.S. 303, P771K@I303 and Rachel Carson are shown in Section IV below.

As described in more detail in the attached BUP that accompanies this EIS, if this proposal is approved, there will be sufficient space to accommodate Coney Island Prep, I.S. 303, P771K@I303, and Rachel

¹⁸ 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 college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

¹⁹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Carson 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.²⁰

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 sections per grade, assuming class size will remain constant. A representative of the Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative.

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, 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 stated previously, the DOE notes that unlike most middle schools, I.S. 303’s sixth and seventh grade students do not move from class to class. Rather, current sixth and seventh grade students remain in their homeroom throughout the day except for when they are scheduled for a cluster activity (i.e. art, music, etc) or for lunch or recess, etc. Thus, the current sixth and seventh grade classes are programmed similar to an elementary school, and as such use comparable space. Therefore, the DOE has applied the elementary school Footprint requirements to I.S. 303’s sixth and seventh grade classes and the sixth through twelfth grade Footprint requirements to I.S. 303’s eighth grade class in determining the amount of instructional and administrative space the school will be allocated. This proposal would not require I.S. 303 to change the way in which it currently serves its middle school students, and I.S. 303’s Footprint allocation reflects this programming decision.

As in other situations where schools are co-located, the schools share large common and specialty rooms in the building, such as the cafeteria and the gymnasium. Specific decisions regarding the allocation of the shared spaces will continue to be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also continue to meet a minimum of four times a year and report back to the Building Council regarding the BUP and shared space questions.

²⁰ The Footprint is available at: <http://schools.nyc.gov/community/planning/default.htm> under “Key Documents.”

C. Community

The DOE supports parent choice and strives to ensure that all families have access to diverse schools that meet their children’s needs. The proposed extension of Coney Island Prep’s co-location at K303 is intended to meet those goals by continuing to provide a high-quality middle school option for students in District 21. As stated previously, Coney Island Prep has a proven record of success—the school received an A on both its 2010-2011 and 2011-2012 Progress Reports.

The re-siting and permanent co-location proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K303. This proposal is not expected to impact the site accessibility of the K303 building.

IV. Enrollment, Admissions and School Performance Information

I.S. 303

Admissions Data

Current Admissions	Grades 6-8: District 21 Middle School Choice—Zoned and Screened, Academic
Admissions in 2013-2014	Grades 6-8: District 21 Middle School Choice—Zoned and Screened, Academic

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (projections)	199	182	234	615
2013-14 (projections)	195-205	195-205	190-200	580-610

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	17%
Percentage of ELL Students	12%

²¹ All figures are as a percentage of total students from the 2011-2012 audited register.

Percentage of Students Eligible for Free or Reduced Price Lunch	47%
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School Performance Data

I.S. 303 Herbert S. Eisenberg	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	A	A
Progress Report Progress Grade	B	B	B
Progress Report Performance Grade	B	B	A
Progress Report Environment Grade	B	A	A
Quality Review Score ²²	N/A ²³	P	N/A
Performance Data²⁴			
English Language Arts % Proficient (Levels 3 and 4)	47%	49%	49%
Math % Proficient (Levels 3 and 4)	70%	71%	75%
Other Key Performance Indicators			
Attendance Rate	93.2%	92.4%	94.0%
2012-2013 State Accountability Status²⁵		12-13 In Good Standing	

Rachel Carson

Admissions Data

Current Admissions	Grades 9-12: Citywide High School Admission Process—Limited Unscreened
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²² Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²³ Not all schools receive a Quality Review every year.

²⁴ 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 percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁵ <http://www.p12.nysed.gov/irs/accountability/>.

Admissions in 2013-2014	Grades 9-12: Citywide High School Admission Process—Limited Unscreened
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Enrollment Data

	Total Enrollment Grades 9-12
2012-13 (projections)	446
2013-14 (projections)	425-465

Demographic Data²⁶

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	16%
Percentage of ELL Students	11%
Percentage of Students Eligible for Free or Reduced Price Lunch	45%

School Performance Data

Rachel Carson High School for Coastal Studies	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	B	B
Quality Review Score	UPF ²⁷	P	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	66%	82%	86%
4 Year Graduation Rate	73%	65%	68%
6 Year Graduation Rate	-	-	82%
% Graduating with a Regents Diploma	71%	58%	65%
Attendance Rate	85%	81%	83%
2012-2013 State Accountability Status			
In Good Standing			

²⁶ All figures reflect a percentage of total students from the 2011-2012 audited register.

²⁷ For the 2008-2009 school year, schools could also receive a rating of “Underdeveloped with Proficient Features” or “UPF”. This rating is no longer used.

Coney Island Prep

Admissions Data

Current Admissions	Grades 5-8: 5 th Grade Lottery
Admissions 2013-2014	Grades 5-8: 5th Grade Lottery

Enrollment Data

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (projections)	90	90	90	85	355
2013-14 (projections)	81-104	81-104	81-104	81-104	324-416

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	23%
Percentage of ELL Students	5%
Percentage of Students Eligible for Free or Reduced Price Lunch	77%

School Performance Data

Coney Island Preparatory Public Charter School	2009-2010 ²⁹	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	A	A
Progress Report Progress Grade	N/A	A	A
Progress Report Performance Grade	N/A	A	A

²⁸Based on the 2012-2013 budgeted register projections.

²⁹Schools do not receive Progress Reports in their first year of implementation.

Progress Report Environment Grade	N/A	A	A
Quality Review Score ³⁰	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	44%	49%	49%
Math % Proficient (Levels 3 and 4)	77%	79%	79%
Other Key Performance Indicators			
Attendance Rate	96.1%	93.7%	95.6%
2012-2013 State Accountability Status			
12-13 In Good Standing			

[P771K@I303](#)

[Admissions Data](#)

Current Admissions	Grades 6-8: District 75 Placement Based on Individual Students Needs/Recommended
Admissions in 2013-2014	Grades 6-8: District 75 Placement Based on Individual Students Needs/Recommended

[Enrollment Data](#)

	Total Enrollment Grades 6-8
2012-13 (projections)	20
2013-14 (projections)	16-24

[Demographic Data³¹](#)

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	16%
Percentage of Students Eligible for Free or Reduced Price Lunch	70%

³⁰ Public charter schools do not receive Quality Reviews.

³¹ All figures reflect a percentage of total students from the 2011-2012 audited register.

School Performance Data

75K771 ³²	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	B	A
Progress Report Progress Grade	B	C	B
Progress Report Performance Grade	B	B	A
Progress Report Environment Grade	A	A	A
Quality Review Score	P	N/A ³³	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	18.3%	8.1%	10.1%
Math % Proficient (Levels 3 and 4)	1.7%	8.0%	16.7%
Other Key Performance Indicators			
Average Change in Attendance	0.7%	0.1%	0.8%
2010-2011 State Accountability Status			
12-13 In Good Standing			

V. Initial Impact on Budget and Costs of Instruction

This proposal is not expected to impact the operating budget or costs of instruction at any of the school organizations located in K303.

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at 24Q110. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memoranda is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by the New York State Education Department (“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.

³² Site-specific performance data is not available for District 75 schools, therefore all information in the table above pertains to 75K771 across all of its sites.

³³ Schools do not receive a progress report every year.

In accordance with the 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 for facility upgrades shall be made in the amount of the expenditure of the charter school for each non-charter school within the public school building.

At present, K303 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

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

A. Personnel Needs

The permanent extension of this co-location is not expected to change the number of personnel positions assigned to I.S. 303, Rachel Carson, or P771K@I303 or significantly alter the duties of current staff.

B. Administration

No change in school supervisory or administrator positions is expected as a result of the grade permanent co-location of Coney Island Prep at K303.

C. Transportation

There will be no change to existing transportation practices at Coney Island Prep, I.S. 303, P771K@I303, or Rachel Carson due to this proposal. Transportation will be provided according to Chancellor’s Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information

Building	K303	
Type of Building	MIDDLE	
Year Built	1965	
Overall BCAS rating	2.48	
2011-2012 Target Building Utilization	85%	
2011-2012 Target Building Capacity	1,661	
FY 2011 Maintenance Costs	Labor	\$0
	Materials	\$0
	Maintenance and repair contracts	\$0

	Service contracts	\$0
	Custodial operations costs— Materials	\$0
	Custodial operations costs— Custodial Allocation	\$0
FY 2012 Energy Costs	Electric	\$173,757
	Gas	\$904
	Oil	\$99,479
Projects completed during the current or prior school year		Walk-in Freezer Replacement, IP Surveillance Cameras, IEH PO18-North Side 1st Floor Corridor
Projects proposed in the capital plan		Classroom Connectivity, New/Retrofit Telephone/Intercom Systems, Science Lab Upgrade, Paved Area- Concrete
Accessibility of the building		Functionally Fully Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab