

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Co-location of a New Public Charter School, Invictus Preparatory Charter School (84K386), with J.H.S. 218 James P. Sinnott (19K218) and The School for Classics: An Academy of Thinkers, Writers, and Performers (19K683) in School Building K218

I. Summary of Proposal

On January 31, 2011, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) proposing to site Invictus Preparatory Charter School (84K386, “Invictus Prep”), a new public charter school that would serve up to 351 students in fifth through eighth grade, in Building K218 (“K218”), located at 370 Fountain Avenue, Brooklyn, NY 11208, in Community School District 19.¹ Invictus Prep would be co-located in K218 with an existing DOE zoned middle school that serves sixth through eighth grade, J.H.S. 218 James P. Sinnott (19K218, “J.H.S. 218”), and an existing DOE high school, the School for Classics: An Academy of Thinkers, Writers, and Performers (19K683, “The School for Classics”), that currently serves ninth through eleventh grades and is in the process of phasing in twelfth grade. K218 also houses a Community Based Organization (CBO), Beacon, which provides after-school programs to students. J.H.S. 218 enrolls students through the District 19 Middle School Choice Process. It has a zoned program and a screened application program open to students and residents of District 19. The School for Classics enrolls students through the Citywide High School Admissions Process, and it will complete its phase-in in 2011-2012. Under this proposal, Invictus Prep would be a new charter school that would temporarily serve fifth through eighth grade students in K218 until the end of the 2014-2015 school year.² The DOE will evaluate the space available in K218 and other District 19 locations and will issue a new EIS for the long-term siting of Invictus based on the most appropriate space available for the 2015-2016 school year and beyond. 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.

On March 15, 2011, the DOE amended the proposal to incubate Invictus Prep in K218 to correct a typographical error that stated that Invictus Prep will serve up to 602 students in fifth through eighth grade in K218. According to its charter and as stated elsewhere in this EIS, Invictus will serve up to 351 students in fifth through eighth grade. The Panel for Educational Policy (“PEP”) approved this amended proposal on March 23, 2011.

This revised EIS includes Invictus Prep’s District Borough Number and clarifies the shared spaces in K218. The Building Utilization Plan (“BUP”) for this proposal, which is annexed, has also been revised in the following manner: the proposed shared space schedule has been adjusted and the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal.

Invictus Prep has been approved by its charter authorizer, the State University of New York’s Charter

¹ <http://invictusprep.org/>

² Invictus Prep is authorized by its charter authorizer to serve fifth through eighth grades and the DOE anticipates that Invictus Prep will apply for a grade expansion to serve fifth through twelfth grades. The DOE recognizes there is not sufficient space in K218 for Invictus Prep to serve high school grades. The DOE is considering all long-term options to accommodate the anticipated growth of Invictus Prep.

School Institute (“SUNY Charter School Institute”), to open a new public charter school in Community School District 19 in Brooklyn. SUNY Charter School Institute approved Invictus Prep’s proposal to open with fifth grade classes in 2011-2012 and to add one grade each year until it serves up to 351 students in fifth through eighth grade. Invictus Prep will provide a preference to District 19 students in its charter school lottery application process.³

In 2011-2012, the first year of the proposed co-location, Invictus Prep will enroll approximately 90 students in fifth grade. In 2012-2013, Invictus Prep would expand to serve approximately 90 students in sixth grade. In 2013-2014, Invictus Prep would expand to serve approximately 90 students in seventh grade. In 2014-2015, Invictus Prep would complete its incubation and serve approximately 351 students in fifth through eighth grade.

K218 has been identified as an under-utilized building, meaning it currently has at least 300 seats available.⁴ In 2009-2010, the building served 802 students⁵ and had a capacity to serve 1,405 students, yielding a target building utilization of 57%.⁶ In 2010-11, J.H.S. 218 and the School for the Classics enrolled a combined total of 837 students,⁷ which yields an estimated utilization rate of 60%.⁸ In 2014-15, when Invictus Prep completes its incubation, K218 would serve approximately 1,326-1,406 students,⁹ which yields an estimated utilization rate of 100%.

In the future, if there is an increase in student enrollment resulting from demand greater than current projections for J.H.S. 218 or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Invictus Prep to an alternate location geographically proximate to K218. The Chancellor shall certify in writing that in her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use.

II. Proposed or Potential Use of Building

The building in which J.H.S. 218 and the School for the Classics are located, K218, has the capacity to serve 1,405 students. In 2009-2010, the building only served 802 students, yielding a target utilization rate of just 57%. J.H.S. 218’s enrollment in 2010-2011 school year was 599 students, and the School for the Classics’ enrollment for the 2010-2011 school year was 238 students, which yields an estimated utilization rate of 60%. In 2014-15, Invictus Prep will have completed its incubation and will serve students in fifth through eighth grade. At that point, K218 would serve approximately 1,326-1,406 students across all of the schools,

³ 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>. Applicants who reside in the district in which a charter is located receive preference for admission.

⁴ The preliminary 2010-2011 Under-Utilized Space Memorandum and List was published on the DOE’s website on October 8, 2010. It can be accessed at <http://schools.nyc.gov/community/planning>.

⁵ 2009 audited register

⁶ The utilization rate reported here may differ from that published in the 2009-2010 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 31, 2009. 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.

⁷ 2010 audited register

⁸ The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

⁹ Estimate includes projected enrollment at J.H.S. 218, the School for the Classics, and Invictus Prep.

which yields an estimated utilization rate of 100%.

Over the next four years, the proposed grade spans for the schools in the building are as follows:

| School Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------------|---------|---------|---------|---------|---------|
| J.H.S. 218 | 6-8 | 6-8 | 6-8 | 6-8 | 6-8 |
| The School for Classics | 9-11 | 9-12 | 9-12 | 9-12 | 9-12 |
| Invictus Prep | N/A | 5 | 5-6 | 5-7 | 5-8 |

J.H.S. 218 would continue serving sixth through eighth grade.

The School for Classics would be completely phased in and at full scale in K218 in the 2011-2012 school year, when it would serve students in ninth through twelfth grades.

Invictus Prep would open in K218 in 2011-2012 and will serve fifth grade students with an enrollment of approximately 90 students. In 2014-2015, Invictus Prep will have completed its proposed incubation in K218 and would serve approximately 351 students in fifth through eighth grade.

As noted previously, K218 also houses a Community Based Organization (CBO), Beacon, which provides after-school programs to students. This CBO would not be impacted as a result of this proposal.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.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 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 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 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 2010-2011 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 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 a fifth-grade classroom, the building's target capacity would increase because the DOE expects 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.

Although a utilization rate greater than or equal to 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for different uses or more efficient ones. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100%. Section III.B. sets

forth the baseline number of rooms to be allocated to each school pursuant to the Footprint¹⁰ as well as the total number of rooms in a building to provide a more complete picture of the availability of space in a building. Further, enrollment in schools can have small variations from one year to another due to factors that cannot be anticipated, like a small increase in the number of students that need to repeat ninth grade in a high school or the number of kindergarten-aged children living in a school zone being higher one year compared to another.

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

As noted previously, Invictus Prep has been approved by its charter authorizer, SUNY Charter School Institute, to open a new public charter school in Community School District 19 in Brooklyn. Invictus Prep will open with a fifth grade class in 2011-2012 and would add one grade each year until it serves up to 351 students in fifth through eighth grade in 2014-2015. The DOE will evaluate the space available in K218 and other District 19 locations and will issue a new Educational Impact Statement (“EIS”) for the long-term siting of Invictus Prep based on the most appropriate space available for the 2015-2016 school year and beyond. K218 also houses a Community Based Organization (CBO), Beacon, which provides after-school programs to students. This CBO would not be impacted as a result of this proposal.

A. Students

Impact on Students Currently Attending J.H.S. 218

The proposal to incubate Invictus Prep in K218 for four years is not expected to impact current or future student enrollment or admissions at J.H.S. 218.

J.H.S. 218 is a DOE zoned middle school, and it enrolls students from its zone through the District 19 Middle School Choice process. It also offers a screened application program which is open to all students and residents of District 19 through the middle school choice process.¹¹ J.H.S. 218 enrolled 599 sixth through eighth grade students in 2010-2011.¹²

J.H.S. 218 currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained classes (“SC”), and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC and SETSS classes will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEP”). Similarly, future students with IEPs will continue to receive mandated services at J.H.S. 218.

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools in reviewing students’ IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student’s needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the zoned middle school or the choice middle school to which they are matched.

¹⁰ Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf

¹¹ Enrollment in a screened application program is determined by criteria designated by the school.

¹² 2010-2011 audited register.

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to middle schools in the same manner as their peers who are not ELLs. Current and future ELL students at J.H.S. 218 would continue to receive mandated services.

J.H.S. 218 is currently using a large number of excess rooms in the building. J.H.S. 218 will lose a number of these excess classrooms and will need to operate closer to its baseline allocation of rooms pursuant to the Citywide Instructional Footprint. As described in the attached BUP, the DOE does not anticipate that the reduction of classroom space will impact the availability of instructional programming at J.H.S. 218.

- J.H.S. 218 currently offers Regents classes in Earth Science, and Integrated Algebra. J.H.S. 218 also offers the following Special Programs and Initiatives: iTeach/iLearn One-to-One Laptop Program, Police Athletic League (PAL)/Beacon Program, Math Fair, Career Day, Poetry Slam, and Field Day.
- J.H.S. 218 also offers the following extracurricular activities: Umoja Steppers, Sinnott Dance Ensemble, Sinnott Chorus, iSquad, Warriors Basketball Team, Indoor Track, and Outdoor Track.

J.H.S. 218 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 those programs may be configured differently as a result of this proposal. 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.

In addition, the DOE does not anticipate that this proposal would impact J.H.S. 218’s partnerships.

- J.H.S. 218 partners with St. Francis College, Long Island University, Brooklyn College, iTeach/iLearn, Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS).

Impact on Students Currently Attending The School for Classics

The proposed co-location of Invictus Prep is not expected to impact current or future student enrollment, or admissions at the School for Classics.

In 2010-2011, the School for Classics serves students in ninth through eleventh grade. In 2011-2012, the School for Classics will expand to serve twelfth grade students and achieve full scale. The School for Classics is a DOE high school, and it enrolls 238 students through the citywide high school admissions process through its limited unscreened method. The School for Classics currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained classes (“SC”), and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC and SETSS classes would continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEP”). Similarly current and future students with IEPs will continue to receive mandated services at the School for Classics.

Students with IEPs 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. In addition, students who are classified as ELLs and are enrolled and receiving English as a Second Language (“ESL”) or transitional bilingual services will continue to receive mandated services. The School for Classics offers transitional bilingual programs in Spanish, and will continue to do so as mandated. All current and future ELL at the School for Classics would continue to receive mandated services.

As described in the attached Building Utilization Plan, the DOE does not anticipate that this proposal will impact the availability of instructional programming and extracurricular activities at the School for Classics.

- The School for Classics currently offers set and costume design, acting, dance, music, play production, playwriting, theater production, classical literature, performing and visual arts, publicity, documentary, school leadership, and Spanish.
- The School for Classics currently offers the following extracurricular activities: Advisory and Leadership, Geography and Travel, Drama, Math Club, Creative Writing Club, Drama Club, and Student Government.

The School for Classics 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 those programs may be configured differently as a result of this proposal. 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.

The DOE does not anticipate that this proposal would impact the School for Classics's partnerships.

- The School for Classics partners with STARR Incorporated, the New Perspectives Theater Company, Brooklyn College, ArtsConnection, and the Brooklyn Arts Council.

Impact of Invictus Prep's Co-Location on Future Middle School Students in District 19

Invictus Prep will admit fifth grade students via lottery, with a preference for District 19 students. Incoming fifth grade students will be eligible to participate in the Invictus Prep admissions lottery. Invictus Prep will add approximately 351 additional fifth through eighth grade school seats in District 19.

In addition to Invictus Prep, there are several existing public charter schools in District 19 that offer a preference for District 19 students through the charter lottery application process. Those schools are listed below:

| School Name (DBN) | Address | Current Grades Served | Grades Served at Scale | Current Enrollment in 2010-2011 ¹³ | Admissions Criteria | Extracurricular Activities |
|---|--|-----------------------|------------------------|---|----------------------|---|
| Achievement First East New York Charter School (84K358) | 557 Pennsylvania Avenue (ES) 158 Richmond Street (MS) | K-6 | K-8 | 513 (ES) 86 (MS) | Kindergarten Lottery | Mandatory Summer Academy, Extended day, After-school, REACH Club, African Drumming, Dance |

¹³ 2010-2011 audited register

| | | | | | | |
|---|---|------|------|----------|----------------------|--|
| Brooklyn Scholars Charter School (84K740) | 2635 Linden Boulevard | K-5 | K-8 | 249 | Kindergarten Lottery | After-school |
| The United Federation of Teachers Charter School (84K359) | 300 Wyona Street (ES) 800 Van Siclen Avenue (MS) | K-10 | K-12 | 448 (ES) | Kindergarten Lottery | Extended day, extracurricular activities |
| | | | | 309 (MS) | | |
| | | | | 148 (HS) | | |

The chart above also includes (where available at the time of EIS creation) details about specialized academic programs planned for these charter schools. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE website here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

J.H.S. 218 is a zoned middle school, and students who are zoned to it will continue to be guaranteed a seat through the District 19 Middle School Choice process. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes, please visit the DOE website's School Search function: <http://schools.nyc.gov/SchoolSearch>. J.H.S. 218 also admits students and residents of District 19 to the unzoned academic screened program through the District 19 Middle School Choice process and will continue to do so. Screened programs evaluate applicants based on their academic grades, standardized test scores, attendance and punctuality, in addition to other assessments.

In the District 19 Middle School Choice process, students rank their preferences from among District 19 choice middle schools. These options include:¹⁴

- unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school);
- unzoned, choice middle schools with an unscreened or limited-unscreened application processes (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);
- zoned middle schools

Non-District 75 students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at 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. Students requiring ELL services will continue to receive mandated services at the middle school to which they are matched.

¹⁴ <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

In addition, J.H.S. 218 is expected to continue to accept over-the-counter students.¹⁵

Over-the-counter (“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 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);¹⁶ or
- Students who did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and 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 limited unscreened, educational option or unscreened. 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. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 19 Middle School Choice process. Achievement First East New York Charter School serves kindergarten through sixth grade and also provides a District 19 priority in its admissions lottery. The United Federation of Teachers Charter School serves kindergarten through tenth grade and also provides a District 19 priority in its admissions lottery.

Impact of Invictus Prep’s Co-location on Future High School Students

This proposal will not affect the manner in which students are admitted to the School for Classics.

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 during the “Main Round” of high school admissions. Starting in 2011-2012 school year, the School for Classics will expand to serve twelfth grade and will be fully phased-in with a projected enrollment of 300-350 students in ninth through twelfth grades. The School for Classics will continue to admit students as part of the High School Admissions Process. The School for Classics has a limited unscreened admissions method, and it gives priority to students who attend an

¹⁵ Enrollment projections for J.H.S. 218 include students zoned to J.H.S. 218 and students who seek to enroll “over-the counter.” As described in more detail in the attached Building Utilization Plan that accompanies this EIS, schools are assigned space based on the relative enrollments of the co-located schools. Thus, the space allocated to J.H.S. 218 in K218 will accommodate the school’s projected enrollment, including “OTC” students.

¹⁶ 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.

information session. The proposed co-location of Invictus Prep will not impact the School for Classics's admissions policies.

Students who are currently enrolled in the eighth grade and are interested in applying to the School for Classics would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2011. It will continue to add one grade per year until 2014-2015, when it would serve sixth through twelfth grade students and achieve full scale. The High School Admissions Process permits student applicants to list up to twelve high school programs in order of preference on his/her application. Students submit these applications in early December.

There are three rounds to the High School Admissions Process, as outlined on the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Admissions>:

Specialized High Schools Round: Students who took the Specialized High School Admissions Test in October or November 2010 and were eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts received a specialized high school offer, where applicable, in February 2011. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

Main Round: Students submitted Main Round applications in December 2010. All eighth grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. New high schools choice forms were made available in February 2011. Students received their Main Round offer in March 2011.

Supplementary Round: Any student who is not matched in the Main Round would have to complete a new high school application in April 2011. The choices available for these students include any school that has available seats at the conclusion of the Main Round. Students will receive their Supplementary Round results in May 2011.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar>.

Students with Individualized Education Plans ("IEPs") 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 over-the-counter process. When a student needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that would 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 is 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 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.¹⁷ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.¹⁸

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 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago.

B. Schools

Invictus Prep would be a new public charter school open to all residents of District 19. The proposed co-location of Invictus Prep in K218 is intended to provide families with another middle school in District 19.

In 2010-2011, building K218 enrolled 837 students with the capacity to serve 1,405 students, which yields an estimated utilization rate of 60%. Invictus Prep will begin phasing in building K218 in 2011-2012. Collectively, J.H.S. 218, the School for Classics, and Invictus Prep are projected to enroll approximately 1,326-1,406 students in 2014-2015, when the incubation is complete. At that point, the projected utilization rate for K218 would be approximately 100%. The estimated enrollment for J.H.S. 218, the School for Classics, and Invictus Prep in K218 over a five year period are shown in the table below:

J.H.S. 218’s estimated enrollment, over a period of 5 years:

| | Grade 6 | Grade 7 | Grade 8 | Projected Enrollment |
|-----------------------|---------|---------|---------|----------------------|
| 2010-11 ¹⁹ | 180 | 203 | 216 | 599 |
| 2011-12 ²⁰ | 175-185 | 190-200 | 210-220 | 575-605 |
| 2012-13 | 175-185 | 190-200 | 210-220 | 575-605 |
| 2013-14 | 175-185 | 190-200 | 210-220 | 575-605 |
| 2014-15 | 175-185 | 190-200 | 210-220 | 575-605 |

The School for Classic’s estimated enrollment, over a period of 5 years:

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total Projected Enrollment |
|-----------------------|---------|----------|----------|----------|----------------------------|
| 2010-11 ²¹ | 93 | 98 | 47 | - | 238 |
| 2011-12 ²² | 300-350 | | | | |
| 2012-13 | 400-450 | | | | |
| 2013-14 | 400-450 | | | | |
| 2014-15 | 400-450 | | | | |

¹⁷ 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 those 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”).

¹⁸ Enrollment projections for the School for Classics include students who seek to enroll “over-the counter.” As described in more detail in the attached Building Utilization Plan that accompanies this EIS, schools are assigned space based on the relative enrollments of the co-located schools. Thus, the space allocated to the School for Classics in K218 will accommodate the school’s projected enrollment, including “OTC” students.

¹⁹ 2010-2011 audited register.

²⁰ Total projection is consistent with budget register projections for 2011-2012.

²¹ 2010-2011 audited register.

²² Total projection is consistent with budget register projections for 2011-2012.

Invictus Prep's estimated enrollment, over a period of 5 years:

| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total Projected Enrollment |
|---------|---------|---------|---------|---------|----------------------------|
| 2010-11 | - | - | - | - | - |
| 2011-12 | 90 | - | - | - | 90 |
| 2012-13 | 90 | 90 | - | - | 180 |
| 2013-14 | 90 | 90 | 90 | - | 270 |
| 2014-15 | 90 | 90 | 90 | 81 | 351 |

As described in more detail in the attached Building Utilization Plan that accompanies this EIS, there would be sufficient space to accommodate J.H.S. 218, the School for Classics, and Invictus Prep, pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Invictus Prep gradually phases in. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

Currently, J.H.S. 218 and the School for Classics are using a number of excess classrooms above their baseline space allocations, but as Invictus Prep phases into the building, J.H.S. 218 and the School for Classics will need to operate closer to their respective baseline space allocations. The DOE does not anticipate that the reduction of classroom space will impact J.H.S. 218 or the School for Classics's ability to meet the needs of all their students.

In the future, if there is an increase in student enrollment resulting from demand greater than current projections for J.H.S. 218 or an increase in the number of families residing in the zoned area, the Chancellor reserves the right to relocate Invictus Prep to an alternate location geographically proximate to K218. The Chancellor shall certify in writing that in her judgment, the need of the school system requires the re-acquisition of the charter school space for DOE use.

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 kindergarten through fifth grade (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained ("SC"). Therefore, the Footprint allocates one full-size classroom for each general education or collaborative team teaching ("CTT") section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms 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 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or CTT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. 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.

As described in more detail in the attached revised BUP that accompanies this revised EIS, there will be sufficient instructional space in K218 for J.H.S. 218, the School for Classics, and Invictus Prep to be co-located in K218 for the period of this proposal. 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 outside playground, the dance studio, the auditorium, the gymnasium, 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 Office of Space Planning. A Shared Space Committee will also meet a minimum of four 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 and location of the excess space in the building.

As described in the annexed BUP, the proposed Shared Space Plan illustrates how all of the shared spaces in the building may be equitably shared amongst all of the co-located schools in the building. Although the DOE has proposed how the shared spaces in the building may be utilized, the Building Council is free to deviate from the proposed Shared Space Plan to accommodate specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo which follows). The final shared space schedule will be finalized by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

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.

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 co-location of Invictus Prep is intended to meet those goals by providing an additional middle school choice option for students in District 19.

In 2009-2010, K218 had a utilization rate of 57%. The building has the capacity to serve 1,405 students. In 2010-2011, J.H.S. 218 and the School for Classics enrolled a combined total of 837 students in K218, which yields an estimated utilization rate of 60%. In 2011-2012, K271 will serve approximately 965-1,045 students across all three schools, which yields an estimated utilization rate of 74%.

By 2014-2015, when the School for Classics has achieved full scale and Invictus Prep has completed its incubation, the DOE projects the building will have approximately a 100% utilization rate. This means that by 2014-2015, K218 would enroll more students, and the space would be more efficiently utilized, than was the case during the 2009-2010 school year. The DOE will issue a new EIS for the long term siting of Invictus for the 2015-2016 school year and beyond.

All students residing in the J.H.S. 218 zone, including OTC students, will continued to be entitled to a seat at the school. This proposal would not cause a change in the admissions policies of either J.H.S. 218 or School for Classics. As stated above, Invictus Prep would exercise a preference for District 19 students in its lottery. As discussed earlier, students in District 19 may also apply to attend Achievement First Apollo Elementary School, Achievement First East New York Charter School, Brooklyn Scholars Charter School, Hyde Charter School II, Imagine Me Charter School, and the United Federation of Teachers Charter School. As these charter schools all expand to full scale, they will increase the number of charter elementary, middle and high school seats available in District 19. 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/community/planning/charters/For+Parents>.

In addition to this proposal, the DOE is also phasing in other middle and high schools in District 19. Beside the School for Classics, the following District 19 schools are also currently phasing in:

| School Name (DBN) | Address | Current Grades Served | Grades Served at Scale | Current Enrollment in 2010-2011 ²³ | Admissions Criteria | Extracurricular Activities |
|--|---------------------|-----------------------|------------------------|---|--|--|
| Academy of Innovative Technology (19K618) | 999 Jamaica Avenue | 9-11 | 9-12 | 297 | Citywide High Schools Admissions Process | Leadership through Community Service, Student Leadership Council, Peer Mediation, MOUSE Squad, Youth Ambassadors Program, Junior Achievement, A+ Computer Repair Program, Peer Tutoring, Saturday Tutorials, Computer Literacy for Families, Digital Filmmaking, Open Act, Film, Chess, Book, Robotics, Stepping, Spoken Word, Music |
| Brooklyn Lab School (19K639) | 999 Jamaica Avenue | 9-11 | 9-12 | 308 | Citywide High Schools Admissions Process | Student Government, School Leadership Team, National Staff Developers Council, Extended Day and Saturday Academy, Research, Art Club, Dance, Craft, Community Design/Build, Project Chill (Snowboarding), Video and Audio, Team Sports, Fitness, Chess |
| East New York Middle School of Excellence (19K678) | 605 Shepherd Avenue | 6-7 | 6-8 | 146 | Limited unscreened | Big Brothers Big Sisters Program, Renzulli's Schoolwide Enrichment Model |
| Academy for Health Careers (19K751) | 355 Park Place | 9 | 9-12 | 81 | Citywide High Schools Admissions Process | Student Government, Peer Mediation, After-School Tutoring, Peer Tutoring, Homework Center, Newspaper, Drama, Dance, Chess |

P.S./I.S. 72 Annette Goldman (19K072) is currently in the last year of phasing out, and is permanently housing a new zoned elementary school, East New York Elementary School of Excellence (19K677) and a new middle school, East New York Middle School of Excellence (19K678).

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K218. This proposal is not expected to impact the site accessibility of the K218 building.

²³ 2010-2011 audited register.

IV. Enrollment, Admissions and School Performance Information

J.H.S. 218

Admissions Data

| | |
|---------------------------|---|
| Current Admissions | Grades 6-8: Zoned; Academic Screened District 19 Middle School Choice Process |
|---------------------------|---|

Enrollment Data

| | |
|---|---------|
| Current Grades Served | 6–8 |
| Current Actual 2010-2011 Enrollment: ²⁴ | 599 |
| Projected Grades Served in 2011-2012 | 6-8 |
| Projected 2011-2012 Enrollment ²⁵ | 575-605 |
| Projected Grades Served in 2012-2013 | 6-8 |
| Projected 2012-2013 Enrollment | 575-605 |
| Projected Grades Served in 2013-2014 | 6-8 |
| Projected 2013-2014 Enrollment | 575-605 |
| Projected Grades Served in 2014-2015 | 6-8 |
| Projected 2014-2015 Enrollment | 575-605 |

Demographic Data

| | |
|--|-----|
| Percentage Students Receiving CTT or SC services ²⁶ | 14% |
| Percentage Students with Individual Education Plan ²⁷ | 19% |
| Percentage English Language Learner Students ²⁸ | 12% |
| Percentage of Students Eligible for Free or Reduced Lunch ²⁹ | 91% |

²⁴ Source: 2010-2011 audited register

²⁵ Total projection is consistent with budget register projections for 2011-2012.

²⁶ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²⁷ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁸ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

| J.H.S. 218 James P. Sinnott | 2007-2008 | 2008-2009 | 2009-2010 ³⁰ |
|--|------------|-----------|-------------------------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | B | A | B |
| Quality Review Score | Proficient | - | - ³¹ |
| Performance Data³² | | | |
| English Language Arts % Proficient (Levels 3 and 4) | 40% | 54% | 27% |
| Math % Proficient (Levels 3 and 4) | 60% | 73% | 45% |
| Other Key Performance Indicators³³ | | | |
| Attendance Rate | 88% | 88% | 90% |
| 2010-2011 State Accountability Status | | | |
| In Good Standing | | | |

The School for Classics

Admissions Data

| | |
|---------------------------|---|
| Current Admissions | Grades 9-11: Citywide High School Admissions Process |
|---------------------------|---|

Enrollment Data

| | |
|--|---------|
| Current Grades Served | 9-11 |
| Current Actual 2010-2011 Enrollment | 238 |
| Grades Served at Scale | 9-12 |
| Projected 2011-2012 Enrollment³⁴ | 300-350 |
| Projected Grades Served in 2012-2013 | 9-12 |
| Projected 2012-2013 Enrollment | 400-450 |
| Projected Grades Served in 2013-2014 | 9-12 |
| Projected 2013-2014 Enrollment | 400-450 |
| Projected Grades Served in 2014-2015 | 9-12 |
| Projected 2014-2015 Enrollment | 400-450 |

³⁰ 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' raw scores on the tests remained largely unchanged relative to the prior year.

³¹ Not all schools receive a Quality Review each year.

³² Source: Progress Report

³³ Source: Progress Report

³⁴ Total projection is consistent with budget register projections for 2011-2012.

Demographic Data

| | |
|---|-----|
| Percentage Students Receiving CTT or SC services ³⁵ | 12% |
| Percentage Students with Individual Education Plan ³⁶ | 17% |
| Percentage English Language Learner Students ³⁷ | 10% |
| Percentage of Students Eligible for Free or Reduced Lunch ³⁸ | 93% |

School Performance Data

| THE SCHOOL FOR CLASSICS: AN ACADEMY OF THINKERS, WRITERS AND PERFORMERS | 2007-2008 | 2008-2009 | 2009-2010 |
|---|--|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | The School for Classics opened in 2009, and it did not receive a Progress Report. | | |
| Quality Review Score | The School for Classics opened in 2009, and it did not receive a Quality Review. | | |
| Graduation Data | | | |
| Four-Year Graduation Rate | The School for Classics will expand to serve twelfth grade students in 2011-2012. Thus, no graduation rates are available. | | |
| Four-Year Regents Diploma Rate | | | |
| Six-Year Graduation Rate | | | |
| Other Key Indicators³⁹ | | | |
| Percent of First-Year Students Earning 10+ Credit | The School for Classics opened in 2009. Thus, this data is not available. | | 96% |
| Attendance Rate | | | 89% |
| 2010-2011 State Accountability Status | | | |
| Pending | | | |

³⁵ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 audited register.

³⁶ Students with Individual Education Plan as percentage of total students from the 2010-2011 audited register.

³⁷ English Language Learner students as percentage of total students from the 2010-2011 audited register.

³⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

³⁹ Source: Progress Report

Invictus Prep

Admissions Data

| | |
|----------------------|-------------------|
| Projected Admissions | Grades 5: Lottery |
|----------------------|-------------------|

Enrollment Data

| | |
|--------------------------------------|-----|
| Projected Grades Served in 2011-2012 | 5 |
| Projected 2011-2012 Enrollment | 90 |
| Projected Grades Served in 2012-2013 | 5-6 |
| Projected 2012-2013 Enrollment | 180 |
| Projected Grades Served in 2013-2014 | 5-7 |
| Projected 2013-2014 Enrollment | 270 |
| Projected Grades Served in 2014-2015 | 5-8 |
| Projected 2014-2015 Enrollment | 351 |

Demographic Data

Invictus Prep does not yet enroll students. Therefore, there is no demographic data for the school.

School Performance Data

Invictus Prep does not yet enroll students. Therefore, there are no school performance data for the school.

V. Initial Costs and Savings

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.

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

A. Personnel Needs

This co-location is not expected to change the number of personnel positions assigned to J.H.S. 218 or the School for Classics or significantly alter the duties of current staff.

New administrative staff and non-pedagogical positions will be created at the School for Classics over the course of the school's phase-in. The School for Classics is expected to hire additional teachers as it achieves full scale.

New administrative staff and non-pedagogical positions will be created at Invictus Prep over the course of the school's phase-in. The precise number of positions needed for the 2011-2012 school year would be determined by the charter school management. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

The co-location of Invictus Prep in K218 would not impact the instruction costs for J.H.S. 218 or the School for Classics. This proposal should not impact the operating budget or costs of instruction at J.H.S. 218. 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 elementary schools was \$4,059.71, for middle schools was \$4,384.81, and for high schools was \$4,181.11. 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, elementary schools received an additional \$1,623.00 per pupil for each English Language Learner they enrolled; middle schools received an additional \$2,031.00 per pupil for each English Language Learner they enrolled; and high schools received an additional \$2,031.00 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, J.H.S. 218 and the School for Classics 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 FSF, 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 IEPs. J.H.S. 218 and the School for Classics 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.

C. Administration

No change in school supervisory or administrator positions at J.H.S. 218 is expected as a result of this proposal.

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

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

D. Transportation

There will be no change to existing transportation practices at J.H.S. 218 and the School for Classics due to this proposal.

Transportation would continue to be provided according to Chancellor's regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information

| | |
|---|--|
| Type of Building | Intermediate School |
| Year Built | 1964 |
| Overall BCAS rating | 2.61 out of 5 |
| Target Utilization | 57% |
| Target Capacity | 1,405 |
| FY 2009 Maintenance Costs | Labor: \$57,181.00 Materials: \$39,141.00 Maintenance and repair contracts: \$39,777.00 Custodial operations costs—Materials: \$10,840.00 Custodial operations costs—Custodial Allocation: \$325,262.00 |
| FY 2009 Energy Costs | Electric: \$178,679.00 Gas: \$94,516.00 Oil: \$0 |
| Projects completed during the current or prior school year | CIP- Walk in freezer replacement. New science lab suite & IEH PO18- rooms 212 & 419 |
| Projects proposed in the capital plan | Educational Enhancements- science lab upgrades. Walk-in freezer replacement. |
| Accessibility of the building | Building is not functionally programmatic accessible. |
| Building attributes | Art room Auditorium, Cafeteria, Computer rooms (CR's),Gymnasium, Library. |