

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Grade Truncation of Brooklyn College Academy (22K555) from 7-12 to 9-12 Beginning in 2013-2014**

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

Brooklyn College Academy (22K555) is an existing district school that currently serves students in grades seven through twelve. The school is split-sited<sup>1</sup> between school building K917 (“K917”), located at 350 Coney Island Avenue, Brooklyn, NY 11218, in Community School District 15, and building K555 (“K555”), located at 2900 Bedford Avenue, Brooklyn, NY 11210, in Community School District 22. Students in grades seven through ten are served at K917 and students in grades eleven and twelve are served at K555. Brooklyn College Academy is a citywide choice option,<sup>2</sup> and admits seventh and eighth grade students through a school-based application and ninth through twelfth grade students through the Citywide High School Admissions Process by a screened admissions method. The New York City Department of Education (“DOE”) is proposing to implement a “grade truncation” whereby Brooklyn College Academy will no longer serve seventh and eighth grade students and will only serve ninth through twelfth grade students. Beginning in 2013-14, Brooklyn College Academy will increase its ninth grade enrollment in order to replace the middle school seats lost as a result of this proposed truncation. Therefore, Brooklyn College Academy’s total enrollment will ultimately remain at its current level.

Brooklyn College Academy’s seventh through tenth grades, which are served at K917, are co-located<sup>3</sup> with one site of a multi-sited District 75 (“D75”) program, P077 (75K077, “P077K@917K”), which serves ninth and tenth grade students. The Brooklyn College Academy eleventh and twelfth grades, which are served at K555, are co-located with another site of P077 (75K077, “P077K@555K”),<sup>4</sup> which serves eleventh and twelfth grade students. At both sites, the D75 program serves students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired, and/or multiply disabled in an inclusion setting. In an inclusion program, a student with special needs receives services in a general education classroom along with general education students. Students in the D75 inclusion program at Brooklyn College Academy are enrolled in general education classes based on their Individualized Education Program (“IEP”) recommendations and also receive Special Education Teacher Support Services (“SETSS”). In the 2011-2012 school year, P077K@917K served two inclusion sections of ninth through tenth grade students and P077K@555K served one inclusion section of eleventh and twelfth grade students. This proposal to truncate Brooklyn College Academy is not expected to impact the admissions, enrollment, or academic offerings of P077K@917K or P077K@555K.

K555, which houses Brooklyn College Academy’s eleventh and twelfth grades, is located on the campus of Brooklyn College of the City of New York (“Brooklyn College”). The building is leased by the DOE for Brooklyn College Academy under the conditions of a Memorandum of Understanding with Brooklyn

<sup>1</sup> A “split-site” means that a single organization serves some grade levels in one building and other grade levels in another building.

<sup>2</sup> In New York City, high school and some middle school admissions are based on a Citywide choice process, with students ranking school programs in order of preference. More details are provided in Section III below.

<sup>3</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

<sup>4</sup> 75K077 is located at six separate sites, including the K917 and K555 buildings. The other sites are: P077K@P902K, located at 62 Park Place, Brooklyn, NY 11217; P077K@178K, located at 2163 Dean Street, Brooklyn, NY 11233; P077K@Park Place Community, located at 62 Park Place, Brooklyn, NY 11217; and P077K@P164K, located at 4211 14<sup>th</sup> Avenue, Brooklyn, NY 11219. This proposal will only impact P077K@917K and P077K@555K. All references to enrollment will refer to P077K@917K and 977K@555K only.

College. Brooklyn College Academy shares space and facilities with Brooklyn College and its eleventh and twelfth grade students are eligible to enroll in college-level courses at Brooklyn College.

If this proposal is approved, Brooklyn College Academy will gradually stop serving middle school students in seventh and eighth grades. After the 2012-2013 school year, Brooklyn College Academy will no longer enroll seventh grade students, and after the 2013-2014 school year, Brooklyn College Academy will no longer enroll eighth grade students. The school will serve students in grades nine through twelve.

In each of those two years, there may be students who do not meet promotional standards and are required to repeat a grade that the school will no longer serve. The Office of Student Enrollment will work with those families to determine an appropriate placement in the students' districts of residence. As per Chancellor's Regulation A-101, these students will have a priority to their zoned school or could be placed in another school in their district of residence. In the unlikely event that there are enough hold-over students in a discontinued grade to maintain a class section, it is anticipated that the school will offer that grade to those hold-over students for an additional year.

As is the current case, eighth grade students in the next two school years who meet promotional standards will apply to high school through the High School Admissions Process, with a priority for enrollment in Brooklyn College Academy's high school grades.

At this time, there are no plans to co-locate any other organizations in K917 or K555. Because enrollment is expected to remain steady throughout the course of the truncation, the DOE does not expect there to be significant excess space as a result of the truncation. Any future proposals for significant changes in building utilization would follow the process outlined in Chancellor's regulation A-190.

### *Background on the DOE's Decision-Making Process*

The principal of Brooklyn College Academy initiated this proposal to truncate in February 2012 through the submission of a Letter of Intent ("LOI") to the Division of Portfolio Planning ("Planning"). Truncating Brooklyn College Academy's middle school grades will allow for the school to more fully focus on serving its ninth through twelfth grade students.

## **II. Proposed or Potential Use of Building**

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the "Blue Book"), the building in which Brooklyn College's grades seventh through tenth are located, K917, has the capacity to serve 477 students. The building in which Brooklyn College Academy's eleventh and twelfth grades are located, K555, has the capacity to serve 131 students.

The current proposed grade spans over the next five years for the schools in K917 and K555 are as follows:

<b>K917</b>		<b>Grade Spans</b>				
		<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>DBN</b>	<b>School Name</b>					
22K555	Brooklyn College Academy	7-10	8-10	9-10	9-10	9-10
75K077	P077K@917K	9-10	9-10	9-10	9-10	9-10

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**Grade Spans**


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DBN	School Name	2012-13	2013-14	2014-15	2015-16	2016-17
22K555	Brooklyn College Academy	11-12	11-12	11-12	11-12	11-12
75K077	P077K @ 555K	11-12	11-12	11-12	11-12	11-12

As Brooklyn College Academy truncates its seventh and eighth grades, it will replace the sixty lost middle schools seats by increasing enrollment in its high schools grades. Brooklyn College Academy will enroll 15 additional ninth grade students above its current enrollment projections beginning in 2013-2014, thereby increasing its high school enrollment by sixty students by the 2016-2017 school year at which point high school enrollment would stabilize. The table below demonstrates Brooklyn College Academy's, P077K@917K's, and P077K@555K's projected enrollments in K917 and K555 during the course of the truncation and Brooklyn College Academy's enrollment increase the buildings' utilization rates during that period.

**K 917**

DBN	School Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
22K555	Brooklyn College Academy	357	325 - 355	315 - 335	320 - 340	320 - 340
75K077	P077K@917K	14	8 - 20	8 - 20	8 - 20	8 - 20
<b>Total Building Enrollment</b>		371	333 - 375	323 - 355	328 - 360	328 - 360
<b>Utilization<sup>5</sup></b>		78%	70% - 79%	68% - 74%	69% - 75%	69% - 75%

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<sup>5</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book and enrollment data from the 2012-2013 budgeted enrollment 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.

**K555**

DBN	School Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
22K555	Brooklyn College Academy	283	285 - 305	295 - 315	300 - 320	300 - 320
75K077	P077K@555K	9	6 - 12	6 - 12	6 - 12	6 - 12
<b>Total Building Enrollment</b>		292	291 - 317	301 - 327	306 - 332	306 - 332
<b>Utilization</b>		223%	222% - 242%	230% - 250%	234% - 253%	234% - 253%

In 2014-2015, once Brooklyn College Academy has implemented its grade truncation and serves students in ninth through twelfth grades only, there will be approximately 323-355 students served in K917, yielding a projected utilization rate of approximately 68%-74%, and 301-327 students served in K555, yielding a projected utilization rate of approximately 230%-250%. While a utilization rate above 100% may appear to indicate that a building is overcrowded, in this case the utilization rate at K555 is over 100% due to Brooklyn College Academy's unique accelerated early-college programming. Brooklyn College Academy maintains a partnership with Brooklyn College whereby eleventh and twelfth grade students enroll in college level classes that are offered by Brooklyn College in Brooklyn College's classrooms. Consequently, Brooklyn College Academy students attend classes outside of K555 and therefore the school does not require the same room allocation as a traditionally programmed high school. As discussed in Section III below, even after the enrollment adjustments, Brooklyn College Academy will have sufficient space to serve its students.

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for 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 2010-2011. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal 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. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for 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

#### A. Students

##### *Impact on Students Currently Attending Brooklyn College Academy*

If this proposal is approved, Brooklyn College Academy will gradually stop serving middle school students over the course of two school years. After the 2012-2013 school year, Brooklyn College Academy will no longer enroll seventh grade students. All seventh grade students who meet promotional requirements before the start of the 2013-2014 school year will remain at the school for eighth grade. All eighth grade students who meet promotional standards before the start of the 2013-2014 school year will apply to high school through the High School Admissions Process. Eighth grade students who do not meet promotional standards before the start of the 2013-2014 school year will remain at Brooklyn College Academy to repeat the grade. After the 2013-2014 school year, Brooklyn College Academy will no longer enroll eighth grade students. All eighth grade students who meet promotional standards before the start of the 2014-2015 school year will apply to high school through the High School Admissions Process.

In each of those two years, there may be students who do not meet promotional standards and are required to repeat a grade that the school will no longer serve. The Office of Student Enrollment will work with those families to determine an appropriate placement in the students' districts of residence. As per Chancellor's Regulation A-101, these students will have a priority to their zoned schools or may be placed in another school in their district of residence. In the unlikely event that there are enough hold-over students in a discontinued grade to maintain a class section, it is anticipated that the school will offer that grade to those hold-over students for an additional year.

As stated above, all of Brooklyn College Academy's current eighth grade students who meet promotional standards will apply to high school through the High School Admissions Process for a ninth grade seat in September 2013. Brooklyn College Academy currently gives first priority to students attending Brooklyn College Academy's middle school, and will continue to do so over the course of truncation.

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 D75 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.

During the course of the truncation, Brooklyn College Academy will continue to admit students through a screened admissions program, giving first priority to rising Brooklyn College Academy eighth graders and second priority to Brooklyn residents and students attending middle school in Brooklyn. After the school no longer serves middle school students, first priority for admission will be given to Brooklyn residents and students attending middle school in Brooklyn.

### *Impact on Students with Disabilities and ELL Students Attending Brooklyn College Academy*

The DOE does not anticipate that the proposed grade truncation will impact programs or services for current or future students with disabilities or ELL students enrolled at Brooklyn College Academy. Brooklyn College Academy currently offers Special Education Teacher Support Services (“SETSS”). All students with disabilities will continue to receive mandated services in accordance with their IEPs. Brooklyn College Academy will also offer all mandated services to ELL students.

### *Impact on Academic, Extracurricular Programs, and Community Partnerships at Brooklyn College Academy*

If this proposal is approved, the DOE does not anticipate that this proposal will impact the availability of academic or extra-curricular programs currently offered at Brooklyn College Academy.

With respect to academics, Brooklyn College Academy will continue to offer all necessary classes to support current students as they work to meet promotional requirements. Because the school’s enrollment will not significantly decrease during or after the truncation, the DOE does not anticipate that the school will need to scale back its special programs and initiatives or enrichment classes.

Brooklyn College Academy currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:<sup>6</sup>

- **Academic:** Professional Learning Communities, Peer Review, and Instruction Rounds

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<sup>6</sup> District 22 Middle School Directory: <http://schools.nyc.gov/NR/rdonlyres/B1909D55-3A75-4280-9C7D-1DA0F35DEFEE/120476/District22MSD2.pdf>

- **Clubs and Activities:** Band, World Ensemble, Smheart Girls, SWAGG, Financial Literacy, Brooklyn College Academy Magazine (MIRRORS), and a student School Leadership Team
- **Athletic:** PSAL Boys Basketball Team, PSAL Girls Basketball Team, Cheerleading Squad, and CHAMPS
- **Partnerships:** Brooklyn College of the City of New York, Early College, College Now, SAT Revolution Prep, Sponsors for Educational Opportunity, Middle College National Consortium, and National Network for Education Renewal

The DOE does not anticipate that this proposal will affect the academic programs, extra-curricular activities, or partnerships offered at Brooklyn College Academy. 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.

As the grade truncation is implemented, the DOE will work with Brooklyn College Academy staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge as the school's grade configuration changes. As appropriate, the DOE will work with Brooklyn College Academy to introduce or expand partnerships with the community organizations that currently support Brooklyn College Academy students.

### *Impact on Current and Future Students at P077K@917K and P077K@555K*

The DOE does not anticipate that the proposed truncation of the middle school grades of Brooklyn College Academy will impact admissions, current or future student enrollment, or instructional programming at P077K@917K or P077K@555K.

As previously stated, students in the P077K@917K and P077K@555K inclusion program are served in Brooklyn College Academy's general education classes. The program currently serves 13 high school-aged students with a wide range of disabilities. Students are placed in D75 programs based on their individual needs and recommended special education services.

New incoming ninth grade students in this program will enter through the D75 placement process, consistent with current practice. D75 high school students seeking placement are admitted through referrals from the D75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability.

D75 students who receive D75 SETSS in middle school participate in an application process administered by D75 for a high school inclusion program. For more information regarding this application process please refer to the following Website: <http://schools.nyc.gov/Offices/District75/default.htm>.

Currently, P077K@917K and P077K@555K students have the opportunity to participate in all campus sports teams, extracurricular activities, and clubs in the same manner as Brooklyn College Academy students. If this proposal is approved, they will continue to have this opportunity.

### *Admissions Impact on Future High School Students*

Brooklyn College Academy admits high school students through a screened admissions program as part of the High School Admissions Process, explained above. If this proposal is approved and Brooklyn College Academy no longer serves middle school grades, Brooklyn College Academy will continue to admit high school students through a screened admissions program with first priority given to Brooklyn residents or students attending middle school in Brooklyn.

### *Enrollment Impact for Future High School Students—Over-the-Counter Placements*

In addition to the High School Admissions Process, some students may receive a placement at Brooklyn College Academy through the over-the-counter (“OTC”) process.

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. Most of 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);<sup>7</sup> or
- Students who did not participate in the High School Admissions Process for some other reason.

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,<sup>8</sup> international schools, and alternative programs are offered through referral.<sup>9</sup> 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>.

### *Admissions Impact on Future Middle School Students*

Brooklyn College Academy’ middle school is a Citywide choice option and admits seventh and eighth grade students through a school-based application. If this proposal is approved and Brooklyn College

<sup>7</sup> As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>8</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to 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](http://www.goingforme.org).

<sup>9</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Academy no longer serves middle school grades, students will continue to have access to a broad range of middle school options in their home districts.

Fifth grade students who meet promotional standards are eligible to apply to sixth grade through the middle school choice process. Students are also eligible to attend middle school in the district in which they are zoned for middle school and, when different, the district where they attend elementary school. Options for middle school may 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 processes, like Brooklyn College Academy. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

In addition to the middle school choice process, Brooklyn College Academy also admits students through the OTC admissions process and would continue to do so if this proposal is approved. As stated above, 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.

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 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.

If this proposal is approved, during the period of Brooklyn College Academy's truncation, Brooklyn College Academy will continue to serve students enrolled through an OTC placement in the grades it still serves.

Middle school students with IEPs and ELL students are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELL students will be the same as described above.

Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at:  
<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. (Please note that this directory is

updated yearly.) General information about the Middle School Choice Process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

In some cases, charter schools offer programs comparable to those currently offered at Brooklyn College Academy. Detailed information about charter schools will be published annually and will be available in print or on the DOE's Web site here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

## **B. Schools**

Brooklyn College Academy is projected to enroll 357 seventh through tenth grade students in 2012-2013 in K917, 60 of whom are seventh and eighth grade students.<sup>10</sup> If this proposal is approved, Brooklyn College Academy will no longer serve middle school grades beginning in 2014-2015. The DOE currently plans to replace the middle school seats that will be lost as a result of this grade truncation in the high school grades. This enrollment plan will result in similar enrollment numbers across K917 and K555 to current levels. The lost middle school seats will be replaced in grades nine through twelve.

In 2014-2015, once Brooklyn College Academy will have implemented its grade truncation and will be serving larger numbers of students in ninth through twelfth grades, there will be approximately 315-335 Brooklyn College Academy students and 8-20 P077K@917K students served in K917, yielding a projected utilization rate of approximately 68%-74%. In 2014-2015, there will be approximately 295-315 Brooklyn College Academy students and 9-12 P077K@555K students at K555, yielding a projected utilization rate of approximately 230%-250%.

If this proposal to truncate Brooklyn College Academy's middle school grades while increasing its high school enrollment is approved, there will be sufficient space to serve Brooklyn College Academy in both K555 and K917.

Brooklyn College Academy's projected utilization rate at K555 in 2014-2015 is 230%-250%, but because of the school's partnership with Brooklyn College, this will not present a problem. Brooklyn College Academy's eleventh and twelfth grade students enroll in college level classes that are offered by Brooklyn College in Brooklyn College's classrooms, and are therefore outside of K555 for a portion of the school day. This enables Brooklyn College Academy to program its space to accommodate all students present at K555 at any given time. Therefore, the school does not require the same room allocation as a traditionally programmed high school.

As for K917, there will be sufficient space to serve Brooklyn College Academy in K917 pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Brooklyn College Academy implements its grade truncation. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools.<sup>11</sup>

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. The Borough Director of 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 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.

<sup>10</sup> 2012-2013 budgeted register projections

<sup>11</sup> The Footprint is available at: <http://schools.nyc.gov/community/planning/default.htm> under "Key Documents."

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 any 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.

### C. Community

This grade truncation will allow Brooklyn College Academy to more fully focus on its ninth through twelfth grade students.

This proposal is not expected to result in decreased access to middle school seats in District 22 or Citywide.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K917 or K555.

## IV. Enrollment, Admissions and School Performance Information

### Brooklyn College Academy

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 7-8:</b> Citywide Middle School Choice: School-Based Application <b>Grades 9-12:</b> Citywide High School Admissions Process: Screened
<b>Admissions After Grade Reconfiguration</b>	<b>Grades 9-12:</b> Citywide High School Admissions Process: Screened

#### Enrollment Data for Brooklyn College Academy

	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grades 9-12</b>	<b>Total Enrollment</b>
2012-13 (projections)	29	31	580	640
2013-14 (projections)	-	25-35	585-625	610-660
2014-15 (projections)	-	-	610-650	610-650
2015-16 (projections)	-	-	620-660	620-660
2016-17 (projections)	-	-	620-660	620-660

### Demographic Data<sup>12</sup>

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	2%
Percentage of ELL Students	0%
Percentage of Students Eligible for Free or Reduced Price Lunch	68%

### School Performance Data

Brooklyn College Academy	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	A
Progress Report Progress Grade	B	A	A
Progress Report Performance Grade	A	D	B
Progress Report Environment Grade	A	A	A
Quality Review Score <sup>13</sup>	N/A	P	N/A
<b>Performance Data<sup>14</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	78%	71%	76%
Math % Proficient (Levels 3 and 4)	85%	71%	74%
<b>Other Key Performance Indicators</b>			
Attendance Rate	97.1%	98.7%	97.4%
<b>2010-2011 State Accountability Status<sup>15</sup></b>		In Good Standing	

<sup>12</sup> All figures are as a percentage of total students from the 2011-2012 Audited Register.

<sup>13</sup> The DOE Quality Review rubric can be found here: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRubricwheader.pdf>. Note that not every school receives a Quality Review each year.

<sup>14</sup> 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.

<sup>15</sup> <http://www.p12.nysed.gov/irs/accountability/>

## 75K077

### Enrollment Data for P077K@917K and P077K@555K

	<b>Total Enrollment (Grades 9-12)</b>
2012-13 (projections)	23
2013-14 (projections)	14-32
2014-15 (projections)	14-32
2015-16 (projections)	14-32
2016-17 (projections)	14-32

### Demographic Data<sup>16</sup>

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	10%
Percentage of Students Eligible for Free or Reduced Price Lunch	75%

### School Performance Data

The NYC Progress Report measures student year-to-year progress, compares each school to peer schools, and rewards success in moving all students forward, especially students with the greatest needs.

Progress Reports have been developed for most schools including early childhood, elementary, middle, and high schools. Certain groups of schools (District 79 schools, some District 75 schools, and some early childhood schools) do not receive Progress Reports, including P077.

P077 received a Quality Review score of Developing in 2011-2012.

## V. Initial Costs and Savings

No initial costs or savings are expected due to Brooklyn College Academy's grade truncation.

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

<sup>16</sup> All figures are as a percentage of total students from the 2011-2012 Audited Register. These percentages are not site specific and represent program P077 as a whole.

## Personnel Needs

### *Impact on Personnel at Brooklyn College Academy*

Because enrollment at Brooklyn College Academy is expected to remain stable, the proposed truncation of Brooklyn College Academy is not expected to change the number of personnel positions assigned to Brooklyn College Academy. Since total enrollment will be increasing at the high school level, current middle school staff will transition to serve the high school grades in administrative, teaching, and advisory positions.

### *Impact on Personnel at P077K@917K and P077K@555K*

The proposed truncation of Brooklyn College Academy is not expected to change the number of personnel positions assigned to P077K@K917 or P077K@555K, nor is it expected to significantly alter the duties of current staff.

## B. Cost of Instruction

Please refer to the Fair Student Funding Guide (“FSF”) 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 I.S. 392. The FSF Guide is available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy12\\_13/FY13\\_PDF/FSF\\_Guide.pdf](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](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.

This proposal is not expected to impact initial costs or allocations at P077K@917K in building K917 or P077K555K in building K555.

## C. Administration

Brooklyn College Academy will shift all school supervisory and administrator positions previously at the middle school level to the high school level. Therefore, no significant change is expected for Brooklyn College Academy’s administration.

## D. Transportation

There will be no change to existing transportation practices at Brooklyn College Academy or P077K@917K or P077K@555K as a result of this proposal. Transportation will be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

## 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

<b>Building</b>		K917
<b>Type of Building</b>		HS
<b>Year Built</b>		1915
<b>Overall BCAS rating</b>		2.32
<b>2010-2011 Target Building Utilization</b>		73%
<b>2010-2011 Target Building Capacity</b>		477
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$10,549
	<b>Materials</b>	\$5,577
	<b>Maintenance and repair contracts</b>	\$0
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs—Materials<sup>17</sup></b>	\$3,848
	<b>Custodial operations costs—Custodial Allocation<sup>18</sup></b>	\$184,545
<b>FY 2012 Energy Costs</b>	<b>Electric</b>	\$135,576
	<b>Gas</b>	\$25,731
	<b>Oil</b>	n/a
<b>Projects completed during the current or prior school year</b>		None
<b>Projects proposed in the capital plan</b>		None
<b>Accessibility of the building</b>		Functionally Fully Programmatically Accessible
<b>Building attributes</b>		Art Room, Cafeteria, Computer Room, Library, Multi-purpose Room, Nurse's Office, Science Lab

<sup>17</sup> Custodial operations - material allocations costs reflect fiscal year 2012 data.

<sup>18</sup> Custodial operations - custodial allocations costs reflect fiscal year 2012 data.

<b>Building</b>		K555 <sup>19</sup>
<b>Type of Building</b>		HS
<b>Year Built</b>		1968
<b>Overall BCAS rating</b>		2.36
<b>2010-2011 Target Building Utilization</b>		222%
<b>2010-2011 Target Building Capacity</b>		131
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$0
	<b>Materials</b>	\$0
	<b>Maintenance and repair contracts</b>	\$0
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs—Materials</b>	n/a
	<b>Custodial operations costs—Custodial Allocation</b>	n/a
<b>FY 2012 Energy Costs</b>	<b>Electric</b>	n/a
	<b>Gas</b>	n/a
	<b>Oil</b>	n/a
<b>Projects completed during the current or prior school year</b>		None
<b>Projects proposed in the capital plan</b>		None
<b>Accessibility of the building</b>		Functionally Fully Programmatically Accessible
<b>Building attributes</b>		None

<sup>19</sup>Maintenance and energy costs are covered by Brooklyn College under the conditions of the Memorandum of Understanding between the City College of New York and the DOE.