

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Public Charter School Success Academy Charter School Brooklyn 7 (84KTBD) with Existing School Brownsville Academy High School (17K568) in Building K907 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to site Success Academy Charter School Brooklyn 7 (84KTBD, “SA - Brooklyn 7”), a new public charter school that will serve students in kindergarten through fifth grade in building K907 (“K907”), located at 1150 East New York Avenue, Brooklyn, NY 11212, in Community School District 17 beginning in 2013-2014. SA - Brooklyn 7 would be co-located in K907 with Brownsville Academy, an existing transfer¹ high school that serves students in tenth through twelfth grades. 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. K907 also houses two CBOs, the New York City Mission Society and CAMBA.

SA - Brooklyn 7 is a new public charter school that is authorized by its charter authorizer, the State University of New York Charter Schools Institute (“SUNY”) to serve grades K-5. Success Academy Charter Schools (“SACS”), is a charter management organization that currently operates 12 public elementary charter schools in New York City. SACS has been authorized by SUNY to operate six new public elementary charter schools starting in 2013-2014, including SA - Brooklyn 7. The four SACS elementary schools that received a Progress Report for the 2010-2011 school year received an overall grade of an A.

If this proposal is approved, SA - Brooklyn 7 would open in September 2013 and would serve 164-210 students in kindergarten and first grade, and would add one grade each year until it reaches full scale in 2017-2018. At that time, SA - Brooklyn 7 would serve approximately 434-556 students in kindergarten through fifth grade. The school would admit students via the charter lottery application process, with preference given to District 17 residents, and a set aside, described in more detail below, for English Language Learners (“ELL”).²

K907 has been identified as an under-utilized building. K907 has the capacity to serve 503 students, but in 2012-2013, Brownsville Academy is only projected to serve 225 students.³ This yields a building utilization rate of approximately 45%,⁴ which demonstrates that the building is “underutilized” and has space to accommodate additional students. In 2017-2018, K907 would serve 644-796 students between SA - Brooklyn 7 and Brownsville Academy combined, which yields a projected utilization rate of 128% - 158%. Although a utilization rate in excess of 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 more efficient or different uses than the standard assumptions in the utilization calculation. The School Construction Authority (“SCA”) estimates that building K907 will have a target building capacity of 658 once SA - Brooklyn 7 has fully phased into the building and the building is programmed

¹ Transfer schools are small, academically rigorous high schools designed for over-age, undercredited students. Students designated as “over-age, under-credited” are considered to be two or more years behind his or her expected age and credit accumulation.

² 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>.

³ Based on the 2012-2013 budget register projections.

⁴ 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 register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

more efficiently. Using SCA's updated target capacity for the building would result in a projected utilization rate of 98%-121% once SA - Brooklyn 7 is fully phased into the building.

The DOE supports SA – Brooklyn 7's placement in District 17 and anticipates that it will provide excellent educational opportunities for students.

II. Proposed or Potential Use of Building

K907 has the capacity to serve 503 students. In the 2012-2013 school year Brownsville Academy is projected to serve 225 students, thereby yielding a utilization rate of approximately 45%.

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

Grade Spans							
DBN	School Name	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
84KTBD	SA - Brooklyn 7	-	K-1	K-2	K-3	K-4	K-5
17K568	Brownsville Academy	10-12	10-12	10-12	10-12	10-12	10-12

If this proposal is approved, in 2013-2014, SA - Brooklyn 7 will open in the building and will serve kindergarten through first grade students. Combined, SA - Brooklyn 7 and Brownsville Academy will serve 374- 450 students in 2013-2014, yielding a projected building utilization rate of 74%-89%.

The table below demonstrates the projected enrollment for each school and the building's target utilization rates:^{5,6}

DBN	School Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
84KTBD	SA – Brooklyn 7	-	164 - 210	197 - 250	313 - 400	373 - 478	434 - 556
17K568	Brownsville Academy	225	210 - 240	210 - 240	210 - 240	210 - 240	210 - 240
Total Building Enrollment		225	374 - 450	407 - 490	523 - 640	583 - 718	644 - 796
Utilization		45%	74% - 89%	81% - 97%	104% - 127%	116% - 143%	128% - 158%

In 2017-2018, once SA - Brooklyn 7 is fully phased in, it is projected to serve 434-556 students, and Brownsville Academy is projected to serve 210-240 students. Combined, there will be approximately 644-796 students in K907, which yields a projected utilization rate of 128%-158%. As discussed in Section III.B, and in the attached Building

⁵ All projections referenced for SA - Brooklyn 7 for the 2013-2014 school year and beyond conform to the charter school's authorized enrollment pursuant to its charter application.

⁶ All projections referenced for Brownsville Academy for 2012-2013 and beyond are based on the 2012-2013 budgeted projections and assume that enrollment at each grade level will be sustained.

Utilization Plan (“BUP”), while the anticipated utilization rate is in excess of 100% both schools will receive space that meets their instructional needs.

As described in more detail in the Blue Book⁷, 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. 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, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. 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.

K907’s utilization rate is calculated based upon 2010-2011 Blue Book target capacity for the building, which is 503. However, this capacity number would change once the building is programmed differently and rooms are used more efficiently as a result of this co-location. The SCA estimates that building K907 will have a target building capacity of 658 once SA - Brooklyn 7 is fully phased into the building in the year 2017-2018 and both schools occupy the building. This increase in the building’s target capacity is a result of programming rooms and modifying their usage (e.g. from administrative to instructional spaces). Administrative spaces have a smaller capacity than instructional spaces. Once utilization is calculated using SCA’s estimate for the building (658), the projected utilization rate of the building once SA - Brooklyn 7 is fully phased in is 98%-121%.

Although a utilization rate in excess of 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 more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans frequently contemplate larger class sizes than target capacity, as well as school models that permit greater space efficiency, contributing to building utilizations above 100%.

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

A. Students

The proposed co-location of SA - Brooklyn 7’s K-5 grades with Brownsville Academy is not expected to impact current or future student enrollment or instructional programming at Brownsville Academy. If this proposal is approved, SA - Brooklyn 7’s K-5 grades will be co-located in K907 and the school will enroll kindergarten and first

⁷ The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>

grade students through its charter lottery beginning in 2013-2014. The charter lottery will provide a preference for District 17 students and a set aside, described in more detail below, for ELL students.

Impact on Students Attending Brownsville Academy High School

Brownsville Academy, in partnership with the New York City Mission Society, is an academically rigorous high school in the Diploma Plus network⁸. Diploma Plus prepares scholars for college and career readiness by exposing them to college courses, internships and community service opportunities. Scholars must create a portfolio composed of exemplary work prior to graduation. Brownsville Academy is also an Innovation Zone School (“iZone”). The iZone provides students with an opportunity to take courses online while learning from expert teachers.

Brownsville Academy currently offers Integrated Co-Teaching (“ICT”) classes and Special Education Teacher Support Services (“SETSS”). The existing ICT and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current and future students with IEPs will continue to receive appropriate services at Brownsville Academy.

Brownsville Academy applied and was selected to continue to participate in iLearnNYC for the 2012-2013 school year. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase students’ achievement in kindergarten through twelfth grade, college, and their careers by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. iZone schools personalize learning by choosing the ideas, technologies, and tools that work best for their school communities. As an iZone school, Brownsville Academy participates in iLearnNYC, which allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, which combines traditional face-to-face instruction with online learning.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from fourteen vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a gradebook, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools, and they receive professional development based on individual school needs. iLearnNYC schools also receive hardware, facilities, and technical support for the online and blended courses.

Brownsville Academy also has an English as a Second Language program for its ELL students. ELL students at Brownsville Academy will also continue to receive mandated services.

According to the “Additional Ways to Graduate” directory⁹, Brownsville Academy currently has the following partnerships:

- American Cancer Society
- American Diabetes Association
- Brookdale Hospital
- Brooklyn College
- Brooklyn Museum
- CAMBA
- Chase Manhattan Bank
- Creative Outlet
- Farmingdale

⁸ Further information can be found at <http://www.diplomaplus.net/home.html>

⁹ Directory can be found at <http://schools.nyc.gov/NR/ronlyres/287B38D6-CC92-414A-BA47-BBBC52BCEFA3/0/aaa00876.pdf>

- John Jay College of Criminology
- Long Island University
- Medgar Evers College
- New York City Mission Society, and
- New York Presbyterian Hospital

Brownsville Academy also partners with CAMBA, which provides an Attendance Improvement Dropout Prevention program managed through the United Way of New York City. CAMBA is located in the K907 building and operates in space that is allocated to Brownsville Academy.

The DOE does not anticipate that this proposal will impact the continuation of those partnerships.

According to the “Additional Ways to Graduate” directory, Brownsville Academy also currently offers the following special programs and initiatives:

- Ceramics
- College Now
- Debate & Politics
- Forensic Science
- Learning to Work
- Model United Nations, and
- Studio Art

The DOE does not anticipate that this proposal will impact the special programs and initiatives offered at Brownsville Academy.

According to the “Additional Ways to Graduate” directory, Brownsville Academy offers the following extracurricular activities and sports:

- Extracurricular Activities – Ambassadors; College Tours; Computer Club; Drama; Entrepreneurship; Honor Society; Men of Purpose; Peer Mediation; PM/Saturday school; Project Arts; SAT/Regents Prep; Scholar Government; School Newsletter; Spoken Word; UAPAC Dance Company; and Women’s Empowerment.
- Sports – Basketball; Step Team; Tennis; and Track.

The DOE does not anticipate that the proposed co-location of SA – Brooklyn 7 would impact Brownsville Academy’s ability to continue to offer extracurricular activities based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will 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.

Impact for Future Elementary School Students in District 17

If this proposal is approved, elementary age students in District 17 will have the opportunity to enter the charter application lottery process to enroll in SA - Brooklyn 7 starting in April of 2013. SA - Brooklyn 7 provides the following lottery preferences: (1) siblings of current or accepted students, (2) ELL students, and (3) applicants who reside within the Community School District ("CSD").

SA - Brooklyn 7 sets aside a certain percentage of seats for ELL students that is relatable to the average ELL

percentage at a traditional public elementary school within the City and/or District 17. With respect to the remaining seats and the waitlist, SA - Brooklyn 7 provides a lottery preference to applicants who reside within the CSD.

There are also several existing public charter schools in District 17 that provide a preference to District 17 students in the charter lottery process. Those schools are listed below in Section III.C.

Impact for Future High School Students – Transfer School Students

This proposal will not affect the admissions process for transfer school students applying to Brownsville Academy. Transfer schools do not participate in the High School Admissions Process.¹⁰ Transfer schools accept students who have been enrolled in high school in New York City for at least one year and who are behind in high school or at risk of dropping out. Each transfer school determines admissions criteria individually. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain options to students.

B. Schools

Collectively, the two schools are projected to enroll an estimated 644-796 students in 2017-2018. At that point, SA - Brooklyn 7 will be at full scale and the projected utilization rate for K907 would be approximately 128%-158%, based on the manner in which Brownsville Academy is currently programming its space. However, as discussed above, Brownsville Academy and SA - Brooklyn 7 can program their respective spaces in a more efficient manner, yielding a projected utilization rate of 98%-121%.

The estimated enrollments for Brownsville Academy and SA - Brooklyn 7 are shown in Section IV below.

As described in more detail in the attached BUP that accompanies this EIS, if this proposal is approved, there will be sufficient space to accommodate Brownsville Academy and SA - Brooklyn 7 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while SA - Brooklyn 7 gradually phases in. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools.¹¹

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 would remain constant. A representative from the Office 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 the school’s representative.

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

¹⁰ For additional information about the High School Admissions Process, please visit the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the activity room, 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. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

C. Community

K907 is currently underutilized. This means that the space in the building is not being used as efficiently as possible and could be used to create new educational opportunities for District 17 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of SA - Brooklyn 7 is intended to meet those goals by providing an additional option for students in District 17.

The DOE supports the permanent placement of a SACS charter school in District 17. If this proposal is approved, SA - Brooklyn 7 will add approximately 434-556 kindergarten through fifth grade seats in District 17. The four Success Academy elementary schools that received a Progress Report for the 2010-2011 school year received an overall grade of A. Further, SACS schools with testing grades have performed well on Statewide standardized tests.¹² At these schools, 97% of students scored proficient or better on the 2011-2012 New York State math test, and 88% scored proficient or better on the 2011-2012 New York State English Language Arts test.

If this proposal is approved, SA - Brooklyn 7 will join five other existing charter schools that serve elementary school grades in District 17 in the charter lottery application process:

District Charter Options

DBN	School Name	Grade Span 2012-13	Grade Span at Scale	Projected Enrollment 2012-13 ¹³
84K333	Explore Exceed Charter School	K-3	K-6	235
84K356	Achievement First Crown Heights Charter School	K-12	K-12	898
84K357	KIPP AMP Charter School	5-12	K-12	382

¹² Students start taking state English Language Arts and Math tests in grade 3.

¹³ Based on 2012-2013 Budget Register projections.

84K704	Explore Charter School	K-8	K-8	515
84K742	Explore Empower Charter School	K-5	K-6	355
84K796	Lefferts Gardens Charter School	K-3	K-5	321

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K907. This proposal is not expected to impact the functional site accessibility of K907.

IV. Enrollment, Admissions and School Performance Information

Brownsville Academy High School

Admissions Data

Current Admissions	Transfer school; rolling, school-based admissions
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Enrollment Data

	Total Enrollment (Grades 10-12)
2012-13 (projections)	225
2013-14 (projections)	210-240
2014-15 (projections)	210-240
2015-16 (projections)	210-240
2016-17 (projections)	210-240
2017-18 (projections)	210-240

Demographic Data¹⁴

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with Individualized Education Plans	10%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Price Lunch	79%

School Performance Data

Brownsville Academy	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	A
Quality Review Score	WD ¹⁵	- ¹⁶	-
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	-	-	-
4 Year Graduation Rate	-	-	-
6 Year Graduation Rate	49%	46%	56%
% Graduating with a Regents Diploma	19%	31%	49%
Change in Attendance Rate	6%	4%	-3%
2010-2011 State Accountability Status¹⁷			
In Good Standing			

¹⁴ All figures are a percentage of total students from the 2011 audited register.

¹⁵ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

¹⁶ Not all schools receive a Quality Review every year.

¹⁷ <http://www.p12.nysed.gov/irs/accountability/>.

SA - Brooklyn 7

Admissions Data

Proposed Admissions	Grades K-5: Charter Lottery Application (students admitted K-3)
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Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (projections)	-	-	-	-	-	-	-
2013-14 (projections)	94-120	70-90	-	-	-	-	164-210
2014-15 (projections)	40-50	90-115	67-85	-	-	-	197-250
2015-16 (projections)	70-90	94-120	86-109	63-81	-	-	313-400
2016-17 (projections)	70-90	70-90	89-114	81-104	63-80	-	373-478
2017-18 (projections)	70-90	70-90	70-90	85-108	78-100	61-78	434-556

Demographic Data

There is no demographic data available for the school because SA - Brooklyn 7 has not yet opened.

School Performance Data

There is no performance data available for the school because SA - Brooklyn 7 has not yet opened.

V. Initial Impact on Budget and Cost of Instruction

Please refer to the Fair Student Funding Guide and Fiscal Year 2013 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 17K907. The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf. The FY13 School Allocation Memoranda is available at:

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

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

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

This proposal is not expected to impact initial costs or allocations at Brownsville Academy in building K907.

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

A. Personnel Needs

The proposed co-location of SA - Brooklyn 7 in K907 is not expected to change the number of personnel positions assigned to Brownsville Academy, nor is it expected to significantly alter the duties of current staff in K907.

New administrative staff and non-pedagogical positions will be created at SA - Brooklyn 7 over the course of the school’s phase-in. SA - Brooklyn 7 is expected to hire additional teachers as each new grade is added and as the total number of sections increases as the school phases in.

B. Administration

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

SA - Brooklyn 7 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school’s phase-in.

C. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801:

<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at Brownsville Academy.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as SA - Brooklyn 7 phases in.

VII. Building Information

Building		K907
Type of Building		HS
Year Built		1955
Overall BCAS rating		2.71
2010-2011 Target Building Utilization		37%
2010-2011 Target Building Capacity		503
FY 2011 Maintenance Costs	Labor	\$22,162
	Materials	\$12,388
	Maintenance and repair contracts	\$17,184
	Service contracts	\$4,530
	Custodial operations costs—Materials¹⁸	\$4,882
	Custodial operations costs—Custodial Allocation¹⁹	\$209,744
FY 2012 Energy Costs	Electric	\$143,131
	Gas	\$21,532
	Oil	N/A
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Classroom Connectivity, IP Surveillance Camera Installation
Accessibility of the building		Functionally Fully Programmatically Accessible
Building attributes		Art Rooms, Cafeteria, Computer Room, Library, Science Lab

¹⁸ Custodial operations - material allocations costs reflect fiscal year 2012 data.

¹⁹ Custodial operations - custodial allocations costs reflect fiscal year 2012 data.