

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-Location of 32K168 with the Academy for Environmental Leadership (32K403), the Bushwick School for Social Justice (32K549), and the Academy of Urban Planning (32K552) in School Building K480

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate 32K168 (“32K168”), a new high school, in school building K480 (“K480”), located at 400 Irving Avenue, Brooklyn, NY 11237, within the geographical confines of District 32 (“District 32”). If this proposal is approved, 32K168 would be co-located at the Bushwick Educational Campus with three existing high schools: the Academy for Environmental Leadership (32K403), the Bushwick School for Social Justice (32K549), and the Academy of Urban Planning (32K552). In addition, K480 houses a Living for the Young Family through Education (“LYFE”) program. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In the 2009-2010 school year, building K480 had a target capacity to serve 1,843 students, and the building enrolled 1,616 students, yielding a target building utilization rate of 88%.¹ During the 2009-2010 school year, the Bushwick Educational Campus housed four schools: the Academy for Environment Leadership, the Bushwick School for Social Justice, Academy of Urban Planning, and the New York Harbor School (02M551, “Harbor School”), a DOE school serving students in grades nine through twelve. At the end of the 2009-2010 school year, the Harbor School was re-sited on Governors Island in Manhattan. In 2010-2011, building K480 has a projected enrollment of 1,260 students, yielding a utilization rate of just 68% of target capacity.² The decrease in building enrollment is predominantly attributed to the move of the Harbor School to Governors Island. This means that the building is currently “underutilized” and has extra space to accommodate additional students.

If this co-location proposal is approved, 32K168 would gradually phase in to K480 to replace the seats lost as a result of the re-location of the Harbor School. 32K168 would serve students in grade 9 in 2011-2012 and would add one grade level every year until the school reaches its full grade span of 9-12 in the 2014-2015 school year, serving approximately 400-450 students. The new school would offer a rigorous academic program open to students through the Citywide High School Admissions Process, and would have a Limited Unscreened selection method giving priority to students and residents of Brooklyn. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school’s exhibit at any one of the High School Fairs.

¹ 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 31st, 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.

² 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).

The K480 building has adequate capacity to accommodate the new high school, the LYFE program, and the existing schools in the building at full operational capacity. Once 32K168 completes its expansion, the building would serve approximately 1575-1775 students in 2014-2015, yielding an approximate utilization rate of 96%.³

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The co-location of 32K168 in building K480 is intended to provide an additional high-quality option to students and families in District 32 and Brooklyn at large. This proposal is in line with the DOE's commitment to investing in schools that optimize student performance and ensure that every student graduates from high school equipped with the skills necessary to achieve success in college, careers, and life.

Space at the Bushwick Educational Campus was made available when the Harbor School moved from K480 to a new building, M877, on Governors Island (10 South Street Slip 7, New York, NY 10004). The Harbor School had an enrollment of 394 students during the 2009-2010 school year,⁴ and when it vacated its space in K480, it freed instructional space for use by other schools. Because the Harbor School's relocation to Manhattan resulted in a net loss of high school seats in Brooklyn, the DOE determined that replacing those high school seats in Brooklyn should be a priority for the newly vacant space at the Bushwick Educational Campus. The DOE had previously proposed to re-site Frances Perkins Academy in K480 to replace seats lost by the Harbor School's relocation, but that proposal was withdrawn. The proposal to re-site and co-locate Frances Perkins Academy in K480 was posted on January 8, 2010 and can be viewed at the following URL: <http://schools.nyc.gov/NR/rdonlyres/585A6F4E-316F-45AF-A1C4-0F38AC7260E8/76488/K480PerkinsEISFinal12615.pdf>

Summary of Community Feedback

The DOE began to solicit community feedback on potential replacement options in K480 early in the fall of 2009. A joint public hearing was then held at the Bushwick Educational Campus on February 9, 2010 following the posting of an Educational Impact Statement. In the spring and fall, the DOE issued a survey to solicit feedback on educational priorities among members of the Bushwick community. Twenty-six respondents submitted completed surveys expressing opinions about the new school's curricular focus and extra-curricular offerings. Survey respondents expressed an interest in expanded programs for English Language Learners and expanded offerings of Advanced Placement and college preparatory classes. Following this extensive process of engagement with community members, the DOE determined that 32K168, a college preparatory, limited unscreened school with borough priority, would be the best option to serve the needs of the Bushwick community.

The DOE will also continue seeking community feedback while this proposal is under consideration by the Panel for Educational Policy.

³ 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). Unless otherwise indicated, all projected utilization rates are calculated by using the high end of the range, and are therefore considered a conservative estimate.

⁴ Based on 2009-2010 Audited Register.

II. Proposed or Potential Use of Building

In the 2009-2010 school year, building K480 had a target capacity to serve 1,843 students, and the building enrolled 1,616 students, yielding a target building utilization rate of 88%. In 2010-11, building K480 has a projected enrollment of 1,260 students, yielding a utilization rate of just 68% of target capacity. This means the building is “underutilized” and has extra space to accommodate additional students.

If this co-location proposal is approved, 32K168 would gradually phase in to K480 by adding one grade level each year until the school reaches its full grade span of 9-12. 32K168 would open in September 2011 with a ninth-grade cohort of approximately 100-125 students. 32K168 would operate at full organizational capacity in the 2014-2015 school year, serving approximately 400-450 students in grades 9-12.

The Academy for Environmental Leadership will continue to serve approximately 350-400 students in grades 9-12, Bushwick School for Social Justice will continue to serve approximately 400-450 students in grades 9-12, and Academy of Urban Planning will continue to serve approximately 425-475 students in grades 9-12. In addition, the LYFE program is not expected to lose any space or reduce the services offered as a result of this proposal.

Over the next five years, the proposed grade spans for the schools in the building would be as follows:

School Name	DBN	2010-11	2011-12	2012-13	2013-14	2014-15
Academy for Environmental Leadership	32K493	9-12	9-12	9-12	9-12	9-12
Bushwick School for Social Justice	32K549	9-12	9-12	9-12	9-12	9-12
Academy of Urban Planning	32K552	9-12	9-12	9-12	9-12	9-12
32K168	32K168	N/A	9	9, 10	9-11	9-12

There will be adequate capacity in K480 to accommodate the three existing schools and the LYFE program in the building, as well as 32K168 as it continues to phase in to the building. Once 32K168 has completed its expansion in 2014-2015, there will be approximately 1575-1775 students served in the building, yielding an approximate utilization rate of 96%. This proposal is not expected to impact the enrollment at any of the existing schools or the LYFE program in K480.

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 by principals during an annual facilities survey, the DOE’s goals for classroom capacities (which are aspirational targets that 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, 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 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 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 of 32K168's Co-Location

In September 2011, 32K168 would be housed in the K480 building and would be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. Admissions to 32K168 would be open to any New York City student. The school is proposed to have a Limited Unscreened admissions method, giving priority to students and residents of Brooklyn. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

The high schools located in K480 serve general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching ("CTT") classes, Self-Contained ("SC") classes, and receiving Special Education Teacher Support Services ("SETSS"). Upon admission, the schools work with parents of students requiring special education services to develop an individualized program that reflects the resources that the schools can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners ("ELLs") enrolled in any of the three existing schools in the building receive English as a Second Language ("ESL") services. All students enrolled in one of the schools in K480 will continue to receive their mandated special education and/or ELL services if this proposal is approved.

The proposed co-location of 32K168 in building K480 would not have a significant impact on students currently attending the Academy for Environmental Leadership, the Bushwick School for Social Justice, and the Academy of Urban Planning or the LYFE program. Due to the re-location of the Harbor School, there is sufficient available space in the building to accommodate all three existing schools, the new proposed high school, and the existing LYFE program.

Admissions Impact for Future High School Students

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during the "Main Round" of high school admissions. All schools in the K480 building admit students as part of the High School Admissions Process through a Limited Unscreened selection method. There will be no impact on the existing schools' admissions policies as a result of this proposal. As stated previously, 32K168 would also be a limited unscreened high school giving priority to Brooklyn students and residents. Students interested in applying for admission to 32K168 would participate in the High School Admissions Process outlined below. Applications are typically submitted in early December for admission to the ninth grade for the following school year.

There are three rounds to the High School Admissions Process:

Specialized High Schools Round: Students who took the Specialized High School Admissions Test and are eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts receive both a specialized high school offer and, if they received one, their Main Round offer at the same time February. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

Main Round: All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round, which occurs in late March. 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. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

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

Students with Individualized Education Plans (“IEPs”) are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

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/default.htm>

Although the PEP is scheduled to vote on this proposal after the submission deadline for the New Schools Choice Form, 32K168 will still be an option on the form. However, students will only be matched to the school if the PEP approves the co-location. In addition to the High School Admissions Process, some students enroll in schools through an “over-the-counter” (“OTC”) placement. Over-the-counter placement⁵ 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);⁶ or
- Did not submit a high school application.

When a student needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and where applicable, transfer guidelines. 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.

⁵ Enrollment projections for 32K168 include students who seek to enroll “over-the counter.” 32K168 and the three other existing schools at the Bushwick campus will be allocated space based on the relative enrollments of the co-located schools. Thus, the space allocated to 32K168 in K480 will accommodate the school’s projected enrollment, including “OTC” students.

⁶ 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.

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.⁷ In this way, the DOE is able to offer individual OTC 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 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. Moreover, in Brooklyn, the number of schools that admit students during this period has increased from 125 to 142.

The proposed co-location of 32K168 with the Academy for Environmental Leadership, the Bushwick School for Social Justice, the Academy of Urban Planning, and the LYFE program is not anticipated to impact current students attending any of the existing schools in building K480. As detailed above, current eighth grade students in all five boroughs would be eligible to apply to the new school through the Citywide High School Admissions Process in February 2011.

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/Directory/default.htm>.

Admissions Impact for Current Eighth Grade Students

Students who are currently enrolled in the eighth grade and are interested in applying to 32K168 would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2011. Although high school applications were due on December 3, if this proposal is approved by the PEP, students who are interested in applying to 32K168 would have the opportunity to submit a new admission application with revised school rankings in February. This application would replace the previously submitted application and would be included as the student's application for the main round of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2011-2012 school year will also be available for students to consider.

Impact on the LYFE Program

The Living for the Young Family through Education (LYFE) program supports pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their

⁷ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

academic progress as well as their progress as parents. The LYFE program operates independently of the high schools in K480. The LYFE program serves students in K480, but also students in other schools in the surrounding community as well.

Prior to the 2009-2010 school year, the principals of the high schools that shared the building with LYFE managed and rated the staff, although the program still fell under the purview of District 79. Starting in the 2009-2010 school year, the central LYFE program in District 79 has managed the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program's director and assistant principals. The LYFE program leaders are the rating officers for the field staff.

The LYFE program is not expected to lose any space or reduce the services offered as a result of this proposal. The LYFE program will continue to operate in the K480 building as 32K168 phases in. The LYFE program is expected to remain in the K480 building and will continue to provide services to pregnant and parenting students as long as there is a need and demand for the program.

B. Schools

The opening of 32K168 is intended to replace the seats lost by Harbor School by adding high-quality seats at the high school level in both District 32 and Brooklyn in general. The K480 building would continue to house the Academy for Environmental Leadership, the Bushwick School for Social Justice, the Academy of Urban Planning, and the LYFE program. K480 has sufficient capacity to accommodate all three existing schools and the LYFE program in the building, as well as 32K168 after it has completed its expansion and achieved "full scale" in the 2014-2015 school year. Collectively, all four schools serving students in the Bushwick Educational Complex in 2014-2015 are projected to enroll approximately 1575-1775 students. The projected utilization for K480 at that point would be 96%.

The chart below depicts projected enrollment in K480 over the course of 32K168's expansion:

School Name	DBN	Projected Enrollment				
		2010-11	2011-12	2012-13	2013-14	2014-15
Academy for Environmental Leadership	32K493	380	350-400	350-400	350-400	350-400
Bushwick School for Social Justice	32K549	405	400-450	400-450	400-450	400-450
Academy of Urban Planning	32K552	475	425-475	425-475	425-475	425-475
32K168	32K168	N/A	100-125	200-250	300-350	400-450
Total		1260	1275-1450	1375-1575	1475-1675	1575-1775

If this proposal is approved, there will be sufficient space to serve the students at the Academy for Environmental Leadership, the Bushwick School for Social Justice, the Academy of Urban Planning, the LYFE program, and 32K168 pursuant to the Citywide Instructional Footprint (the "Footprint") while 32K168 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/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

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 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 Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained 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.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.⁸ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms, or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school's Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or Self-Contained special education classrooms.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. 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.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to their schools. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE on January 5, 2011 there are 81 full-size spaces and 4 science labs in K480, for a total of 85 full-size spaces.⁹ There are also 20 half-size spaces. Consistent with the Footprint, at scale, the Academy for Environmental Leadership will be allocated a baseline of 15 full-size spaces, the Bushwick School for Social Justice will be allocated a baseline of 16 full-size spaces, and the Academy of Urban Planning will be allocated a baseline of 18 full-size spaces. 32K168 will be allocated a baseline of 16 full-size spaces when it reaches full scale in 2014-2015. In addition, the LYFE program will continue to be allocated 1 full-size space. This represents a total of 66 full-size spaces when all schools are operating at full scale.¹⁰ Thus, there would be sufficient instructional space in K480 for all schools to operate at organizational capacity. Schools would also be allocated resource rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the

⁸ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

⁹ The total number of full size spaces in K480 does not include the nurse's office, dance studio, or library space.

¹⁰ The total building capacity calculated in the bluebook does not include rooms used for administrative space. Therefore, while the K480 building is projected to have a utilization rate of 96% in 2014-2015, there will be approximately 19 available full-size spaces according to the 2011 building survey report.

DOE Office of Space Planning.

Currently, the Academy for Environmental Leadership is allocated 27 full-size spaces, 12 rooms in excess of its baseline allocation. Bushwick School for Social Justice is currently allocated 25 full-size spaces, 9 rooms in excess of its baseline allocation, and Academy of Urban Planning is allocated 27 full-size spaces, 9 rooms in excess of its baseline allocation. Because K480 is currently underutilized as a result of the Harbor School’s re-location, the three existing schools in the building are utilizing additional classroom space, placing them all over their baseline footprint allocation.

In the first year of implementation, the Academy for Environmental Leadership will be allocated a baseline of 15 full-size spaces, Bushwick School for Social Justice will be allocated a baseline of 16 full-size spaces, and the Academy of Urban Planning will be allocated a baseline of 18 full-size spaces. If the proposal to co-locate new school 32K168 in the building is approved, the school will be allocated a baseline of four full-size spaces plus administrative space during the first year of its phase-in. The LYFE program will continue to be allocated 1 full-size room as it has in the past. This represents a total of 54 full-size spaces, and thus there is adequate space in K480 for all schools in 2011-2012. As mentioned above, the space in excess of the baseline allocations in the building will be distributed equitably between the 4 schools as part of a Building Council agreement and in conjunction with the Office of Space Planning.

The table below outlines the baseline number of rooms that each school should be allocated based on the enrollment through the course of the phase-in of 32K168.

	2010-11 Baseline Footprint Allocation for full-size Classrooms	2011-12 Baseline Footprint Allocation for full-size Classrooms	2012-13 Baseline Footprint Allocation for full-size Classrooms	2013-14 Baseline Footprint Allocation for full-size Classrooms	2014-2015 Baseline Footprint Allocation for full-size Classrooms
Academy for Environmental Leadership	15	15	15	15	15
Bushwick School for Social Justice	16	16	16	16	16
Academy of Urban Planning	18	18	18	18	18
32K168	N/A	4	8	12	16
LYFE Program	1	1	1	1	1
Total Number of Full Size Rooms Allocated	50	54	58	62	66

Building Safety and Security

The DOE makes available the following supports to schools around safety and security:

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

C. Community

The DOE supports parent and student 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 32K168 at K480 is intended to replace the seats lost by the re-location of the Harbor School to Manhattan and increase the number of educational options available to high school students in District 32, Brooklyn, and throughout the City.

In 2010-2011, K480 had a projected utilization rate of 68%. When 32K168 completes its phase-in and achieves "full scale" in 2014-2015, the DOE projects the building will have a utilization rate of 96%. This means that by 2014-2015, K480 would enroll more students, and the space would be more efficiently utilized than was the case during the 2010-2011 school year.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis. In Brooklyn, there are 91,483 available high school seats, but only 80,070 students are enrolled in these high schools. Thus, the borough has the capacity to serve more students in its schools. In addition, 32K168 will replace approximately 400-450 seats lost as a result of the re-location of the Harbor School.

The DOE is also proposing to open two additional new high schools in Brooklyn during the 2011-2012 school year. Millennium Brooklyn (15K684) has been proposed to open on the John Jay Campus in building K460, and will enroll approximately 400-450 students in grades 9-12 when it completes its phase-in by 2014-2015. In building K625, where Paul Robeson High School is currently located, the DOE is proposing to phase in 17K122 which will serve approximately 400-450 students in grades 9-12 when it reaches full scale by 2014-2015. Both proposals can be accessed on the DOE's website:

<http://schools.nyc.gov/community/planning/changes/brooklyn/default.htm>

Information regarding the new schools that will be proposed to open in 2011 will be provided in the winter for students who may be interested in applying to the schools as part of the High Schools Admissions Process. The details of this process were discussed earlier in this Educational Impact Statement. Detailed information about all City high schools and program offerings is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K480.

IV. Enrollment, Admissions and School Performance Information

Academy for Environmental Leadership

Admissions Data

Current Admissions	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>
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Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	380
Grades Served after Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	350-400
Grades Served after Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	350-400
Grades Served after Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	350-400
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	350-400
Projected Enrollment at Scale	350-400

Demographic Data

Percentage Students Receiving CTT or SC services¹¹	12%
Percentage Students with Individual Education Plan¹²	13%
Percentage English Language Learner Students¹³	19%
Percentage of Students Eligible for Free or Reduced Lunch¹⁴	94%

¹¹ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

¹² Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

¹³ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

¹⁴ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Academy for Environmental Leadership	2007-2008	2008-2009	2009-2010
<i>School Performance and Progress</i>			
Overall Progress Report Grade			A
Quality Review Score ¹⁵	P	UPF	P
<i>Graduation Data</i> ¹⁶			
Four-Year Graduation Rate			72%
Four-Year Regents Diploma Rate			46%
Six-Year Graduation Rate			
<i>Other Key Indicators</i> ¹⁷			
Percent of First-Year Students Earning 10+ Credit	69%	61%	89%
Attendance Rate	83%	81%	77%
<i>2010-2011 State Accountability Status</i>		In Good Standing	

¹⁵ Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

¹⁶ Source: 2009-2010 Progress Report

¹⁷ Source: 2009-2010 Progress Report

Bushwick School for Social Justice

Admissions Data

Current Admissions	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>
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Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	405
Grades Served after Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	400-450
Grades Served after Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	400-450
Grades Served after Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	400-450
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-450
Projected Enrollment at Scale	400-450

Demographic Data

Percentage Students Receiving CTT or SC services¹⁸	15%
Percentage Students with Individual Education Plan¹⁹	16%
Percentage English Language Learner Students²⁰	14%
Percentage of Students Eligible for Free or Reduced Lunch²¹	83%

¹⁸ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

¹⁹ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

²⁰ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²¹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Bushwick School for Social Justice	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score ²²	WD		P
Graduation Data²³			
Four-Year Graduation Rate	77%	63%	75%
Four-Year Regents Diploma Rate	30%	34%	60%
Six-Year Graduation Rate		78%	82%
Other Key Indicators²⁴			
Percent of First-Year Students Earning 10+ Credit	78%	84%	78%
Attendance Rate	81%	83%	80%
2010-2011 State Accountability Status		Improvement (year 1) - Comprehensive	

²² Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

²³ Source: 2009-2010 Progress Report.

²⁴ Source: 2009-2010 Progress Report.

Academy of Urban Planning

Admissions Data

Current Admissions	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>
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Enrollment Data

Current Grades Served	9-12
Projected 2010-2011 Enrollment	475
Grades Served after Proposal in 2011-2012	9-12
Projected 2011-2012 Enrollment	425-475
Grades Served after Proposal in 2012-2013	9-12
Projected 2012-2013 Enrollment	425-475
Grades Served after Proposal in 2013-2014	9-12
Projected 2013-2014 Enrollment	425-475
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	425-475
Projected Enrollment at Scale	425-475

Demographic Data

Percentage Students Receiving CTT or SC services²⁵	14%
Percentage Students with Individual Education Plan²⁶	17%
Percentage English Language Learner Students²⁷	16%
Percentage of Students Eligible for Free or Reduced Lunch²⁸	75%

²⁵ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

²⁶ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

²⁷ English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

²⁸ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Academy of Urban Planning	2007-2008	2008-2009	2009-2010
School Performance and Progress			
Overall Progress Report Grade	B	B	B
Quality Review Score ²⁹	P		P
Graduation Data³⁰			
Four-Year Graduation Rate	62%	64%	53%
Four-Year Regents Diploma Rate	27%	22%	36%
Six-Year Graduation Rate		62%	71%
Other Key Indicators³¹			
Percent of First-Year Students Earning 10+ Credit	70%	74%	78%
Attendance Rate	79%	79%	78%

2010-2011 State Accountability Status	Improvement (year 1) - Comprehensive
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32K168

Admissions Data

Proposed Admissions	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>
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²⁹ Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

³⁰ Source: 2009-2010 Progress Report

³¹ Source: 2009-2010 Progress Report

Enrollment Data

Grades Served after Proposal in 2011-2012	9
Projected 2011-2012 Enrollment	100-125
Grades Served after Proposal in 2012-2013	9-10
Projected 2012-2013 Enrollment	200-250
Grades Served after Proposal in 2013-2014	9-11
Projected 2013-2014 Enrollment	300-350
Grades Served after Proposal in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-450
Projected Enrollment at Scale	400-450

Demographic Data

32K168 is proposed to open in September 2011 and does not have demographic data.

School Performance Data

32K168 is proposed to open in September 2011 and does not have performance data.

V. Initial Costs and Savings

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 32K168 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$451,559.88 in per pupil allocations. Beginning in its second year of operation, 32K168 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

32K168 would need to hire teachers, administrative staff, and non-pedagogical (school support) staff during each year of the phase-in as the total number of students enrolled in the school increases. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created

each year as each grade phases in would be determined based on annual enrollment projections available as the school grows to serve those grades. It is worth noting that teachers working in high schools typically hold secondary licenses with appropriate subject-area specialization. The school would hire appropriately licensed and credentialed teachers to work with its students as it grows.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language learner they enrolled.

As with all other schools Citywide, 32K168 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. If 32K168 is a Title I school and the school continues to meet Title I criteria, the school’s Title I funding award would grow as the school population grows.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (IEP). As 32K168 expands, funding would continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal 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.

C. Administration

32K168 is expected to hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school’s phase-in.

D. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as 32K168 phases in.

VII. Building Information

Type of Building	High School
Year Built	1913
Overall BCAS rating	2.56
Target Utilization	91%
Target Capacity	1,843
FY 2009 Maintenance Costs	Labor: \$ 35,173.60 Materials: \$ 14,455.47 Maintenance and repair contracts: \$ 102,406.40 Custodial operations costs—Materials: \$ 16,800.34 Custodial operations costs—Custodial Allocation: \$ 507,022.92
FY 2009 Energy Costs	Electric: \$ 290,334.00 Gas: \$ 168,625.00 Oil: \$ 21,210.00
Projects completed during the current or prior school year	Walk in freezer replacement. Elevators & Escalators, Cof O ventilation, FY08 RESO A new vision library upgrade. IEH PO18 -room 205, FY10 RESO A gym upgrade.
Projects proposed in the capital plan	Walk in freezer replacement.
Accessibility of the building	Partially Accessible
Building attributes	Art rooms (CR's), Auditorium, Cafeteria, Computer rooms(CR's), Gymnasium, Library & Science Labs (CR's)