

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of a New Public Charter School Math, Engineering, and Science Academy (84KTBD) with Existing Schools J.H.S. 291 Roland Hayes (32K291) and Bushwick Community High School (32K564) in Building K291 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate Math, Engineering, and Science Academy Charter High School (84KTBD, “MESA”), a new public charter school that will serve students in ninth through twelfth grade in building K291 (“K291”), located at 231 Palmetto Street Brooklyn, NY 11221, in Community School District 32 (“District 32”) beginning in 2013-2014.¹ MESA will be co-located in K291 with J.H.S. 291 Roland Hayes (“J.H.S. 291”), an existing zoned and academic screened middle school that serves students in sixth through eighth grade, and Bushwick Community High School (32K564, “Bushwick Community HS”), an existing transfer school² serving students in grades nine through twelve.³ In addition, K291 houses a United Federation of Teachers (“UFT”) Training Center, a school safety office, and the District 32 Office of School and Food Nutrition. Three community based organizations (“CBOs”) are also located in building K291: a Beacon program operated by the YMCA (“Beacon”), Brooklyn College Community Partnership (“Brooklyn College”), and The St. Nick’s Alliance (“St. Nick’s Alliance”).

In December 2012, MESA’s charter was authorized by the New York State Education Department (“SED”) to serve students in ninth through twelfth grade. MESA will open with ninth grade in 2013-2014, and will add one grade each year until it serves students in ninth through twelfth grade in 2016-2017 in K291. A table outlining MESA’s projected grade spans in K291 is located in Section II of this proposal. The school will admit students via the charter lottery application process, with preference given to returning students,⁴ the siblings of enrolled students,⁵ English Language Learners (“ELLs”) residing in District 32, ELLs outside of District 32, students and residents of District 32, and then residents living outside of District 32.

The DOE has identified building K291 as an under-utilized building.⁶ Building K291 has the capacity to serve 1,892 students, but in 2012-2013, J.H.S. 291 is currently enrolling 591 students in sixth through eighth grade and Bushwick Community HS is enrolling 346 students in ninth through twelfth grade.⁷ This yields a

¹ 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.

² 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.

³ While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

⁴ The preference for returning students would not apply in 2013-2014.

⁵ The preference for siblings would not apply in 2013-2014.

⁶ The 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE’s website on October 24, 2012. It can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/130053/UnderutilizedSpaceMemorandumUpdated011218.pdf>.

⁷ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

building utilization rate of approximately 50%,⁸ which demonstrates that the building is “under-utilized” and has space to accommodate additional students. If this proposal is approved, in 2016-2017, building K291 would serve 1,295-1,440 students from MESA, J.H.S. 291, and Bushwick Community HS collectively, which yields a projected utilization rate of 68%-76%. Thus, building K291 has sufficient space to accommodate the proposed co-location.

II. Proposed or Potential Use of Building

Over the next five years, the proposed grade spans for MESA, J.H.S. 291, and Bushwick Community HS in K291 are as follows:

Grade Spans						
DBN	School Name	2012-13	2013-14	2014-15	2015-16	2016-17
32K291	J.H.S. 291 Roland Hayes	6-8	6-8	6-8	6-8	6-8
32K564	Bushwick Community High School	9-12	9-12	9-12	9-12	9-12
84KTBD	MESA Charter High School	-	9	9-10	9-11	9-12

Building K291 has the capacity to serve a total of 1,892 students. In 2012-2013, J.H.S. 291 is serving 591 students in sixth through eighth grade and Bushwick Community HS is serving 346 students in ninth through twelfth grade, yielding a building utilization rate of only 50%. If this proposal is approved, in 2013-2014, MESA will open in the building and will serve ninth-grade students. MESA, J.H.S 291, and Bushwick Community HS will collectively serve a total of 1,005-1,100 students in 2013-2014, yielding a projected building utilization rate of 53%-58%. In 2016-2017, once MESA is fully phased in, MESA is projected to serve 445-520 students, J.H.S. 291 is projected to serve 510-540 students, and Bushwick Community HS is projected to serve 340-380 students. Combined, there will be approximately 1,295-1,440 students served in K291, which yields a projected utilization rate of 68%-76%.

⁸ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 (“Blue Book”) and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. 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.

The table below demonstrates the projected enrollment for each school and the building’s projected utilization rates:^{9,10}

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
32K291	J.H.S. 291 Roland Hayes ¹¹	591	550 - 580	510 - 540	510 - 540	510 - 540
32K564	Bushwick Community High School	346	340 - 380	340 - 380	340 - 380	340 - 380
84KTBD	MESA Charter High School	-	115 - 140	230 - 280	330 - 405	445 - 520
Total Building Enrollment		937	1,005 - 1,100	1,080 - 1,200	1,180 - 1,325	1,295 - 1,440
Utilization		50%	53% - 58%	57% - 63%	62% - 70%	68% - 76%

According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”), a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations.¹² Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for goal classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate.

⁹ All projections referenced for MESA for the 2013-2014 school year and beyond conform to the charter school’s authorized enrollment pursuant to its charter application.

¹⁰ All projections referenced for J.H.S. 291 and beyond are based on the 2012-2013 Unaudited Register (as of October 26, 2012) and reflect the forward promotion of the current sixth grade cohort. All projections referenced for Bushwick Community HS for 2013-2014 and beyond reflect current enrollment based on the 2012-2013 Unaudited Register (as of October 26, 2012) and factor in the historical increase in enrollment experienced after January 1st at the school.

¹¹ The slight decline in enrollment from 2012-2013 to 2015-2016 is due to historical enrollment trends resulting in smaller incoming sixth grade cohorts.

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

Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

The proposed co-location of MESA in building K291 is not expected to impact current or future student enrollment or instructional programming at J.H.S 291 or Bushwick Community HS. If this proposal is approved, MESA's ninth through twelfth grades will be co-located in building K291 and the school will enroll ninth-grade students through its charter lottery beginning in 2013-2014.

Impact on Students Attending J.H.S. 291

J.H.S. 291 is a District 32 zoned and academic screened middle school that serves sixth through eighth-grade students. J.H.S. 291 admits students through the District 32 Middle School Choice Process and offers priority to students who reside in the K291 zone to its zoned program, and students and residents of District 32 for its screened academic program based on a review of attendance, punctuality, grades and test scores. This proposal would not impact the manner in which J.H.S. 291 currently admits students.

J.H.S. 291 currently offers Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). The existing ICT and SC classes and SETTS 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 J.H.S. 291.

J.H.S. 291 also has an English as a Second Language program, a Transitional Bilingual Spanish program, and a Spanish Dual Language program for its English Language Learner ("ELL") students. ELL students at J.H.S. 291 will also continue to receive mandated services.

According to the 2012-2013 Directory of New York City Public Middle Schools and the school's Web site, J.H.S. 291 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹³

- **Language Classes:** Spanish
- **Special Programs:** Mobile Science Lab, Striving Readers, Saturday Prep Academy, Advisory, theater Arts Program (including trips to Broadway Plays and Vocal & Dance classes), Recipient of the School Arts Support Initiative (SASI) Grant
- **Boys Sports:** Basketball
- **Girls Sports:** Basketball, Volleyball
- **Partnerships:** Brooklyn College Community Partnerships, Beacon, CFY Kaplan, Urban Advantage, Learning Through Expanded Arts Program (LEAP), Child and Family Clinic Plus, Edison Learning, Live It Learn It, Liberty Learning

¹³ District 32 Middle School Directory: <http://schools.nyc.gov/NR/rdonlyres/052F9DCC-D537-4B46-8F86-3AA11ECC9B33/0/201213D32MSD.pdf>.

The DOE does not anticipate that the proposed co-location of MESA would impact J.H.S. 291'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.

The DOE does not anticipate that this proposal will impact the continuation of J.H.S. 291's partnerships.

Impact on Students Attending Bushwick Community HS

Bushwick Community HS is a transfer high school and, therefore, does not participate in the Citywide High School Admissions Process. Transfer schools accept students who have been enrolled in high school for at least one year and who choose to make a change. Each transfer school determines admissions criteria individually. Bushwick Community HS has a rolling admissions policy, accepting students between the ages of 17 and 21 throughout the school year. To enroll, a student must contact a transfer school directly to schedule an intake interview. Students are encouraged to meet with a guidance counselor or visit a Referral Center or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain the available options. Additional information about applying to a transfer school can be found at: <http://www.goingforme.org>.

Bushwick Community HS currently offers ICT classes and SETSS. The existing ICT classes and SETSS will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current and future students with IEPs will continue to receive appropriate services at Bushwick Community HS.

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

Bushwick Community HS applied and was selected 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, Bushwick Community HS 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.

According to the "Additional Ways to Graduate" directory and school-reported data,¹⁴ Bushwick Community HS currently has the following partnerships:

- St. Nick's Alliance
- Brooklyn/Staten Island Blood Services
- Make The Road New York
- Coalition for Hispanic Family Services
- Ryan-Nena Community Health Center
- Sankofa Community Empowerment
- Opportunity for a Better Tomorrow (OBT), Inc.
- Grand Street Settlement

¹⁴ The Directory can be found at <http://schools.nyc.gov/NR/ronlyres/287B38D6-CC92-414A-BA47-BBBC52BCEFA3/0/aaa00876.pdf>.

- College Summit
- College Access Consortium of NY (CACNY)
- CUNY
- Pratt
- Cooper Union
- Connected Foundations
- ESKOLTA

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

According to the “Additional Ways to Graduate” directory, Bushwick Community HS also currently offers the following special programs and initiatives:

- African & Latino Studies
- College and Career Planning
- Parent Education Classes
- Healthy Relationships Group Counseling
- Learning to Work

The DOE does not anticipate that this proposal will impact the special programs and initiatives offered at Bushwick Community HS.

According to the “Additional Ways to Graduate” directory, Bushwick Community HS offers the following extracurricular activities and sports:

- **Extracurricular Activities:** Music Production Studio; SAT Preparation; LGBT-Gay-Straight Alliance; Creative Liberation Project; Parenting Group Counseling; Women’s Group; Attendance Improvement & Dropout Prevention (AIDP); Bar Tendaz-Giant Thinking; Café Malik-Spoken Word;
- **Clubs:** Senior Activities Committee; Culinary Breakfast Club; Men’s Group; Student Government; Monthly Broadway Plays; Roller Skating; Peer Leaders;
- **Sports:** Basketball; Step Team; Tennis; and Track.

The DOE does not anticipate that the proposed co-location of MESA would impact Bushwick Community HS’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 on Future Middle School Students in District 32

The proposal to co-locate MESA at K291 is not expected to impact the admissions process at J.H.S. 291. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at J.H.S. 291. J.H.S. 291 offers a zoned program and screened academic program through the District 32 Middle School Choice Process, which is described below, and would continue to do so if this proposal is approved. J.H.S. 291’s screened academic program gives preference to students and residents of District 32.

There are several other middle schools that are available to District 32 students and families. Through the District 32 Middle School Choice process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Fifth grade students who meet promotional standards and live within District 32 are eligible to apply to any District 32 choice middle school. Students rank their preferences from among the District 32 choice middle school programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened, limited unscreened or screened admissions method that have available seats for middle school students;
- 6-12 schools with an unscreened, limited screened, or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

Students may also choose to apply to a number of schools that manage their own admissions process. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. Information about all of these options is printed in each district's Middle School Choice Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment.htm>. Please note that this directory is updated yearly.

In addition to the Middle School Choice Process, J.H.S. 291 admits students through the over-the-counter ("OTC") admissions process and would continue to do so if this proposal is approved. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁵ or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of the elementary school attended by the student or the district to which the student's address is zoned for middle school. In unzoned 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.

¹⁵ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school within one calendar year following discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school. Chancellor's Regulation A-101 can be accessed at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

If this proposal is approved, students with IEPs will continue to participate in the middle school admissions process in the same manner as their non-disabled peers. The DOE will continue to support District 32 middle schools in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible consistent with their IEPs. The specific services provided may vary from year to year depending on students' individual needs. However, students with disabilities will continue to receive all mandated services in accordance with their IEPs.

In accordance with DOE policy, ELL students participate in the middle school admissions process in the same manner as their peers who are not ELL students. ELL students are placed according to the same placement criteria as their non-ELL peers. Students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched. This proposal will not affect ELL students' participation in the middle school admissions process or receipt of ELL services.

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/default.htm#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>.

Additionally, there are several other charter schools that serve middle school grades and are also available to District 32 students and families. These charter schools give preference to District 32 students in their respective lotteries and District 32 students will continue to have the option to participate in the lotteries. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE Web site here:

<http://schools.nyc.gov/community/planning/charters/Directory.htm>

Impact for Future High School Students – Transfer School Students

This proposal will not affect the admissions process for transfer school students applying to Bushwick Community HS. Transfer schools do not participate in the High School Admissions Process.¹⁶ 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.

Impact for Future High School Students

If this proposal is approved, eighth grade students will have the opportunity to enter the charter application lottery process to enroll in MESA starting in April of 2013. MESA will provide the following lottery preferences:

- Group 1: Returning students;¹⁷
- Group 2: Siblings of enrolled students¹⁸
- Group 3: ELLs residing in District 32;¹⁹

¹⁶ For additional information about the High School Admissions Process, please visit the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/HighDirectory/default.htm>.

¹⁷ The preference for returning students would not apply in 2013-2014.

¹⁸ The preference for siblings would not apply in 2013-2014.

- Group 4: ELLs not residing in District 32;²⁰
- Group 5: Students and residents of District 32 and;
- Group 6: Residents living outside of District 32.

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

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

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

For more information about the High School Admissions Process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

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

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

All students in District 32 will continue to have the opportunity to participate in the charter lottery process for charter high schools. For more information about the charter 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/Directory.htm>.

¹⁹ Once target enrollment as set by Board of Regents has been reached, these students will be folded into Group 5.

²⁰ Once target enrollment as set by Board of Regents has been reached, these students will be folded into Group 6.

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 a New York City high school 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);²¹ 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 for OTC students 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, international schools, and alternative programs are offered through referral.²² 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 2012-2013 school year, 599 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Brooklyn, the number of schools that admit students during this period increased from 144 to 176.

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>.

The proposed co-location of MESA with J.H.S. 291 and Bushwick Community HS is not anticipated to impact students who may enroll in high school through the OTC process.

²¹ 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.

²² International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Impact on Other Organizations in Building K291

K291 houses a UFT Training Center, a school safety office, and the District 32 Office of School and Food Nutrition. Three CBOs are also located in building K291: a Beacon program operated by the YMCA (“Beacon”), Brooklyn College Community Partnership (“Brooklyn College”), and the St. Nick’s Alliance (“St. Nick’s Alliance”). This proposal will not impact the space available to or services offered by these programs.

B. Schools

As discussed above, K291 has adequate capacity to accommodate MESA at full scale. Collectively, the schools are projected to enroll an estimated 1,295-1,440 students in 2016-2017. At that point, MESA will be at full scale in K291 and the projected utilization rate for K291 will be approximately 68%-76%. This means that the building has adequate room to accommodate the three schools that will be co-located in K291.

The estimated respective enrollments for J.H.S. 291, Bushwick Community HS, and MESA are shown in Section IV below.

As described in more detail in the attached Building Utilization Plan (“BUP”) that accompanies this EIS, if this proposal is approved, there will be sufficient space to accommodate J.H.S. 291, Bushwick Community HS, and MESA pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools.²³

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 a school 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. 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 would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of principals from all co-located schools. A Shared Space Committee would 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.

²³ The Footprint is available at: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

C. Community

Building K291 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 32 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 MESA is intended to meet those goals by providing an additional option for students in District 32.

The DOE supports the permanent placement of MESA in District 32. If this proposal is approved, MESA will add approximately 445-520 ninth through twelfth grade seats in District 32. MESA will be the only charter high school in the district and provide preference to District 32 students in the charter lottery application process, but will join 21 other existing charter high schools in the borough:

Borough Charter Options				
DBN	School Name	Grade Span 2012-13	Grade Span at Scale	Enrollment 2012-13²⁴
84K355	Williamsburg Collegiate Charter School	5-12	5-12	436
84K356	Achievement First Crown Heights Charter School	K-12	K-12	874
84K357	KIPP AMP Charter School	5-12	K-12	414
84K358	Achievement First East New York Charter School	K-8	K-10	707
84K359	UFT Charter School	K-12	K-12	1041
84K360	Launch Expeditionary Learning Charter School	6	6-10	109
84K395	ROADS Charter School I	9-12	9-12	160
84K417	Urban Dove Charter School	9-12	9-12	109
84K473	Williamsburg Charter High School	9-12	9-12	884
84K486	New Dawn Charter High School	9-12	9-12	144
84K508	Achievement First Endeavor Charter School	K-2, 5-11	K-12	664

²⁴ Based on the charter headcount as of October 1, 2012.

84K538	Achievement First Bushwick Charter School	K-10	K-11	851
84K593	Excellence Boys Charter School	K-9	K-10	538
84K608	Kings Collegiate Charter School	5-10	5-12	364
84K648	Bedford Stuyvesant Collegiate Charter School	5-9	5-9	312
84K693	Believe Northside Charter High School	9-12	9-12	372
84K707	Brooklyn Prospect Charter School	6-9	6-10	412
84K710	Brownsville Collegiate Charter School	5-9	5-10	290
84K726	Fahari Academy Charter School	5-8	5-9	306
84K730	Summit Academy Charter School	6-9	6-10	246
84K744	Coney Island Preparatory Public Charter School	5-8	5-9	353

Detailed information about all charter schools will be published annually and will be made available in print or on the DOE’s Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K291.

IV. Enrollment, Admissions and School Performance Information

J.H.S. 291

Admissions Data

Current Admissions	Grades 6-8: Middle School Choice—Zoned and Academic Screened
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Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (unaudited)	173	216	202	591
2013-14 (projections)	170-180	170-180	210-220	550-580
2014-15 (projections)	170-180	170-180	170-180	510-540
2015-16 (projections)	170-180	170-180	170-180	510-540
2016-17 (projections)	170-180	170-180	170-180	510-540

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	23%
Percentage of Students Eligible for Free or Reduced Lunch	79%

²⁵ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

J.H.S. 291 Roland Hayes	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Progress Report Progress Grade	C	C	C
Progress Report Performance Grade	D	D	D
Progress Report Environment Grade	C	D	D
Quality Review Score ²⁶	P	N/A ²⁷	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	14%	14%	14%
Math % Proficient (Levels 3 and 4)	23%	28%	31%
Other Key Performance Indicators			
Attendance Rate	90.5%	89.2%	89.1%
2012-2013 State Accountability Status²⁸			
Priority School			

²⁶ Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²⁷ Not all schools receive a Quality Review every year.

²⁸ <http://www.p12.nysed.gov/irs/accountability/>.

Bushwick Community HS

Admissions Data

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

	Total Enrollment Grades 9-12
2012-13 (unaudited)	346
2013-14 (projections)	340-380
2014-15 (projections)	340-380
2015-16 (projections)	340-380
2016-17 (projections)	340-380

Demographic Data²⁹

Percentage of Students Receiving ICT or SC Services	5%
Percentage of Students with Individualized Education Programs	14%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	54%

²⁹ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

Bushwick Community High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Progress Report Progress Grade	B	B	C
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	A	B	A
Progress Report College/Career Readiness Grade	N/A	N/A	D
Quality Review Score	P	P	P
Key Components of Performance and Progress			
Average Credits Earned by Students Starting School Year with 0 to 11 Credits	2.0	4.4	5.1
4 Year Graduation Rate	NA	NA	NA
6 Year Graduation Rate	25%	28%	21%
Regents Completion Rate	11%	12%	13%
Change in Attendance Rate	10%	15%	1%
2012-2013 State Accountability Status			
In Good Standing			

MESA

Admissions Data

Proposed Admissions	Grades 9-12: Charter Lottery Application
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Enrollment Data

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2012-13 (unaudited)	-	-	-	-	-
2013-14 (projections)	115-140	-	-	-	115-140
2014-15 (projections)	115-140	115-140	-	-	230-280
2015-16 (projections)	115-140	115-140	100-125	-	330-405
2016-17 (projections)	115-140	115-140	100-125	90-115 ³⁰	445-520

Demographic Data

There are no demographic data available for the school because MESA has not yet opened.

School Performance Data

There are no performance data available for the school because MESA has not yet opened.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocation at J.H.S. 291 or Bushwick Community HS.

Please refer to the Fair Student Funding (“FSF”) Guide and Fiscal Year 2013 (“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 J.H.S. 291 and Bushwick Community HS. 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.

³⁰ Enrollment decrease from ninth to twelfth grade is based on standard rates for attrition.

In accordance with New York 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.

This proposal is not expected to impact initial costs or allocations at J.H.S. 291 or Bushwick Community HS in building K291.

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

A. Personnel Needs

The proposed co-location of MESA in K291 is not expected to change the number of personnel positions assigned to J.H.S. 291 or Bushwick Community HS, nor is it expected to significantly alter the duties of current J.H.S. 291 or Bushwick Community HS staff.

New administrative staff and non-pedagogical positions will be created at MESA over the course of the school's phase-in. MESA 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 J.H.S. 291 or Bushwick Community HS is expected as a result of this proposal. MESA 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 J.H.S. 291 or Bushwick Community HS.

D. Other Support Services

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

VII. Building Information

Building		K291
Type of Building		MIDDLE
Year Built		1975
Overall BCAS rating		2.42
2011-2012 Target Building Utilization		54%
2011-2012 Target Building Capacity		1892
FY 2012 Maintenance Costs	Labor	\$41,514
	Materials	\$11,639
	Maintenance and repair contracts	\$17,942
	Service contracts	\$3,817
	Custodial operations costs—Materials	\$14,789
	Custodial operations costs—Custodial Allocation	\$381,967
FY 2012 Energy Costs	Electric	\$303,728
	Gas	\$57,865
	Oil	\$6,888
Projects completed during the current or prior school year		Heating Plant Upgrade
Projects proposed in the capital plan		Playground Redevelopment
Accessibility of the building		Functionally Partially Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab