

EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of Freedom Academy High School (13K509) at the End of Year 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Freedom Academy High School (13K509, “Freedom Academy”), an existing school serving students in grades nine through twelve, in building K906 (“K906”), located at 116 Nassau Street Brooklyn, NY 11201, within the geographical confines of Community School District 13 (“District 13”). The DOE is proposing to close the school based on its poor performance, low student enrollment and demand, and the DOE’s assessment that it lacks the capacity to improve quickly to better support student needs. Freedom Academy admits students through the Citywide High School Admissions Process. If this proposal is approved, Freedom Academy will close at the end of the 2012-2013 school year. Current ninth, tenth, and eleventh grade students, and twelfth grade students who do not satisfy graduation requirements will be offered seats at other Citywide high schools. Current twelfth grade students who meet graduation requirements at the end of the school year will graduate in June 2013. Freedom Academy is the only organization in the K906 building.

At this time, there are no plans to open or co-locate any other organizations in K906. K906 is a privately owned space that the DOE currently leases for the express purpose of providing a school facility for Freedom Academy. If this proposal to close Freedom Academy in June 2013 is not approved by the Panel for Educational Policy, the DOE would need to resite Freedom Academy to another building and would arrange to do so prior to September 2013, since the K906 lease is expiring at the close of the 2012-2013 school year. Therefore, there are no other proposed or potential uses of K906.

There is sufficient capacity in high schools throughout the district, borough, and city to accommodate current Freedom Academy students, as well as future students who might have attended Freedom Academy if it remained open. Additionally, many public charter schools across Brooklyn give preference to students in their respective geographic districts in which they are located providing another option for students to enroll in high school through the charter lottery application process. If this proposal is approved, the Office of Student Enrollment will inform parents of current ninth, tenth, eleventh, and twelfth grade students at Freedom Academy about options to transfer to other high schools in the Spring of 2013. Please see the attached Appendix for more information in regards to seat availability in the district.

Background on the DOE’s Decision-Making Process

Schools are identified for possible closure for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department as a Priority School, defined by New York State Education Department as one of the bottom 5% of schools in the state.¹ In August 2012, SED identified Priority schools across the State, including 122 in New York City. High Schools are identified as Priority based on the school’s graduation rate and their state test performance. Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out or closure. Progress Reports are released by the DOE each fall and evaluate schools on a scale of A through F based on Student Progress, Student Performance, School Environment, and, new to the Progress Report in 2011-2012, College and Career Readiness. During Quality Reviews, experienced

¹ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City.

educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

Freedom Academy received an overall F grade on its Progress Report in 2011-2012 for the second year in a row. The school was rated “Developing” on its most recent Quality Review in 2011-2012, indicating deficiencies in the way the school is organized to support student learning.

As a result, the DOE initiated a comprehensive review of Freedom Academy, with the goal of determining what intensive supports and interventions would best benefit its students and the Freedom Academy community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other educators who have worked closely with the school, and gathered community feedback.

The DOE is proposing that Freedom Academy be closed at the end of this school year rather than phased-out because the school currently has low student enrollment and, therefore, a gradual phase-out would leave the school with too few students and insufficient funding to adequately meet the school’s instructional, operational, administrative, and budgetary needs. Currently, Freedom Academy serves only 68 ninth grade students, 21 tenth grade students, 34 eleventh grade students, and 52 twelfth grade students.² Such low student enrollment is evidence that the school is not in demand in the community.

Performance and School Environment at Freedom Academy

As noted above, Freedom Academy has struggled, and the school’s performance during the 2011-2012 school year demonstrated that the DOE’s assessment that the school lacks capacity to improve quickly to better support student needs.

- Graduation rates have been below 61% for seven of the last eight years and have been declining since 2009-2010. Freedom Academy’s four-year graduation rate (including August graduates) was 50% in 2012—well below the most recent Citywide average of 65.5%. Citywide average is based on the 2011 New York State reported graduation results for DOE students.
- First year credit accumulation is a key predictor of student success because students who fall behind early in high school often have trouble getting back on track to graduate. In 2011-2012, only 44% of first-year students at Freedom Academy earned at least 10 credits with at least 6 of those credits earned across 3 of the 4 core subject areas. This rate of credit accumulation puts Freedom Academy in the bottom 1% of high schools Citywide.
- Freedom Academy was identified by the New York State Education Department as a Focus School, defined by New York State Education Department as among the lowest-performing schools in the state based on its results with certain high-needs student groups.
- Freedom Academy earned an F grade on its 2011-2012 annual Progress Report, including an F grade for Student Progress, a C grade for Student Performance, an F grade for School Environment, and a B grade for College and Career Readiness.
- On the 2012 New York City School Survey, only 23% of teacher respondents reported that discipline and order were maintained at Freedom Academy, putting the school in the bottom 3% of all high schools Citywide. In addition, only 76% of parents reported that their child was safe at school, putting the school in the bottom 5% of all high schools Citywide.

² Based on 2012-2013 Unaudited Register (also of October 26, 2012).

The chart below summarizes key performance data for Freedom Academy over the past three years:

Freedom Academy	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	F	F
Progress Report Progress Grade	C	F	F
Progress Report Performance Grade	A	C	C
Progress Report Environment Grade	C	F	F
Progress Report College/Career Readiness Grade	N/A	N/A	B
Quality Review Score ³	P	N/A ⁴	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ⁵	59%	54%	44%
4 Year Graduation Rate	71%	56%	50%
6 Year Graduation Rate	81%	71%	85%
% Graduating with a Regents Diploma	60%	49%	45%
Attendance Rate	78%	75%	72%
2012-2013 State Accountability Status			
Focus School ⁶			

Overview of Past Strategic Improvement Efforts at Freedom Academy

The DOE acknowledges that Freedom Academy staff members have worked hard to improve the school, but even with support, the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE has offered numerous supports including:

Leadership Support:

- Coaching the principal and assistant principals in analyzing student performance data to develop a data-driven action plan for school improvement and target additional resources to struggling students.
- Supporting school leadership in aligning curricula to citywide instructional expectations to raise standards for teacher practice and student learning.
- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.

³ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

⁴ Not all schools receive a Quality review every year.

⁵ In 2010-2011 the Progress Report enhanced this metric to define students earning at least 10 credits as students who earn at least 6 of those 10 credits in 3 of the following 4 subject areas: Mathematics, English, Science, or Social Studies.

⁶ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

- Assisting the principal in the development of instructional plans and goals for the school year, in support of the school’s Comprehensive Education Plan.⁷

Instructional Support:

- Participating in classroom walkthroughs to provide targeted feedback to teachers on ways to improve classroom instruction and increase student engagement.
- Supporting the development of teacher teams and collaboration among school staff to assess student progress, share best instructional practices and plan ways to increase school-wide professional growth and student achievement.
- Offering professional development opportunities for staff and facilitating inter-visitations with other schools to foster the development of rigorous instruction and improve student outcomes.

Operational Support:

- Assisting the school in the development of a school safety plan and discipline code, and coaching school staff in best practices for reducing the number of safety incidents and suspensions.
- Advising the school on grant implementation and working with the principal to align the budget with school-wide instructional goals.
- Advising school staff on budgeting, enrollment, staff recruitment and building management.

Student Support:

- Providing support on youth development issues and facilitating monthly meetings for guidance counselors to build the school’s capacity to offer social and emotional support to students.
- Supporting the school in monitoring student attendance and developing strategies to increase attendance rates.
- Helping the school develop effective parent engagement strategies aimed at increasing family and community participation and support for student achievement.

Freedom Academy has received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Freedom Academy community about strategies to better support students and improve outcomes at the school. On December 7, 2012, Brooklyn High School Superintendent Karen Watts held meetings with parents at the school, with teachers, and with the School Leadership Team (“SLT”) to discuss what is and is not working at Freedom Academy and how joint efforts could serve students better.

Approximately 7 SLT members and representatives from a community based organization, the CSA Union, and a representative from Council Woman Leticia James’ Office attended the SLT Meeting. They expressed a number of concerns with Freedom Academy, including:

⁷ The Comprehensive Education plan includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy.

- The school’s low student attendance hampers learning.
- The school did not improve from last year’s action plan.
- The facilities of the building negatively impact the learning environment.

Approximately 15 teachers attended the teacher meeting. They also expressed a number of concerns, including:

- There is no leadership and resources for teachers at the school.
- Teachers are stretched very thin; they teach six or more classes per day with four or more preparation periods, and teach subjects in which they are not licensed.
- Teachers work extra time without pay.
- The UFT District representative believes that the school leadership is ineffective.

Approximately 20 people attended the parent meeting. The parents also expressed several concerns, including:

- There are insufficient resources.
- Despite the issuance of an action plan last year, the school has failed to improve.
- The school does not offer any afterschool programs.
- Parents asked what happens if the school is phased out, and whether a replacement school would have an enrollment policy that allows students from the community to attend the school.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/brooklyn/feedback?id=299>.

While some members of the Freedom Academy community objected to the possibility of closing the school, the DOE believes that drastic action must be taken given the school’s performance struggles, and the other factors discussed above, as well as the lack of evidence that the school is poised to quickly turn around to better support students.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Proposed or Potential Use of Building

K906 has the capacity to serve 481 students.⁸ (The concept of “target capacity” is described below.) In 2012-2013, the building is serving 175 total students,⁹ yielding a building utilization rate of 36%.¹⁰

If this proposal is approved, Freedom Academy will close at end of the 2012-2013 school year. As noted earlier in the EIS, K906, a privately owned space that is currently leased by the DOE for the express purpose of providing a school facility for Freedom Academy. At this time, there are no plans to open or co-locate any other organizations in K906. Thus, once Freedom Academy has closed, no students will be served in building K906. If this proposal to close Freedom Academy in June 2013 is not approved, the DOE will resite Freedom Academy prior to September 2013, since the K906 lease is expiring at the close of the 2012-2013 school year. As noted in Section III, there are 1,577 excess ninth grade seats across

⁸ 2011-2012 Enrollment, Capacity, Utilization, Report (the “Blue Book”)

⁹ 2012-2013 Unaudited Register (as of October 26, 2012)

¹⁰ 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), 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 conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

Brooklyn and low demand for Freedom Academy. Students will have the opportunity to apply to attend another school through the High School Admissions Process, as detailed in Section III.

Over a period of two years, the proposed grade spans for Freedom Academy in building K906 are as follows:

Grade Spans			
DBN	School Name	2012-2013	2013-2014
13K509	Freedom Academy High School	9-12	-

Over a period of two years, the current and projected enrollments for Freedom Academy and the building utilization rate are shown in the table below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment
13K509	Freedom Academy High School	175	-
Total Building Enrollment		175	-
Utilization		36%	-

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.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 maximum 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 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, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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

If this proposal is approved, Freedom Academy will close at the end of the 2012-2013 school year.

Current Ninth Graders at Freedom Academy

In New York City, the High School Admissions Process is a Citywide choice process. (Please see “Enrollment Impact for Future High School Students—High School Admissions Process” below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 10, 2012. Students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at Freedom Academy who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 10, 2012. If this proposal is approved in March 2013, there would be another opportunity for current first-time ninth-grade students at Freedom Academy, and students at other schools who have applied to Freedom Academy, to submit a new list of 12 schools programs in Round Two of the High School Admissions Process. Those interested in applying to attend a different school as a tenth grader in September 2013 should meet with a guidance counselor.

In April 2013, students will be able to participate in Round Two of the High School Admissions process. Students would submit a Round Two application and would be able to rank schools that have available seats for tenth grade. Students may receive a match as part of Round Two in May 2013. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will replace the Round One match.

If the proposed closure of Freedom Academy is approved, current repeat ninth grade students will continue to attend the school for the remainder of the school year. The Office of Student Enrollment will inform parents of any current repeat ninth grade student who are not on track to meet promotional standards by the close of the 2012-2013 school year about options to transfer to other high schools in Spring 2013. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a Transfer High School.¹¹

Current Tenth, Eleventh, and Twelfth Graders at Freedom Academy

Current twelfth grade students who are on track to graduate will complete high school at Freedom Academy, provided they continue to earn credits on schedule and pass at least five Regents exams.

Current tenth-, eleventh-, and twelfth-grade students who are not on track to graduate because they are behind on academic credits should meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served at a Transfer High School or a Young Adult Borough Center. Transfer schools and Young Adult Borough Centers¹² have

¹¹ 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’s web site at www.goingforme.org.

¹² Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and

strong track records for helping over-age, under-credited students get back on track towards graduation.¹³ In general, however, all current Freedom Academy students will have the opportunity to enroll in a different high school for the 2013-2014 school year.

If this proposal is approved, Freedom Academy will close at the end of the 2012-2013 school year. The DOE will work to find a placement for all students who currently attend the school.

Impact on Academic and Extra-Curricular Offerings at Freedom Academy

With respect to academics, Freedom Academy will continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas for the remainder of the year. As appropriate, the DOE will work with Freedom Academy to ensure that students continue to have opportunities to pursue elective academic coursework through online coursework, or in partnership with higher education institutions in the City.

Freedom Academy currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in Freedom Academy will continue to receive their mandated special education services if this proposal is approved.

Freedom Academy currently serves students classified as English Language Learner (“ELL”) students. It offers English as a Second Language (“ESL”) services to these students. All students enrolled in Freedom Academy will continue to receive appropriate ELL services if this proposal is approved. All students will receive their mandated services until Freedom Academy closes after the 2012-2013 school year.

The DOE remains focused on helping Freedom Academy students succeed throughout the proposed closure. If this proposal is approved, Freedom Academy would be provided targeted, customized and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

If this proposal is approved, Freedom Academy will continue offering student athletics and other extra-curricular program options until the school closes at the conclusion of the 2012- 2013 school year.

According to the 2012-2013 High School Directory, Freedom Academy currently offers the following classes, extracurricular activities, clubs, and partnerships:^{14,15}

passed all of the required exams while attending the YABC. More information about YABC programs can be found: http://schools.nyc.gov/NR/ronlyres/ECC31A4F-9112-4FB7-9CBA-D01DC696F315/128549/YABC_Brochure_v3.pdf.

¹³ A student designated as “over-age, under-credited” is considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a transfer school.

¹⁴ The High School directory is located here: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

¹⁵ No PSAL sports programs are currently offered at the school.

- **Language Classes:** Spanish
- **Advanced Placement Classes:** English Language and Composition, English Literature and Composition, Environmental Science, United States History
- **Extracurricular Activities:** Student Mentoring, Internships, Community Projects, Student Government, Debate, Cyber Journalism, Prep for Success, College Now, Poetry, Chorus, Dance, Theatre
- **Clubs:** Mock Trial, Model UN Congress, Moot Court, Robotics
- **Community-Based Organizations:** Center for Self Improvement, South Brooklyn Youth, and Diving Enterprises
- **Partnerships:** Polytechnic University, New York City College of Technology, Medgar Evers College, Hunter College, The Alpha Omega Theatrical Dance Company, Center for Arts in Education

Freedom Academy would continue offering these options for the remainder of the school year. The DOE will work with Freedom Academy Staff to enhance existing partnerships or to develop new partnerships if specific, new student needs emerge during the closure period.

Current Freedom Academy students will continue to have the opportunity to participate in a variety of extracurricular programs during the remainder of the school year though the specific programs offered may change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Enrollment Impact for Future High School Students—High School Admissions Process

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 school programs in Round Two to be matched to a choice on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. If a student submitted an application as part of Round One of High School Admissions process, a match received in Round Two will replace the Round One match. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs 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 students with IEPs have access to learn alongside their non-disabled peers to the greatest extent possible.

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.

Freedom Academy admits students as part of the Citywide High School Admissions Process.

High school admissions applications were due on December 10, 2012. If this proposal is approved by the PEP on March 11, 2013, students who listed Freedom Academy on their high school admissions applications would have the school removed from the student's existing ranking before the Round One match is executed. In this scenario, any school ranked lower than Freedom Academy on the application would essentially move up on the application. This may or may not impact the eventual match, as the student might have been matched to a school ranked higher than Freedom Academy on the application. However, if the student would have been matched to Freedom Academy, he or she would instead be matched to the next-highest program listed on the applications for which he or she is considered, subject to admissions methods, priorities, and seat availability.

In addition, students will have the opportunity to submit a new admission application during Round Two. Schools with available seats as well as new high schools designated to open throughout the city for the 2013-2014 school year will also be available for these students to consider as part of Round Two. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will replace the Round One match.

Enrollment Impact for Future High School Students – Over-the-Counter Placements

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a phase-out or closure decision. As of the October 26, 2012 Unaudited Register, Freedom Academy has admitted a total of 45 new ninth grade students for the current school year. Newly admitted ninth grade students enter high schools through two methods:

- High School Admissions process
- “Over-the-counter” (“OTC”) placement

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. Most of 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;¹⁶
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address and which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of

¹⁶ 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>.

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 filling 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 schools¹⁷, and alternative programs are offered through referral. 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 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 has increased from 144 to 176.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2012-2013 school year to approximate future needs. The chart below provides an overview of how many students arrived at Freedom Academy for this school year through each admissions method, for ninth through twelfth grades:

The chart below provides an overview of how many ninth-grade students arrived at Freedom Academy through each admissions method in the 2012-2013 school year.

	Over-The-Counter	High School Admissions Process
9th Grade	A small number of students	37

Additionally, Freedom Academy admitted a small number of students OTC in grades ten, eleven, and twelve. It is critical that the needs of all students—whether they arrive through the admissions process or the OTC process—are met. Of the 37 ninth grade students who were admitted through the High School Admissions process, 24% are students with disabilities and a small percentage of students are ELLs.

Schools with Programs Similar to Freedom Academy’s Program Offerings¹⁸

Eighth-grade students will continue to have access to a broad range of high school options through the Citywide High School Admissions Process. These include many other Brooklyn high schools, some of which offer academic programs and pathways similar to those currently available at Freedom Academy. Detailed information about high schools is available at enrollment offices and online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

The Appendix includes a list of schools in Brooklyn with programs in the same interest area, Humanities and Interdisciplinary, as the one currently offered at Freedom Academy. In addition, the percentage of students with disabilities and English Language Learners that attend each of these schools is included so that families can understand more about the demographics at certain schools and can use this information to help determine the most appropriate options.

¹⁷ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

¹⁸ Similar programs are defined as those in the same “interest area” to which students can apply through the High School Admissions Process.

B. Schools

As noted above, Freedom Academy is the only school in the building and will close after June 2013 if this proposal is approved. At this time, the DOE does not plan to site any other school organizations in K906, since the K906 lease is expiring at the close of the 2012-2013 school year. As stated earlier, if this proposal to close Freedom Academy in June 2013 is not approved by the Panel for Educational Policy, the DOE would need to reside Freedom Academy to another building and would arrange to do so prior to September 2013.

C. Community

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 performance at Freedom Academy over the past two years indicates there is a need to create better options for future and current students in the Freedom Academy community. The DOE is proposing to close the school based on its poor performance, low student enrollment and demand, and the DOE's assessment that it lacks the capacity to improve quickly to better support student needs. Under this proposal, the K906 building will no longer be used by the DOE. Students will, however, have the opportunity to attend other high schools through the High School Admissions Process. The DOE will work to find a placement for all students who currently attend the school.

Impact on Borough-Wide Seat Capacity

The proposed closure of Freedom Academy is one of several previously and concurrently proposed changes to high school seats in Brooklyn. These proposed changes include: phase-out schools, school closures, co-locations of new schools to replace phase-out schools, enrollment expansions of existing schools, and proposed co-locations of new high schools, including charter high schools.

The DOE plans for high school capacity on a borough-wide basis and measures high school seat capacity based on ninth-grade seats. The chart below details each of the proposed changes and provides a summary of the overall impact on ninth-grade seat capacity in Brooklyn.

DBN	School Name	Building	PEP Vote	Impact on 9th Grade Seat Capacity	Admissions Method for Seats Added/Removed	Offers CTE Programming
Proposed High School Phase-Outs/Closures for 2013-2014						
13K509	Freedom Academy High School	K906	Pending March 11 PEP Vote	-45	Educational Option	No
22K495	Sheepshead Bay High School	K495	Pending March 11 PEP Vote	-366	Zoned and Educational Option	Yes
Proposed New High Schools for 2013-2014						

22K611	New High School @ K495	K495	Pending March 11 PEP Vote	+108	Limited Unscreened	No
84KTBD	New Visions Charter High School for Applied Math and Science III	K495	Pending March 11 PEP Vote	+125	Charter Lottery, preference to D22	Yes
84KTBD	New Visions Charter High School for the Humanities III	K495	Pending March 11 PEP Vote	+125	Charter Lottery, preference to D22	Yes
84KTBD	Achievement First Charter High School	K166	Pending March 11 PEP Vote	+104	Feeder Schools of AF East New York and AF Bushwick	No
84KTBD	Math, Engineering and Science Academy Charter High School	K291	Pending March 11 PEP Vote	+125	Charter Lottery, preference to D32	No
Total Proposed Change in 9th Grade Seat Capacity for 2013-2014				+ 176		
Planned/Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation						
22K555	Brooklyn College Academy	K917	Approved at December 20 PEP Vote	+15	Screened	No
Total Approved Changes in 9th Grade Seat Capacity for 2013-2014 Implementation				+15		
Total Anticipated Change in 9th Grade Seat Capacity for 2013-2014				+191		

The proposed new schools and changes to 9th grade seat capacity would add 602 available ninth-grade seats in Brooklyn high schools. The closure of Freedom Academy High School and the phase-out of Sheepshead Bay would result in the loss of 411 ninth-grade seats. Therefore, the DOE anticipates there would be a net gain of capacity of 191 new ninth grade seats in Brooklyn.

During the 2012-2013 school year, there are a total of 23,765 ninth-grade seats available in Brooklyn.¹⁹ A total of 22,188 new ninth-grade students enrolled in Brooklyn high schools in 2012-2013²⁰, leaving 1,577 excess seats.

¹⁹ Current ninth grade seat capacity is based on 2012 ninth-grade seat targets for all district high schools (excludes District 75 and District 79 programs); seat targets for schools that have a zoned admissions element are set to the number of ninth-grade new admits.

²⁰ Unaudited Register as of October 26, 2012.

Thus, if all of the proposals described above are approved, there would be 191 additional new seats, and a total of 23,956 ninth-grade seats in Brooklyn for the 2013-2014 school year, leaving a projected excess of 1,768 seats for the 2013-2014 school year.²¹

Further, the changes above represent an increase in limited unscreened seats, which are available to all students, regardless of past academic history. These changes also represent an increase in the number of seats which would give priority to students residing in Brooklyn (e.g., through the charter school lottery). This means that a wider set of options will be available to a greater number of students.

In addition to what is reflected in the chart, as part of the replacement plan for the proposed phase-out of Sheepshead Bay, the DOE has also proposed to open one new transfer high school to serve overage, under-credited students in building K495. This new school would add approximately 130-170 seats in 2013-2014 and 230-270 seats at scale. These seats are not included in the chart above, as transfer schools serve overage, undercredited students who are 15 years of age and older and who have attended another New York City public high school for at least one year. Therefore transfer schools do not serve first time ninth graders. The DOE also intends to propose to open at least one more transfer high school in Brooklyn for the 2013-2014 school year, which may further increase the capacity of high school seats in the borough, though this school would also not serve first time ninth graders. Any proposal to open a new high school would be the subject of a future EIS in accordance with Chancellor's Regulation A-190.

Information regarding the new high schools proposed to open in September 2013 will be provided in the spring for students who may be interested in applying to these schools as part of Round Two of the High Schools Admissions Process. Detailed information about all City high schools and the High School Admissions Process 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's website at <http://schools.nyc.gov/ChoicesEnrollment/High/Programs>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building K906 for the 2012- 2013 school year. This proposal is also not expected to impact the functional accessibility of K906.

IV. Enrollment, Admissions, and School Performance Information

Freedom Academy

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Methods: Educational Option
Admissions if Closure Proposal Is Approved	N/A

²¹ The projected excess of 1,820 seats assumes that the number of new ninth grade admits in 2013-2014 will remain the same as it was in 2012-2013. The actual number of new ninth grade admits in 2013-2014 is subject to change based on factors including, but not limited to demographics, changes in ninth grade seat targets, and new school seat capacity.

Enrollment Data²²

	Total Enrollment Grades 9-12
2012-13 (unaudited)	175
2013-14 (projections)	-

Demographic Data²³

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	25%
Percentage of ELLs	4%
Percentage of Students Eligible for Free or Reduced Priced Lunch	69%

School Performance Data

Freedom Academy	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	B	F	F
Quality Review Score	P	N/A ²⁴	D
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	59%	54%	44%
4 Year Graduation Rate	71%	56%	50%
6 Year Graduation Rate	81%	71%	85%
% Graduating with a Regents Diploma	60%	49%	45%
Attendance Rate	78%	75%	72%
2012-2013 State Accountability Status	Focus School ²⁵		

²² All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²³ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁴ Not all schools receive a Quality review every year.

²⁵ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

V. Initial Costs and Savings, and Cost of Instruction

If this proposal is approved, once the closure is implemented, the DOE will cease to allocate funds to Freedom Academy and will repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if the teachers and other school staff, who are no longer needed at the school, are unsuccessful in finding other employment opportunities in the department. This staff may chose to refer to the Absent Teacher Reserve (“ATR”), which is described further below.

Please refer to the Fair Student Funding Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to Fair Student Funding and other school allocations will be impacted as a result of register changes at Freedom Academy. 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

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Freedom Academy will be excessed after the closure.²⁶

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Freedom Academy would be excessed when the school is closed. Again, all excessing would take place in accordance with existing labor contracts.

C. Transportation

If this proposal is approved, transportation would continue to be provided according to Chancellor’s Regulation A-801 until the closure is complete: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

Until closure is complete, there will be no change to existing transportation practices at Freedom Academy as a result of this proposal.

²⁶ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

D. Other Support Services

The provision of certain support services is described above. Other support services would continue to be provided consistent with Citywide policy if this proposal is approved, until closure is complete.

VII. Building Information

Building		K906
Type of Building		HS
Year Built		1994
Overall BCAS rating		2.61
2011-2012 Target Building Utilization		45%
2011-2012 Target Building Capacity		481
FY 2012 Maintenance Costs	Labor	\$110
	Materials	\$0
	Maintenance and repair contracts	\$2,110
	Service contracts	\$0
	Custodial operations costs—Materials	N/A ²⁷
	Custodial operations costs—Custodial Allocation	\$155,200
FY 2012 Energy Costs	Electric	\$110,212
	Gas	\$23,784
	Oil	N/A
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		Building is not functionally fully programmatically accessible
Building attributes		Art Rooms, Cafeteria, Computer Rooms, Library, Nurse's Office

²⁷ Leased site. Lease will terminate in early FY 14. Custodial services by private contractor hence FB and materials included in Base Custodial Amount.

Appendix: Brooklyn High Schools with Humanities and Interdisciplinary Interest Area

DBN	Boro	School Name	Address	2012-2013 Enrollment	2011-2012 Org Capacity	2012-2013 Org Util	2011-2012 Progress Report Grade	% SE	% ELL	Program Name
13K419	Brooklyn	Science Skills Center High School for Science, Technology and the Creative Arts	49 Flatbush Avenue Extension	535	660	81%	B	11%	6%	Humanities and the Arts
13K439	Brooklyn	Brooklyn International High School	49 Flatbush Avenue Extension	359	376	95%	A	0%	80%	Brooklyn International High School
13K527	Brooklyn	Urban Assembly Institute of Math and Science for Young Women	283 Adams Street	500	467	107%	-	13%	1%	The Urban Assembly Institute of Math and Science for Young Women
15K592	Brooklyn	Khalil Gibran International Academy	362 Schermerhorn Street	92	191	48%	-	18%	9%	Khalil Gibran International Academy
13K670	Brooklyn	Benjamin Banneker Academy	71-77 Clinton Avenue	908	1025	89%	B	1%	0%	Humanities
14K071	Brooklyn	Juan Morel Campos Secondary School	215 Heyward Street	825	1422	58%	C	15%	24%	Juan Morel Campos Secondary School
14K322	Brooklyn	Foundations Academy	70 Tompkins Avenue	155	427	36%	F	30%	7%	Foundations Academy
14K449	Brooklyn	The Brooklyn Latin School ²⁸	325 Bushwick Avenue	509	667	76%	B	0%	0%	Brooklyn Latin
14K454	Brooklyn	Green School: An Academy for Environmental Careers	223 Graham Avenue	349	555	63%	B	16%	12%	Green School: An Academy for Environmental Careers

²⁸ A proposal to resite The Brooklyn Latin School from building K147 at 325 Bushwick Avenue, New York, NY to building K449 at 223 Graham Avenue, Brooklyn, NY 11206, was approved by the Panel for Educational Policy on December 20, 2012. Beginning in the 2013-2014 school year, Brooklyn Latin will no longer serve students in K147.

14K488	Brooklyn	Brooklyn Preparatory High School	257 North 6 Street	455	590	77%	A	13%	3%	Brooklyn Preparatory High School
14K561	Brooklyn	Williamsburg Preparatory School	257 North 6 Street	641	663	97%	A	11%	3%	Williamsburg Preparatory School
14K586	Brooklyn	Lyons Community School	223 Graham Avenue	544	627	87%	B	17%	12%	Lyons Community School
14K632	Brooklyn	Frances Perkins Academy	50 Bedford Avenue	152	168	90%	A	27%	11%	Frances Perkins Academy
14K685	Brooklyn	El Puente Academy for Peace and Justice	250 Hooper Street	220	234	94%	A	15%	19%	El Puente Academy for Peace and Justice
15K423	Brooklyn	Brooklyn Frontiers High School	112 Schermerhorn Street	135	111	122%	-	34%	2%	Brooklyn Frontiers High School
15K429	Brooklyn	Brooklyn School for Global Studies	284 Baltic Street	316	835	38%	B	27%	6%	Brooklyn School for Global Studies
15K448	Brooklyn	Brooklyn Secondary School for Collaborative Studies	610 Henry Street	682	719	95%	A	23%	5%	Brooklyn Secondary School for Collaborative Studies
15K464	Brooklyn	Park Slope Collegiate	237 7 Avenue	388	595	65%	C	14%	12%	College Preparatory
15K497	Brooklyn	School for International Studies	284 Baltic Street	484	767	63%	B	10%	16%	Honors Institute
15K519	Brooklyn	Cobble Hill School of American Studies	347 Baltic Street	627	841	75%	B	15%	7%	American Studies
15K667	Brooklyn	Sunset Park High School	153 35Th Street	1298	1243	104%	-	11%	16%	Sunset Park High School
15K684	Brooklyn	Millennium Brooklyn	237 7 Avenue	225	2232	10%	-	8%	0%	Millenium Brooklyn
16K393	Brooklyn	Frederick Douglass Academy IV Secondary School	1010 Lafayette Avenue	281	618	45%	D	16%	2%	Frederick Douglass Academy IV Secondary School
17K382	Brooklyn	Academy for College Preparation and Career Exploration: A College Board School	911 Flatbush Avenue	563	701	80%	B	14%	4%	Academy for College Preparation and Career Exploration

17K524	Brooklyn	International High School at Prospect Heights	883 Classon Avenue	425	527	81%	A	1%	80%	International High School at Prospect Heights
17K528	Brooklyn	The High School for Global Citizenship	883 Classon Avenue	296	441	67%	C	14%	10%	High School for Global Citizenship
17K528	Brooklyn	The High School for Global Citizenship	883 Classon Avenue	296	441	67%	C	14%	10%	College Preparatory
17K531	Brooklyn	The School for Human Rights	600 Kingston Avenue	393	539	73%	A	9%	6%	The School for Human Rights
17K539	Brooklyn	High School for Service & Learning at Erasmus	911 Flatbush Avenue	411	455	90%	A	18%	8%	High School for Service & Learning
17K546	Brooklyn	High School for Public Service: Heroes of Tomorrow	600 Kingston Avenue	436	603	72%	A	1%	1%	Public Service Academy: Social Action & Leadership
17K745	Brooklyn	Brooklyn Institute for Liberal Arts	600 Kingston Avenue	92	N/A	N/A	-	15%	3%	Brooklyn Institute for Liberal Arts
18K566	Brooklyn	Brooklyn Generation School	6565 Flatlands Avenue	307	456	67%	C	22%	6%	Brooklyn Generation School
18K569	Brooklyn	Kurt Hahn Expeditionary Learning School	5800 Tilden Avenue	279	686	41%	A	17%	7%	Kurt Hahn Expeditionary Learning School
18K576	Brooklyn	Victory Collegiate High School	6565 Flatlands Avenue	324	369	88%	A	16%	3%	Victory Collegiate High School
18K589	Brooklyn	Arts & Media Preparatory Academy	905 Winthrop Street	282	490	58%	C	11%	4%	Arts & Media Preparatory
18K629	Brooklyn	Cultural Academy for the Arts and Sciences	5800 Tilden Avenue	305	711	43%	B	20%	4%	Cultural Academy for the Arts
18K642	Brooklyn	Urban Action Academy	1600 Rockaway Parkway	306	522	59%	C	16%	10%	Urban Action Academy
19K404	Brooklyn	Academy for Young Writers	1065 Elton Street	390	605	64%	B	13%	2%	Academy for Young Writers

19K409	Brooklyn	East New York Family Academy	2057 Linden Boulevard	453	604	75%	C	4%	0%	East New York Family Academy
19K502	Brooklyn	FDNY High School for Fire and Life Safety	400 Pennsylvania Avenue	349	436	80%	B	18%	3%	FDNY High School for Fire and Life Safety
19K583	Brooklyn	Multicultural High School	999 Jamaica Avenue	388	583	67%	D	0%	82%	Multicultural High School
19K639	Brooklyn	Brooklyn Lab School	999 Jamaica Avenue	385	532	72%	D	18%	18%	Brooklyn Lab School
19K659	Brooklyn	Cypress Hills Collegiate Preparatory School	999 Jamaica Avenue	425	621	68%	D	10%	18%	Cypress Hills Collegiate Preparatory School
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3299	2225	148%	B	12%	23%	Honors Academy
20K445	Brooklyn	New Utrecht High School	1601 80 Street	3299	2225	148%	B	12%	23%	New Utrecht Dual Language and Asian Studies (Mandarin)
20K485	Brooklyn	High School of Telecommunication Arts and Technology	350 67 Street	1294	1211	107%	A	14%	5%	Telecommunication Arts and Technology
20K490	Brooklyn	Fort Hamilton High School	8301 Shore Road	4474	2752	163%	B	11%	21%	Honors Academy
20K609	Brooklyn	Urban Assembly School for Criminal Justice	4200 16 Avenue	436	377	116%	-	14%	14%	The Urban Assembly School for Criminal Justice
21K337	Brooklyn	International High School at Lafayette	2630 Benson Avenue	358	480	75%	B	0%	84%	International High School
21K348	Brooklyn	High School of Sports Management	2630 Benson Avenue	349	532	66%	C	17%	4%	High School of Sports Management
21K410	Brooklyn	Abraham Lincoln High School	2800 Ocean Parkway	2459	2015	122%	C	13%	13%	Honors Institute for American Studies - Gilder Lehrman
21K468	Brooklyn	Kingsborough Early College School	2630 Benson Avenue	547	541	101%	-	9%	3%	Kingsborough Early College
21K540	Brooklyn	John Dewey High School	50 Avenue X	1914	2434	79%	B	8%	21%	College Preparatory International Program

21K540	Brooklyn	John Dewey High School	50 Avenue X	1914	2434	79%	B	8%	21%	Bilingual Chinese College Preparatory Program
21K572	Brooklyn	Expeditionary Learning School for Community Leaders	2630 Benson Avenue	254	475	53%	B	13%	17%	Expeditionary Learning School for Community Learners
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21St Avenue	886	848	104%	B	14%	9%	Multimedia Technology for New Students
21K690	Brooklyn	Brooklyn Studio Secondary School	8310 21St Avenue	886	848	104%	B	14%	9%	Multimedia Technology for Current Students
22K405	Brooklyn	Midwood High School	2839 Bedford Avenue	3907	2428	161%	B	5%	4%	Liberal Arts and Science Institute (formerly Collegiate program)
22K405	Brooklyn	Midwood High School	2839 Bedford Avenue	3907	2428	161%	B	5%	4%	Humanities
22K555	Brooklyn	Brooklyn College Academy ²⁹	350 Coney Island Avenue	637	611	104%	A	0%	0%	Brooklyn College Academy
23K493	Brooklyn	Brooklyn Collegiate: A College Board School	2021 Bergen Street	476	997	48%	C	9%	2%	Brooklyn Collegiate: A College Board School
23K514	Brooklyn	Frederick Douglass Academy VII High School	226 Bristol Street	324	427	76%	C	23%	1%	Frederick Douglass Academy VII High School
23K644	Brooklyn	Eagle Academy for Young Men II	1137 Herkimer Street	429	596	72%	-	14%	2%	Eagle Academy for Young Men II
32K545	Brooklyn	EBC High School for Public Service–Bushwick	1155 Dekalb Avenue	525	613	86%	B	14%	18%	Public Service
32K549	Brooklyn	Bushwick School for Social Justice	400 Irving Avenue	433	506	86%	B	18%	19%	Humanities and Interdisciplinary

²⁹ The PEP approved the truncation of the seventh and eighth grades of Brooklyn College Academy on December 20, 2012. As a result, Brooklyn College Academy will no longer admit middle school students beginning in the 2013-2014 school year.

32K552	Brooklyn	Academy of Urban Planning	400 Irving Avenue	397	540	74%	C	20%	27%	Urban Planning and Design
32K556	Brooklyn	Bushwick Leaders High School for Academic Excellence	797 Bushwick Avenue	426	561	76%	C	16%	17%	Bushwick Leaders High School for Academic Excellence

Sources:	
2012-13 Enrollment	2012-2013 Unaudited Register (as of October 26, 2012).
2011-12 Organization Capacity (Org Capacity)	School Capacity in 2011-2012 from the School Utilization Report ("Blue Book").
2012-13 Organization Utilization (Org Util)	The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 26, 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.
% Special Education (SE)	Students with disabilities as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012). This count does not include SETSS or students receiving speech or language services.
% English Language Learner (ELL)	English Language Learner students as percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).
Progress Report	2011-2012 Progress Report Grade.
Admissions	Process by which students are admitted to the school.