

# REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of a New Public Charter School, Brooklyn Success Academy (84K367), with Existing Schools Urban Assembly School for Urban Environment (14K330), Foundations Academy (14K322), a District 75 School (P368K@I033K) and an Alternative Learning Center in School Building K033

## I. Summary of Proposal

On January 14, 2011, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to site Brooklyn Success Academy Charter School (84K367, “Brooklyn Success”), a new public charter school that would serve students in kindergarten through fourth grade, in Building K033 (“K033”), located at 70 Tompkins Avenue, Brooklyn, NY 11206, in Community School District 14. Brooklyn Success would be co-located in K033 with Urban Assembly School for the Urban Environment (14K330, “Urban Environment”), an existing DOE district middle school that serves sixth through eighth grade, Foundations Academy (14K322, “Foundations”), an existing high school that serves ninth through twelfth grade, and an existing District 75 school (75K368, “P368K@I033K”) serving students in sixth through eighth grade.<sup>1</sup> The building also houses an Alternative Learning Center (88K988, “ALC”), a suspension center serving students in ninth through twelfth grades. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias. This proposal was approved by the Panel for Educational Policy (“PEP”) on March 1, 2011.

This EIS has been revised in the following manner: the shared spaces in K033 have been clarified; enrollment numbers for Foundations and Urban Environment, total building enrollment, building utilization, and demographic information has been updated to reflect the 2010 Audited Register; Urban Environment’s enrollment projections for 2011-2012 and future years has been adjusted consistent with budget register projections; the 2014-2015 building enrollment and utilization rate has been updated accordingly; a footnote about projections has been added to this revised EIS; P368K@I033K’s projections have been adjusted, its demographic data has been updated, and the revised EIS includes a footnote that explains that the data pertains to 75K368 as a whole; footnotes referencing incorrect years as sources have been fixed; typographical errors have been fixed; references to Brooklyn Success’s application and lottery process have been updated to include the dates on which applications were due and when the lottery took place; an incorrect reference that stated this proposal was temporary has been removed; an erroneous reference to international and transfer schools has been removed; and the status of the High School Admissions Process has been updated.

The BUP for this proposal, which is annexed, has also been revised in the following manner: the proposed shared space schedule has been adjusted and the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal.

<sup>1</sup> P368K is sited at three other locations throughout Brooklyn: P368K@P120K, located at 18 Beaver Street, Brooklyn, NY 11206; P368K@H429K School for Global Studies, located at 284 Baltic Street, Brooklyn, NY 11201; and P368K@Brooklyn Children Ctr., located at 1819 Bergen Street, Brooklyn, NY 11233. This co-location proposal is not anticipated to impact any of these other sites. All references to 2010-2011 enrollment and beyond are for P368K@I033K are based on the January 12, 2011 unaudited register. All references to projected building enrollment include P368K@I033K.

Brooklyn Success has been approved by its authorizer, the State University of New York (“SUNY”) to open a new public charter school in District 14. Brooklyn Success would serve students in kindergarten and first grade when it first opens in 2011-2012 and would subsequently add one grade per year until it serves up to 424 students in kindergarten through fourth grade. Brooklyn Success will provide a preference to District 14 students in its charter school lottery application process.<sup>2</sup>

Brooklyn Success would be co-located with Urban Environment, Foundations, and P368K@I033K, as well as the ALC, in K033. In 2011-2012, the first year of the proposed co-location, Brooklyn Success would enroll approximately 82 students in kindergarten and 108 students in first grade. In 2012-2013, Brooklyn Success would expand to serve second grade for a total enrollment of 249 students. In 2013-2014, Brooklyn Success would expand to serve third grade for a total enrollment of 352 students. In 2014-2015, Brooklyn Success would achieve full scale and serve approximately 424 students in kindergarten through fourth grade.

Urban Environment is an existing middle school that admits students through the District 14 middle school choice process and currently serves 141 students in sixth through eighth grades.<sup>3</sup> Foundations is an existing high school that admits students through the Citywide High School Admission Process and currently serves 174 students in ninth through twelfth grades.<sup>4</sup> The ALC provides an educational setting for students on a Superintendent suspension for up to 90 days and currently serves 52 students in ninth through twelfth grades. P368K@I033K currently serves 72 students in sixth through eighth grades and provides mandated services for students with emotional disturbances or autism.<sup>5</sup> The current total building enrollment is 439 students.

K033 has been identified as an under-utilized building, meaning it currently has at least 300 seats available.<sup>6</sup> In 2009-2010, K033 had a target capacity to serve 1,213 students. The three schools within the building and the ALC enrolled a total of 466 students – 209 students at Foundations, 140 students at Urban Environment, 75 students at P368K@I033K, and 42 students at the ALC.<sup>7</sup> Thus, the target building utilization was 37%.<sup>8</sup> Although the building has the capacity to serve 1,213 students, in 2010-11, K033 only served 439 students,<sup>9</sup> which yields an estimated utilization rate of 35%.<sup>10</sup> In 2014-15, when Brooklyn Success completes its expansion and achieves full scale, K033 would serve approximately 824-899

<sup>2</sup> For more information about the charter school lottery application process, please consult the DOE’s Directory of NYC Charter Schools, which can be accessed on the DOE’s website: <http://schools.nyc.gov/community/planning/charters/For+Parents>. Applicants who reside in the district in which a charter is located receive preference for admission. Brooklyn Success’ deadline for submitting an application to participate in the lottery was April 1, 2011. The lottery was held on April 6, 2011.

<sup>3</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>

<sup>4</sup> <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>

<sup>5</sup> Foundations, Urban Environment enrollment reflective of 2010 audited register. ALC enrollment reflective of January 12, 2011 unaudited register, P368K@I033K enrollment reflective of January 11, 2011 unaudited register.

<sup>6</sup> The preliminary 2010-2011 Under-Utilized Space Memorandum and List was published on the DOE’s website on October 8, 2010. It can be accessed at <http://schools.nyc.gov/community/planning>.

<sup>7</sup> 2009 audited register

<sup>8</sup> The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

<sup>9</sup> 2010 audited register

<sup>10</sup> The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students projected to actually attend the school and do not include Long Term Absences (LTAs).

students,<sup>11</sup> which yields an estimated utilization rate of 71%. The DOE notes that there will be a number of rooms that remain after all organizations have received their baseline footprint allocation, that can also fulfill also the baseline footprint for the ALC. However due to the physical layout of the building and in an effort to ensure that all organizations remain as self-contained as possible, the ALC will be re-sited to an alternate location within District 14 or to a district in need of an additional ALC by the 2013-2014 school year.

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

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. In determining the most optimal way to distribute space to high quality schools, the DOE is proposing to co-locate Brooklyn Success in the K033 building. The DOE believes Brooklyn Success will provide an additional high-quality elementary school that will serve the families of District 14.

The Success Charter Network, the charter management organization that will manage Brooklyn Success, currently manages a total of seven charter schools, four of which are located in Harlem, and three of which are located in the Bronx.<sup>12</sup> The Success Network strives to provide rigorous and well-rounded instruction in historically underserved communities. Harlem Success Academy 1 Charter Schools (84M351, "HSA 1") received an A on the 2009-2010 Progress Report, with an A in the Environment sub-section and B on the Student Progress sub-section, and is the first school from the Success Network to have received a Progress Report grade so far. In 2009-2010, 86.0% of students scored at-or-above grade level on the State English language arts (ELA) test, and 94.2% of students scored at-or-above grade level on the State math test.<sup>13</sup>

The DOE believes in the Success Network's record of success and supports the permanent placement of Brooklyn Success in District 14 in order to continue providing excellent educational opportunities for students and families.

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

K033 has the capacity to serve 1,267 students. In 2009-2010, the building only served 466 students, yielding a target utilization rate of just 37%. The total building enrollment for the 2010-2011 school year was 439 students, which yields an estimated utilization rate of 35%. Over the next five years, the proposed grade spans for the schools in the building are as follows:

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<sup>11</sup> Estimate includes projected enrollment at Foundations, Brooklyn Success, Urban Environment, and P368K@I033K. The ALC program will move out of the building at the end of the 2013-2014 school year and is excluded from the 2014-2015 projected building utilization reported in this proposal.

<sup>12</sup> In a separate EIS, the DOE proposed to site another Success Network school in Manhattan. That proposal was approved by the PEP on February 1, 2011.

<sup>13</sup> The other schools in the Success Charter Network did not serve third grade in 2009-2010, the year in which testing begins. Therefore, there is no performance data for those schools.

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
Urban Environment	9-12	9-12	9-12	9-12	9-12
Foundations Academy	6-8	6-8	6-8	6-8	6-8
P368K@I033K	6-8	6-8	6-8	6-8	6-8
ALC*	9-12	9-12	9-12	-	-
Brooklyn Success	N/A	K-1	K- 2	K-3	K- 4

\*As discussed above, the ALC will be re-sited no later than the 2013-2014 year.

As mentioned previously, Brooklyn Success has been approved by its authorizer to open a kindergarten through fifth grade public charter school in District 14. The DOE has informed Success Charter Network that K033 can only accommodate kindergarten through fourth grade at the school’s current projected enrollment. If this revised proposal is approved, in 2011-2012, the first year of the proposed co-location, Brooklyn Success would enroll approximately 190 students in kindergarten and first grade. In 2012-2013 Brooklyn Success would add one grade and enrollment would increase to 249 students. In 2013-2014, Brooklyn Success would expand to serve third for a total enrollment of 352. In 2014-2015, Brooklyn Success would serve approximately 424 students in kindergarten through fourth grade. The DOE will consider all long-term options to accommodate the anticipated growth of Brooklyn Success, which include requesting that Brooklyn Success revise its enrollment plan, and/or re-siting some of its grades in a different location.

Once Brooklyn Success completes its expansion, there would be approximately 824-899 total students served in the building across all organizations, yielding a target building utilization rate of 71%. Therefore, the building has adequate capacity to accommodate the co-location of Brooklyn Success. As noted previously, the ALC will be re-sited by the 2013-2014 school year. The DOE notes that there will be a number of rooms that remain after all organizations have received their baseline footprint allocation, that can also fulfill also the baseline footprint for the ALC. However due to the physical layout of the building and in an effort to ensure that all organizations remain as self-contained as possible, the ALC will be re-sited to an alternate location within District 14 or to a district in need of an additional ALC by the 2013-2014 school year.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at [http://source.nycsca.org/pdf/capitalplan/2009-10/BB\\_2009\\_2010.pdf](http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf), a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for classroom capacities (which are aspirational targets lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE’s projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would

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

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

#### A. Students

If this revised proposal is approved Brooklyn Success would open in K033 in 2011-2012 to serve 190 students in kindergarten and first grade. Brooklyn Success would add one grade each year until it reaches full scale in 2014-2015 and serves up to 424 students in kindergarten through fourth grade. Brooklyn Success will provide a preference to District 14 students in its charter school lottery application process.

The proposed co-location of Brooklyn Success is not expected to impact future student enrollment, instructional programming, or the admissions process to the schools currently co-located in building K033.

The DOE does not anticipate that the co-location of elementary school students with high school students would be detrimental to any of the students attending school in the K033 building. The room allocations provided to Brooklyn Success, pursuant to the attached revised BUP and in the discretion of the Building Council would allow for the elementary school to have contiguous and dedicated space to ensure the safety of all students. The DOE also notes that there are several sites throughout the City that have elementary school students co-located with high school students.

No later than the 2013-14 school year, the ALC at K033 will be re-sited to an alternate location within District 14 or where there is a district need for an additional ALC.

#### *Impact on Students Currently Attending Schools in K033*

Urban Environment serves sixth grade through eighth grade students admitted through the District 14 middle school admissions process<sup>14</sup> and offers Collaborative Team Teaching ("CTT") classes, Self-Contained classes ("SC"), and Special Education Teacher Support Services ("SETSS"). The existing CTT, SC and SETSS classes would continue to be provided and students with disabilities would continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Similarly, current and future students with IEPs would continue to receive mandated services at Urban Environment.

Foundations currently serves ninth grade through twelfth grade students admitted through the Citywide High School Admissions Process (HSAPS), and offers CTT classes and SETSS. The existing CTT, SC and SETSS classes would continue to be provided and students with disabilities would continue to receive mandated services in accordance with their IEPs. Similarly, current and future students with IEPs would continue to receive mandated services at Foundations.

P368K@I033K currently serves students in sixth through eighth grade. There are currently two classes of students that are emotionally disturbed in an 8:1:1 ratio, four classes of emotionally disturbed students in a 12:1:1 ratio, two classes of students with autism in a 6:1:1 ratio and one class of autistic students in an 8:1:1

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<sup>14</sup> Additional information regarding the District 14 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>.

ratio.<sup>15</sup> Students are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of where the student lives, disability outlined in the IEP, and seat availability. Current and future students will continue to receive all mandated services in accordance with their IEPs.

The ALC serves as a suspension center providing an educational setting for students who are on a Superintendent's suspension of up to 90 days. Each borough has a principal that oversees 5-7 sites. Each site has a site supervisor, four core content area teachers, one special education teacher, one counselor, one paraprofessional, and one school aide.

In accordance with DOE policy, English Language Learner ("ELL") students are admitted to elementary schools in the same manner as their peers who are not ELLs. Current and future ELL students at Urban Environment, P368K@I033K, and Foundations will continue to receive mandated services.

Urban Environment, Foundations and P368K@I033K will lose some classrooms they currently use and will operate closer to their baseline allocation of rooms pursuant to the Citywide Instructional Footprint, as described in the attached revised BUP. The proposed co-location of Brooklyn Success in K033 is not expected to impact current or future student enrollment, the admissions processes, extracurricular activities, partnerships, or instructional programming at the existing schools in the building.

- Urban Environment currently provides visual art, music, silent sustained reading, healthy living enrichment classes, community service, annual earth day celebration, and garden special programs and initiatives. Urban Environment also offers Integrated Algebra and Living Environment Regents classes. Urban Environment partners with the Brooklyn Children's Museum, Cornell University, Polytechnic Institute of New York, Environmental Defense Fund, Friends of Hudson River Park, Woodhull Medical and Mental Health Center, Recycle-a-Bicycle, Pratt Center for Community Development, and Cooperative Healthy, Active, Motivated, Positive Students (CHAMPS). Urban Environment also partners with National Grid, Public Education Needs Civic Involvement in Learning (PENCIL) and Think First, Museum of Music and Bedford Academy High School. These partnerships and programs would not be impacted by the proposed co-location of Brooklyn Success in K033.
- Foundations Academy currently provides the following Advanced Placement courses: Biology, Calculus AB, English Literature and Composition, and United States History and offers Spanish. Foundations Academy also partners with community-based organizations such as Reading Excellence and Discovery Foundation (READ), Finer Life Golf Foundation, and the Institute for Student Achievement. Foundations also offers the following extracurricular activities: Student Government Association (SGA), National Honor Society, Mock Trial Team, Poetry, Stock Market Game, Model United Nations, and Debate, Math, School Newspaper, and Science.
- The ALC located in K033 currently partners with PBIS. The DOE does not anticipate that this partnership will be impacted by the proposed co-location or future re-siting of the ALC.

The DOE does not anticipate that this proposal would impact the partnerships of the other schools in the K033 building. Similarly, all school organizations in the building would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities, but it 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.

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<sup>15</sup> Ratios represent the number of students to teacher to para-teacher in the classroom.

Students would 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 of Brooklyn Success's Co-location on Future Elementary School Students in District 14*

Brooklyn Success would admit kindergarten and first-grade students via lottery, with a preference for District 14 residents. Incoming kindergarten students and current kindergarten students in District 14 would be eligible to participate in Brooklyn Success's admissions lottery, and would have first preference for admission.<sup>16</sup> If this revised proposal is approved, Brooklyn Success would add approximately 424 additional high-quality kindergarten through fourth grade elementary school seats in District 14.

Brooklyn Success would enroll students through a lottery, as mandated by New York State charter law. The deadline for submitting an application to participate in Brooklyn Success's lottery was April 1, 2011, and the lottery was held on April 6, 2011. Brooklyn Success's lottery prioritizes applicants in the following order:

- Siblings of currently attending students (no sibling preference will be enacted for the 2011-12 school year admissions since there are no current students enrolled in Brooklyn Success);
- Applicants zoned to attend a school that has received a D or F on the most recent Student Achievement sub-section of the DOE Progress Report and/or applicants who are deemed English Language Learners (ELLs) who reside in District 14;<sup>17</sup>

The following District 14 elementary schools received a D or F on the most recent Student Achievement sub-section of the DOE's Progress Report: P.S. 016 Leonard Dunkly (14K016), P.S. 019 Roberto Clemente (14K019), P.S. 023 Carter G. Woodson (14K023), P.S. 059 William Floyd (14K059), P.S. 084 Jose De Diego (14K084), P.S. 120 Carlos Tapia (14K120), and P.S. 297 Abraham Stockton (14K297).

- Applicants zoned to attend a school that has received a D or F on the most recent Student Achievement sub-section of the DOE Progress Report and/or applicants who are deemed English Language Learners (ELLs) who do not reside in District 14;
- Other applicants who reside within the District of the location of the charter school;
- Other applicants who reside outside of the District of the location of the charter school.

Besides Brooklyn Success, there are also several existing public charter schools in District 14 which provide a preference for District 14 students through the charter lottery application process. Those schools are listed below:

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<sup>16</sup> The Directory of New York City Charter Schools can be found at the following link:

[http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf).

<sup>17</sup> <http://schools.nyc.gov/Accountability/tools/report/default.htm>

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 <sup>18</sup>	Admissions Criteria	Extracurricular Activities
Beginning with Children Charter School (84K703)	11 Bartlett Street	K-8	K-8	444	Kindergarten Lottery	Extended day, chess, band, READ, student government, debate team, soccer, volleyball, basketball and softball
Brooklyn Charter School (84K701)	545 Willoughby Avenue	K-5	K-5	229	Kindergarten through fifth grade lottery	Music, art, dance, karate and mad science
The Ethical Community Charter School (84K734)	700 Park Avenue	K-2	K-12	161	Kindergarten through second grade lottery	Extended year, extended day, after-school
Williamsburg Collegiate Charter School (84K355)	157 Wilson Street	5-10	5-12	357	Fifth grade lottery	Extended year, extended day, enrichment program by application

The chart above also includes (where available at the time of EIS creation) details about specialized academic programs planned for these charter schools. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE website here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

*Impact of Brooklyn Success’s Co-location on Future Middle School Students in District 14*

District 75 placement staff will continue to identify the middle school program that best meets the needs of District 75 elementary school students receiving District 75 services who will matriculate into middle school. The following variables are taken into account when considering the best placement: whether the students needs a barrier free site, whether the student requires nursing services, the student’s home district, and whether the student has siblings in the school.

Urban Environment is a district choice middle school and will continue its current practice of enrolling students in sixth through eighth grade through the District 14 middle school admissions process.<sup>19</sup> The school will continue to exercise a screened selection method. Screened programs evaluate applicants based on their academic grades, standardized test scores, attendance and punctuality, in addition to other assessments.

In the District 14 Middle School Choice process, students rank their preferences from among District 14 choice middle schools. These options include:

- unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school);

<sup>18</sup> 2010 audited enrollment

<sup>19</sup> Additional information regarding the District 14 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

- unzoned, choice middle schools with an unscreened or limited-unscreened application processes (Note: 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);

Non-District 75 students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools by 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. The middle school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the choice school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Students who are ELLs are placed according to the same criteria as their English-speaking peers. Students requiring ELL services will continue to receive mandated services at the middle school to which they are matched.

Urban Environment will also continue to serve students who seek to enroll "over the counter."<sup>20</sup>

Over-the-counter (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. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);<sup>21</sup> or
- Students who did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an over-the-counter placement are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose. Because the DOE projects Urban Environment's enrollment to remain stable during the proposed co-location, the DOE also anticipates that the number of OTC students admitted to Urban

<sup>20</sup> Enrollment projections for Urban Environment include students who seek to enroll "over-the counter." As described in more detail in the attached revised BUP that accompanies this EIS, Urban Environment will be allocated space based on its relative projected enrollment. Thus, the space allocated to Urban Environment in K033 will accommodate the school's projected enrollment, including "OTC" students.

<sup>21</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

Environment will also remain stable.

In addition, screened and audition middle schools and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 14 Middle School Choice process. Additional information regarding special programs and courses offered by District 14 middle schools are available in the online Middle School Directory (updated yearly): <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

#### *Impact of Brooklyn Success's Co-Location on Future High School Students*

In New York City, high school admissions are based on a citywide choice process, with students ranking up to 12 high schools in order of preference during the “Main Round” of high school admissions. Foundations admits students through the High School Admissions Process and exercises a Limited Unscreened selection method (meaning that it offers priority to students who attend an information session, then to Brooklyn students and residents, then to New York City residents). There will be no impact on Foundation’s admissions policies as a result of this proposal. Future students interested in applying for admission to Foundations would participate in the High School Admissions Process as outlined below.

There are three rounds to the High School Admissions Process as outlined on the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/High/Admissions>:

**Specialized High Schools Round:** Students who took the Specialized High School Admissions Test in October or November 2010 and were eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts received a specialized high school offer, where applicable, in February 2011. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

**Main Round:** Students submitted Main Round applications in December 2010. All eighth grade students (minus those who qualified and accepted their specialized high school offer) are in this round. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. New high schools choice forms were made available in February 2011. Students received their Main Round offer in March 2011.

**Supplementary Round:** Any student who is not matched in the Main Round would have to complete a new high school application in April 2011. The choices available for these students include any school that has available seats at the conclusion of the Main Round. Students will receive their Supplementary Round results in May 2011.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar/default.htm>.

In addition to the High School Admissions Process, some students enroll in schools through an “over-the-counter” (“OTC”) placement, as described in the previous section. There is a peak enrollment period occurring just prior to and into the opening of high school when thousands of students arrive. Prior to the start of the peak enrollment period, high schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available is reviewed and—if space allows—adjusted in those schools where the admissions methods are Limited Unscreened, Educational Option or Unscreened. Because the DOE projects Foundations’ enrollment to remain stable during the proposed co-location, the DOE also anticipates that the number of OTC students admitted to Foundations will also remain stable.

**B. Schools**

The proposed siting and co-location of Brooklyn Success would create an additional high-quality elementary and middle school option in District 14.

K033 has adequate capacity to accommodate Urban Environment, Foundations, the ALC, P368K@I033K and Brooklyn Success. In 2010-11, K033 enrolled 439 students with the capacity to serve 1,267 students, which yields an estimated utilization rate of 35%. As discussed earlier, the ALC will be re-sited to a different location no later than the 2013-2014 school year. In 2014-2015, Urban Environment, Foundations, P368K@I033K and Brooklyn Success are projected to enroll a combined total of 824-899 students. At that point, the projected utilization for K033 would be approximately 71%.

The estimated enrollment for Brooklyn Success, Urban Environment, Foundations, the ALC and P368K@I033K in K033 over a four year period are shown in the below tables.

Brooklyn Success’ estimated enrollment, over a period of 4 years:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Total Projected Enrollment
2010-11 (current)	-	-	-	-	-	--
2011-12	82	108	-	-	-	190
2012-13	78	74	97	-	-	249
2013-14	78	104	78	92	-	352
2014-15	79	79	104	88	74	424

Urban Environment’s estimated enrollment over a period of 4 years:

	Grade 6	Grade 7	Grade 8	Total Projected Enrollment
2010-11 <sup>22</sup> (current)	46	50	49	145
2011-12 <sup>23</sup>	50-60	50-60	50-60	150-180
2012-13	50-60	50-60	50-60	150-180
2013-14	50-60	50-60	50-60	150-180
2014-15	50-60	50-60	50-60	150-180

P368K@I033K’s estimated enrollment over a period of 4 years:

	Total Projected Enrollment
2010-11 <sup>24</sup> (current)	72

<sup>22</sup> Source: January 11, 2011, unaudited register

<sup>23</sup> Total projection is consistent with budget register projections for 2011-2012

<sup>24</sup> Enrollment projections based on enrollment in 2010-2011 (January 11, 2011 unaudited register) and assumes stable enrollment.

2011-12	70-75
2012-13	70-75
2013-14	70-75
2014-15	70-75

Foundations’ estimated enrollment over a period of 4 years.<sup>25</sup>

	Total Projected Enrollment
2010-11 <sup>26</sup> (current)	190
2011-12 <sup>27</sup>	180-220
2012-13	180-220
2013-14	180-220
2014-15	180-220

As described in more detail in the attached Building Utilization Plan that accompanies this EIS, there would be sufficient space to accommodate Foundations, Urban Environment, P368K@I033K and Brooklyn Success, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Brooklyn Success gradually phases in. As noted previously, the ALC will be re-sited before 2013-2014. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

As Brooklyn Success phases into the building, Foundations and Urban Environment will operate closer to their respective baseline footprint allocations. However, this should not preclude Foundations or Urban Environment from meeting the needs of all their students.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, which has a built-in partition that divides the gym into two separate spaces which are utilized as such; the auditorium, the dance room, and library, and outdoor play yard. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. While the proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools, the schools located in K033 may choose to current shared space usage depending on the Building Council’s decisions regarding the final Shared Space Plan. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on student enrollment. Additionally, as noted in this document, the Building Council will address requests to use any shared spaces after school hours. As discussed, the final shared space schedule will be collaboratively finalized by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

As described in the annexed BUP, the proposed Shared Space Plan illustrates how all of the shared spaces in the building may be equitably shared amongst all of the co-located schools in the building. Although the DOE has proposed how the shared spaces in the building may be utilized, the Building Council is free to deviate from the proposed Shared Space Plan to accommodate specific programmatic needs of all special

<sup>25</sup> Source: 2010 audited register

<sup>26</sup> Source: 2010 audited register

<sup>27</sup> Total projection is consistent with budget register projections for 2011-2012.

populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo which follows). The final shared space schedule will be finalized by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. Currently, no capital improvements or facilities upgrades are planned.

### *Building Safety and Security*

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

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

### **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 revised proposed co-location of Brooklyn Success in K033 is intended to meet those goals by providing a high-quality elementary school choice option for students in District 14.

As described previously, the Success Network strives to provide rigorous and well-rounded instruction in historically underserved communities. Harlem Success Academy 1 Charter School, located at 34 West 118 street, in District 3 (84M351, "HSA 1") received an A on the 2009-2010 Progress Report, with an A in the Environment sub-section and B on the Student Progress sub-section. In 2009-2010, 86.0% of students scored at-or-above grade level on the State English language arts (ELA) test, and 94.2% of students scored at-or-above grade level on the State math test. HSA 1 also offers an extended year calendar, extended day, and extracurricular activities such as sports, art, and chess as part of the regular school day.

In 2009-2010, K033 had a utilization rate of 37%. Although the building has the capacity to serve 1,267 students, in 2010-11, K033 only served 439 students, yielding an estimated utilization rate of 35%. By 2014-2015, when Brooklyn Success serves kindergarten through fourth grade, the DOE projects the building will have approximately a 71% utilization rate. This means that by 2015-2016, K033 would enroll more students, and the space would be more efficiently utilized than was the case during the 2009-2010 school year. As noted throughout this document, the ALC will be re-sited by 2013-2014 to another location within District 14 or where there is a district need for an additional ALC.

As discussed earlier, students in District 14 may also apply to attend several charter schools that are in the process of phasing in to the district and that provide a preference to District 14 students through the charter school lottery application process. A list of these charter schools is provided below:

School Name (DBN)	Address	Current Grades Served	Grades Served at Scale	Current Enrollment in 2010-2011 <sup>28</sup>	Admissions Criteria	Extracurricular Activities
Beginning with Children Charter School (84K703)	11 Bartlett Street	K-8	K-8	444	Kindergarten lottery	Extended day, chess, band, READ, student government, debate team, soccer, volleyball, basketball and softball
Brooklyn Charter School (84K701)	545 Willoughby Avenue	K-5	K-5	229	Kindergarten through fifth grade lottery	Music, art, dance, karate and mad science
The Ethical Community Charter School (84K734)	700 Park Avenue	K-2	K-12	161	Kindergarten through second grade lottery	Extended year, extended day, after-school
Williamsburg Collegiate Charter School (84K355)	157 Wilson Street	5-10	5-12	357	Fifth grade lottery	Extended year, extended day, enrichment program by application

As the Ethical Community Charter School and Williamsburg Collegiate Charter School expand to full scale, they will increase the number of charter middle school seats available in District 14.

Detailed information about charter schools will also be published annually and will be available in print or on the DOE website here: <http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K033. This proposal is not expected to impact the site accessibility of the K033 building.

<sup>28</sup> 2010 audited enrollment

## IV. Enrollment, Admissions and School Performance Information

### Urban Environment

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> District 14 middle school choice process, for students and residents of District 14
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#### Enrollment Data

<b>Current (2010-2011) Grades Served</b>	6-8
<b>Current (2010-2011) Enrollment<sup>29</sup></b>	145
<b>Projected Grades Served in 2011-2012</b>	6-8
<b>Projected 2011-2012 Enrollment<sup>30</sup></b>	150-180
<b>Projected Grades Served in 2012-2013</b>	6-8
<b>Projected 2012-2013 Enrollment</b>	150-180
<b>Projected Grades Served in 2013-2014</b>	6-8
<b>Projected 2013-2014 Enrollment</b>	150-180
<b>Projected Grades Served in 2014-2015</b>	6-8
<b>Projected 2014-2015 Enrollment</b>	150-180

#### Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>31</sup></b>	18%
<b>Percentage Students with Individual Education Plan<sup>32</sup></b>	26%
<b>Percentage English Language Learner Students<sup>33</sup></b>	4%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>34</sup></b>	84%

<sup>29</sup> 2010 audited register

<sup>30</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>31</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>32</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>33</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>34</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

**School Performance Data**

<b>The Urban Assembly School for the Urban Environment</b>	2007-2008	2008-2009	2009-2010 <sup>35</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	A	C
Performance Grade	B	A	D
Progress Grade	B	B	B
Environment Grade	C	B	B
Quality Review Score	P	- <sup>36</sup>	-
<b>Performance Data<sup>37</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	29%	44%	11%
Math % Proficient (Levels 3 and 4)	57%	70%	36%
<b>Other Key Performance Indicators<sup>38</sup></b>			
Attendance Rate	87%	87%	88%

<b>2010-2011 State Accountability Status</b>	In Good Standing
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<sup>35</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>36</sup> Not all schools receive a Quality Review every year.

<sup>37</sup> Source: Progress Report.

<sup>38</sup> Source: Progress Report.

**Foundations Academy**

**Admissions Data**

<b>Current Admissions</b>	<b>Grades 9-12:</b> High School Applications Process; Admissions Method: Educational Option Limited Unscreened
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**Enrollment Data**

<b>Current (2010-2011) Grades Served</b>	9-12
<b>Current (2010-2011) Enrollment<sup>39</sup></b>	190
<b>Projected Grades Served in 2011-2012</b>	9-12
<b>Projected 2011-2012 Enrollment<sup>40</sup></b>	180-220
<b>Projected Grades Served in 2012-2013</b>	9-12
<b>Projected 2012-2013 Enrollment</b>	180-220
<b>Projected Grades Served in 2013-2014</b>	9-12
<b>Projected 2013-2014 Enrollment</b>	180-220
<b>Projected Grades Served in 2014-2015</b>	9-12
<b>Projected 2014-2015 Enrollment</b>	180-220

**Demographic Data**

<b>Percentage Students Receiving CTT or SC services<sup>41</sup></b>	26%
<b>Percentage Students with Individual Education Plan<sup>42</sup></b>	30%
<b>Percentage English Language Learner Students<sup>43</sup></b>	5%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>44</sup></b>	86%

<sup>39</sup> 2010 audited register

<sup>40</sup> Total projection is consistent with budget register projections for 2011-2012

<sup>41</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>42</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>43</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>44</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Foundations Academy	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade <sup>45</sup>	-	C	B
Performance Grade	-	A	A
Progress Grade	-	F	B
Environment Grade	-	D	D
Quality Review Score	P	P	P
<b>Graduation Data<sup>46</sup></b>			
Four-Year Graduation Rate <sup>47</sup>	-	74%	70%
Four-Year Regents Diploma Rate	-	63%	45%
Six-Year Graduation Rate <sup>48</sup>	-	-	-
<b>Other Key Indicators<sup>49</sup></b>			
Percent of First-Year Students Earning 10+ Credit	44%	73%	78%
Attendance Rate	84%	81%	78%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

<sup>45</sup> Not all schools received a 2007-2008 Progress Report.

<sup>46</sup> All data is from the 2009-2010 Progress Report.

<sup>47</sup> Foundations opened in 2005-2006. Therefore there was no four-year graduation cohort for 2007-2008.

<sup>48</sup> Foundations opened in 2005-2006. Therefore there was no six-year graduation cohort.

<sup>49</sup> All data is from the 2009-2010 Progress Report.

**Brooklyn Success**

**Admissions Data**

<b>Projected Admissions</b>	<b>Grades K-5:</b> Charter Lottery Application
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**Enrollment Data**

<b>Current (2010-2011) Grades Served</b>	NA
<b>Current (2010-2011) Enrollment</b>	NA
<b>Projected Grades Served in 2011-2012</b>	K-1
<b>Projected 2011-2012 Enrollment</b>	190
<b>Projected Grades Served in 2012-2013</b>	K-2
<b>Projected 2012-2013 Enrollment</b>	249
<b>Projected Grades Served in 2013-2014</b>	K-3
<b>Projected 2013-2014 Enrollment</b>	352
<b>Projected Grades Served in 2014-2015</b>	K-4
<b>Projected 2014-2015 Enrollment</b>	424

**Demographic Data**

<b>Percentage of Students Receiving CTT or SC Services</b>	Brooklyn Success does not yet enroll students. Therefore, there is no demographic data for the school.
<b>Percentage of Students with an Individual Education Plan</b>	
<b>Percentage of English Language Learner Students</b>	
<b>Percentage of Students Eligible for Free or Reduced Lunch</b>	

**School Performance Data**

Brooklyn Success does not yet enroll students. Therefore, there is no school performance data for the school.

District 75 School (P368K@J033K)

**Admissions Data**

<b>Current Admissions</b>	Placement Based on Individual Students Needs/ Recommended
<b>Admissions in 2011-2012</b>	Placement Based on Individual Students Needs/ Recommended

**Enrollment Data**

<b>Current Grades Served</b>	6-8
<b>Current Enrollment<sup>50</sup></b>	72
<b>Grades Served in 2011-12</b>	6-8
<b>Projected 2011-12 Enrollment<sup>51</sup></b>	70-75
<b>Grades Served in 2012-13</b>	6-8
<b>Projected 2012-13 Enrollment</b>	70-75
<b>Grades Served in 2013-14</b>	6-8
<b>Projected 2013-14 Enrollment</b>	70-75
<b>Grades Served in 2014-15</b>	6-8
<b>Projected 2014-15 Enrollment</b>	70-75

**Demographic Data<sup>52</sup>**

<b>Percentage Students Receiving CTT or SC services<sup>53</sup></b>	100%
<b>Percentage Students with Individual Education Plan<sup>54</sup></b>	98%
<b>Percentage English Language Learner Students<sup>55</sup></b>	5%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>56</sup></b>	86.5%

<sup>50</sup> January 11, 2011 unaudited register

<sup>51</sup> Total projection is consistent with budget register projections for 2011-2012.

<sup>52</sup> Site-specific demographic data is not available, therefore all demographic information pertains to the 75K368 school as a whole.

<sup>53</sup> Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

<sup>54</sup> Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

<sup>55</sup> English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

<sup>56</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

## V. Initial Costs and Savings

There are no initial costs or savings for the implementation of this proposal.

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

### A. Personnel Needs

This co-location is not expected to affect the number of personnel positions assigned to Foundations or Urban Environment, or P368K@I033K or significantly alter the duties of current staff.

New administrative staff and non-pedagogical positions will be created at Brooklyn Success over the course of the school's phase-in. Brooklyn Success is expected to hire additional teachers as each new grade is added.

### B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at Foundations Academy or Urban Environment. The basic operating budget for those schools is determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for middle schools was \$4,059.71 and for high schools it was \$4,181.11. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, middle schools and high schools received an additional \$2,031.00 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are awarded for each student who is an English Language Learner, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, Urban Environment and Foundations may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. These schools are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of its Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. All school organizations located in the K033

building will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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.

### **C. Administration**

No changes in school supervisory or administrator positions at existing schools located in the K033 building are expected as a result of this proposal.

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

### **D. Transportation**

There will be no change to existing transportation practices at all existing schools located in the K033 building due to this proposal.

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

### **E. Other Support Services**

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy.

## VII. Building Information

<b>Type of Building</b>	Elementary School
<b>Year Built</b>	1957
<b>Overall BCAS rating</b>	N/A
<b>Target Utilization</b>	35%
<b>Target Capacity</b>	1267
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$68,592 <b>Materials:</b> \$85,990 <b>Maintenance and repair contracts:</b> \$112,140 <b>Custodial operations costs—Materials:</b> \$10,481 <b>Custodial operations costs—Custodial Allocation:</b> \$325,858
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$138,124 <b>Gas:</b> \$2,048 <b>Oil:</b> \$79,773
<b>Projects completed during the current or prior school year</b>	N/A
<b>Projects proposed in the capital plan</b>	HS Science Lab/in design
<b>Accessibility of the building</b>	Not Accessible
<b>Building attributes</b>	Science Demo rooms (7), Dance studio, music room, Library, Gymnasium and Cafeteria