

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of New High School (17K122) and the Re-siting and Co-location of Academy for Health Careers (13K751) with Paul Robeson High School (17K625) in School Building K625**

### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to co-locate 17K122, a new district high school, in school building K625 (“K625”) located at 150 Albany Avenue, Brooklyn, NY 11213, within the geographical confines of Community School District 17. The proposed new high school, 17K122, would offer a rigorous academic program and prepare students for post-secondary work. The DOE is also proposing the re-siting of the Academy for Health Careers (13K571) to building K625. The Academy for Health Careers is an existing high school which opened in September 2010 serving students in the ninth grade located at 355 Park Place, Brooklyn, NY 11238, within the geographical confines of Community School District 13. The Academy for Health Careers will continue to phase-in one grade per year and will reach its full scale of serving students in grades 9-12 in 2013-2014. If this proposal is approved, 17K122 and the Academy for Health Careers would be co-located with Paul Robeson High School (17K625, “Robeson High School”). In addition, K625 houses a Living for the Young Family Through Education (“LYFE”) program. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In a separate Educational Impact Statement (“EIS”) posted on December 18, 2010, the DOE also proposed to phase out and eventually close Robeson High School. This EIS can be accessed on the DOE’s Website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>. In the event that the phase-out of Robeson High School is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate 17K122 and the Academy for Health Careers in K625. Such a proposal would be described in a revised EIS.

Robeson High School currently serves a total of 651 students in grades 9-12.<sup>1</sup> Robeson High School shares the K625 building with the LYFE program.

The DOE has proposed to phase out Robeson High School after an extensive review of data and community feedback indicating that the school is unable to turn around despite numerous efforts to improve instruction and school organization. As noted in the EIS posted on December 18, 2010, Robeson High School students continue to struggle academically. If the Panel for Educational Policy (“PEP”) approves the proposal to phase out Robeson High School, the school would no longer admit new ninth-grade students after the end of this school year. However, Robeson High School would continue to serve students currently enrolled in the school. Robeson High School’s enrollment would decrease gradually over the next three years, and the school would complete phasing out in June 2014.

The proposed co-location of 17K122 and the Academy for Health Careers in building K625 is part of the DOE’s central goal to create new school options that will better serve future students and the community at large. 17K122 would offer a rigorous, college-preparatory program open to students through the Citywide High School Admissions Process, and would have a Limited Unscreened admissions method offering priority to students or residents of Brooklyn. The Academy for Health Careers also admits students through

<sup>1</sup> Audited enrollment figures for the current school year are not yet available. Unless otherwise noted, all references in this document to 2010-2011 enrollment figures are based on the 2010-2011 enrollment projections.

the Limited Unscreened admissions method, offering priority to Brooklyn students or residents. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

In the 2009-2010 school year, building K625 had capacity to serve 1,112 students, and the building enrolled 868 students, yielding a building utilization rate of 78% of target capacity.<sup>2</sup> In 2010-11, building K625 has a projected enrollment of 651 students which will yield an estimated utilization rate of 58%.<sup>3</sup> If this co-location proposal is approved, 17K122 would gradually phase in to K625 by adding one grade level every year until the school reaches its full grade span of 9-12 in the 2014-2015 school year, serving approximately 400-450 students. The Academy for Health Careers would also gradually phase in to K625 by adding one grade level every year until the school reaches its full grade span of 9-12 in the 2013-2014 school year, serving approximately 400-450 students. 17K122 and the Academy for Health Careers would be temporarily co-located with Robeson High School as that school phases out. Long-term, 17K122 would share space with the Academy for Health Careers and the LYFE program in K625. If the proposal to phase out Robeson High School is approved, the K625 building has adequate capacity to accommodate the new high school, the re-locating school and the LYFE program at full operational capacity. Once 17K122 and the Academy for Health Careers complete their expansions, and Robeson High School completes its phase-outs, the building would serve approximately 800-900 students in 2014-2015, yielding an approximate utilization rate of 81%.<sup>4</sup>

### *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. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As detailed in the Educational Impact Statement posted on December 18, 2010, the DOE has concluded that phasing out Robeson High School is appropriate due to the school's history of poor performance.

As part of the replacement strategy for Robeson High School, the DOE is proposing to recover the seats lost through the phase-out of Robeson High School by adding a new school in the K625 building. 17K122 would offer a rigorous, college-preparatory program designed to equip students with the skills necessary to achieve post-secondary success. The DOE believes that co-locating a new high school in the K625 building would create a much needed high-quality educational option in the community.

The Academy for Health Careers is a Career and Technical Education school that opened in September 2010. The mission of the Academy for Health Careers is to ensure that every student develops a strong

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<sup>2</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 projected number of students who are actually projected to attend the school and do 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>3</sup> Enrollment reflects 2010-2011 Enrollment Projections and utilization compares this enrollment with the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") capacity.

<sup>4</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 projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

foundation in health studies, science, leadership, communication and other competencies that are essential for careers in the health care services industry. The school was originally proposed to be co-located with Maxwell High School within the geographical confines of District 19. A lawsuit regarding the proposed closure of Maxwell High School prevented the proposed co-location of the Academy for Health Careers in building K660 and the school is instead temporarily sited in a District 13 DOE administrative facility. If the proposal to phase-out Robeson High School is approved, there would be sufficient space in the building to accommodate the Academy for Health Careers. Students would be able to continue to apply to the Academy for Health Careers through the citywide high school admissions process for 2011-2012 enrollment.

## II. Proposed or Potential Use of Building

In 2009-2010, K625 had a capacity of 1,112 students, and the building enrolled 868 students, yielding a utilization rate of 78% of capacity. In 2010-11, building K625 has a projected enrollment of 651 students which yields an estimated utilization rate of 58%. This means that the building is underutilized and has extra space to accommodate additional students. If this co-location proposal is approved, 17K122 would gradually phase in to K625 by adding one grade level every year until the school reaches its full grade span of 9-12. 17K122 would open in September 2011 with a ninth-grade cohort of approximately 100-125 students. 17K122 would operate at full organizational capacity in the 2014-2015 school year, serving approximately 400-450 students in grades 9-12. The Academy for Health Careers would also gradually phase in to K625 by adding one grade level every year until the school reaches its full grade span of 9-12 in the 2013-2014 school year, serving approximately 400-450 students. 17K122 and the Academy for Health Careers would be temporarily co-located with Robeson High School as that school phases out. Long-term, 17K122 and the Academy for Health Careers would share space only with the LYFE program in K625.

Over the next four years, the proposed grade spans for the schools in the building would be as follows:<sup>5</sup>

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Paul Robeson High School	9-12	10, 11, 12	11, 12	12	N/A
17K122	n/a	9	9,10	9, 10, 11	9-12
Academy for Health Careers <sup>6</sup>	9	9,10	9,10,11	9-12	9-12

If the proposal to phase out Robeson High School is approved, the K625 building has adequate capacity to accommodate the new high school and the existing schools in the building at full operational capacity. Once 17K122 and the Academy for Health Careers complete their expansions, and Robeson High School completes its phase-out, the building would serve approximately 800-900 students in 2014-2015, yielding an approximate utilization rate of 81%. If the phase-out of Robeson High School is not approved, the DOE would re-examine the space availability in the building and may, as appropriate, revise this proposal, which would be the subject of a revised Educational Impact Statement. The LYFE program will remain in K625.

<sup>5</sup> As Robeson High School phases out, some students may technically be classified in grades “no longer served” at the school. This would occur in situations where current students were “held over” because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in Robeson High School and would have access to appropriate courses to support their continued progress toward graduation.

<sup>6</sup> Academy for Health Careers currently serves students in grade 9 in a different building.

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 that are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

#### A. Students

In September 2011, 17K122 and the Academy for Health Careers would be housed in the K625 building and would be open to prospective ninth-grade students who meet either school's selection criteria through the Citywide High School Admissions Process. The Academy for Health Careers may also accept new tenth graders pending availability of space and demand. Admissions to 17K122 and the Academy for Health Careers would be open to any New York City student. Both schools will have a Limited Unscreened admissions method. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs. Priority at both schools would be given to students or residents of Brooklyn.

#### *Impact on Students Currently Attending School in the K625 Building*

K625 currently only serves students attending the Robeson High School and the LYFE program. As a result of this co-location proposal, there will now be students enrolled in other schools sharing the building.

As described in the EIS concerning the proposed phase-out of Robeson High School, all current Robeson High School students would have the opportunity to graduate from Robeson High School assuming that they continue to earn credits on schedule. If they wish, current students enrolled in ninth grade for the first time during the 2010-2011 school year may opt to participate in the High School Admissions Process so that they can enroll in a different high school for tenth grade beginning in September 2011 (pending satisfactory completion of promotion criteria and grade ten seat availability).

In New York City, the high school admissions process is a Citywide choice process. The High School Admissions Process permits the applicant to list up to twelve high school programs in order of preference on his or her application. High school admissions applications were due December 3, 2010. Current ninth-grade students at Robeson High School who are interested in attending a different school for tenth grade may have already taken part in this process. In February 2011, there will be another opportunity for current ninth-grade students to participate in the High School Admissions Process and apply to attend a different high school for tenth grade. Those interested in applying to attend a different school as a tenth grader in September 2011 should meet with a guidance counselor. In early February, a new high school application called the New High Schools Choice Form will be available. Students interested in seeking a new tenth-grade seat should submit a New High Schools Choice Form to their guidance counselor by February 28, 2011. Students may receive a match as part of the Main Round of the Admissions process.

Students who are repeating the ninth grade would complete high school at Robeson High School if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and, in appropriate cases, to consider applying to a Transfer High School<sup>7</sup> or enrolling in a Young Adult Borough Enrollment Center (“YABC”)<sup>8</sup>.

The proposed co-location of 17K122 and the Academy for Health Careers would not impact the educational options of students currently attending Robeson High School. Robeson High School offers four academic programs open to students through the High School Admissions Process: Academy of Finance, Academy of Information Technology, Virtual Enterprise/Entrepreneurship and New Media Technology. Students who are already enrolled in Robeson High School through those four programs would continue to have access to the academic classes they need to complete their program requirements.

Robeson also offers four Career and Technical Education (CTE) Programs in career pathways that align with the four programs offered by Robeson thorough the High School Admissions process. Any student at a school that offers a CTE program may elect to participate in the course sequence by discussing his or her interest with a guidance counselor. CTE programs that are approved by the state integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate high school with industry-specific competencies and skills that lead to postsecondary education, further industry training and/or entry into the workforce. The four CTE programs at Robeson are as follows:

CTE program	Career Pathway
Academy of Finance	Business Finance
Academy of Information Technology	Information Support Services
New Media	Visual Arts
Entrepreneurship/Virtual Enterprise	Management

Students currently participating in a CTE program at Robeson would continue to have access to necessary

<sup>7</sup> Transfer Schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. Each Transfer School determines criteria for admission individually. Students graduate with a high school diploma from the Transfer High School they attend. To set up an interview for admission or learn more about a Transfer School, students must work with a guidance counselor at their school.

<sup>8</sup> 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 passed all of the required exams while attending the YABC.

classes to support them as they work to meet graduation requirements and earn their high school diplomas. Robeson High School serves general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching (“CTT”) classes, Self-Contained (“SC”) classes, and receiving Special Education Teacher Support Services (“SETSS”). Upon admission, the schools work with parents to develop an individualized program that is appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners (“ELLs”) are enrolled and receiving English as a Second Language (“ESL”) instruction. All students enrolled in Robeson High School will continue to receive these mandated special education and/or ELL services if this proposal is approved.

The DOE does not anticipate that this proposal would impact the partnerships of Robeson High School. Robeson currently has developed partnerships with several community organizations including Chase Bank, the NYC Police Department, the Intergeneration Council, the Advisory Board, and local businesses. These organizations provide opportunities for student internships, community service, and service learning. In addition, Paul Robeson High School works with the following community-based organizations: Citi Bank, Baileys Café, Crown Heights Mediation, New York Technical College, Brooklyn College, Global Kids, and Baruch College. Students participate in programs sponsored by these community-based organizations.

Similarly, Robeson High School would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. According to the High School Directory, Paul Robeson High School also offers the following extracurricular activities: Peer Mediation and Conflict Resolution, Youth Justice Center, Project Peace, School Work Program, Student Government, Debate Team, Ujima National Honor Society, Robotics Team, Peer Tutoring, Shakespeare Competition, Technology Squad, Choir, Jazz Band, Improvisational Theater, Spoken Word, Chess Club, Science Club, African Dance Art Club, and Photography Club. The proposed co-location would not impact those opportunities. 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. Again, multiple schools may collaborate to offer joint extracurricular programs across the campus as appropriate.

A more detailed description of the potential impact that the phase-out of Robeson High School would have on Brooklyn and Citywide high school students is outlined in a separate EIS, posted on December 18, 2010. Please visit the DOE’s website to access that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

#### *Impact on LYFE Program:*

The Living for the Young Family Through Education (LYFE) program supports pregnant and parenting students enrolled in a DOE school by providing childcare and referral services. Social workers assigned to each of the LYFE centers provide social and emotional support for young parents to facilitate their academic progress as well as their progress as parents. The LYFE program operates independently of the high schools in K625. The LYFE program serves students in K625, but also students in other schools in the surrounding community as well.

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

The LYFE program is not expected to lose any space or reduce the services offered as a result of this co-location proposal. The LYFE program will continue to operate in the K625 building as Robeson High School phases out and 17K122 and the Academy for Health Careers phase in. Once the phase-out of Robeson High School is complete, the LYFE program is expected to remain in the K625 building and will continue to provide these services as long as there is a need and demand for the program.

### *Impact on Current Academy for Health Careers Students*

The proposed co-location of Academy for Health Careers with Robeson High School, 17K122 and the LYFE program in building K625 means that current Academy for Health Careers students will be served in a new location.

If they wish, current first time ninth graders enrolled at Academy for Health Careers during the 2010-2011 school year may opt to participate in the High School Admissions Process so that they can apply to a different high school for tenth grade beginning in September 2011.<sup>9</sup> The High School Admissions Process is described in more detail below. In general, however, it is expected that most current Academy for Health Careers students would remain enrolled at the school at the new location as they work toward graduation.

The Academy for Health Careers serves general education students and students requiring special education services, including students currently enrolled in Collaborative Team Teaching (“CTT”) classes, Self-Contained (“SC”) classes, and receiving Special Education Teacher Support Services (“SETSS”). Upon admission, the schools work with parents to develop an individualized program that is appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners (“ELLs”) are enrolled and receiving English as a Second Language (“ESL”) instruction. All students enrolled in the Academy for Health Careers will continue to receive these mandated special education and/or ELL services if this proposal is approved.

Because the Academy for Health Careers is temporarily located in administrative space, it does not yet offer any state approved CTE programs. However, the school intends to offer the following CTE programs: EMT, Health Information Technology, and Pre X-Ray Technician as the school expands. If this proposal is approved, the school will be better positioned to serve its students because it will be sited in a building designed for student use. Additionally, the current building lacks sufficient space for the Academy for Health Careers to grow. Moving to the K625 building will allow the school to expand to its intended scale. Students currently enrolled at the Academy for Health Careers who intend to continue their studies at the school next year will be required to travel to a new location. The school, while remaining in Brooklyn, will now be located within the geographical confines of District 17.

The Academy for Health Careers does not currently have any established partnerships. Extracurricular programs are currently in development.

### *Impact on Future 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. Robeson High School and the Academy for Health Careers currently admits student as part of the High School Admissions Process.

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<sup>9</sup> All City students may apply to other City high schools during their first year enrolled as ninth graders.

Robeson students are enrolled in one of four academies. Robeson employs two different admissions policies to select students for its academies. The Academy of Finance and the Academy of Information Technology admit students via the “Screened” admissions process meaning that applicants are evaluated based on their academic grades, standardized test scores, attendance and punctuality. The Entrepreneurship and New Media Technology academies admit students via the “Educational Option” admissions process, which is designed to attract a wide range of academic performers. Each Educational Option program reserves a certain proportion of seats for students who have high reading level scores, middle reading level scores, and low reading level scores. In Educational Option programs, half of the students are chosen from the applicant pool by the school administration and half are selected randomly from the applicant pool. If the proposal to phase out Robeson High School is approved, the school would no longer admit new ninth grade students beginning in September 2011.

The Academy for Health Careers has a Limited Unscreened admissions method. 17K122 is also proposed to have a Limited Unscreened admissions method.

Students who are currently enrolled in the eighth grade and are interested in applying to 17K122 or the Academy for Health Careers would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2011. The High School Admissions Process permits student applicants to list up to twelve high school programs in order of preference on his/her application. Students submit these applications in early December.

There are three rounds to the High School Admissions Process:

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

**Main Round:** All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round, which occurs in late March. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

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

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

Although high school applications were due on December 3, if this proposal is approved by the PEP, students who are interested in applying to 17K122 would have the opportunity to submit a new admission application with revised school rankings in February. This application would replace the previously submitted application and would be included as the student’s application for the main round of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2011-2012 school year will also be available for these students to consider.

Although the PEP is scheduled to vote on this proposal after the submission deadline for the New Schools Choice Form, the program(s) at 17K122 may be listed as one of the student’s ranked choices on the New

Schools Choice Form. However, students will only be matched to the school if the PEP approves the co-location.

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

In addition to the High School Admissions Process, some students receive placement into schools through the ‘over-the-counter’ process. 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>10</sup>
- Did not submit a high school application.

When a student needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that would meet the student’s needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available 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 projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered to OTC students through referral.<sup>11</sup> In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in Brooklyn, the number of schools that admit students during this period has increased from 125 to 142.

<sup>10</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.

<sup>11</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

Non-District 75 high school students with IEPs are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

The proposed co-location of 17K122 and Academy for Health Careers and the LYFE program is not anticipated to impact the educational options of students currently attending school in building K625. As detailed above, current eighth grade students in all five boroughs would be eligible to apply to 17K122 as well as the Academy for Health Careers through the Citywide High School Admissions Process in February 2011.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:

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

## Schools

The opening of 17K122 is intended to offer additional high-quality seats at the high school level in both District 17 and Brooklyn in general. The K625 building would continue to house Robeson High School as it phases out. K625 has enough capacity to accommodate Robeson High School at full organizational capacity as it phases out, as well as 17K122 and the Academy for Health Careers as they phase in. Collectively, the two schools serving students in the K625 building in 2014-2015 are projected to enroll approximately 800-900 students, when Robeson High School has completed its phase out. By June 2015, 17K122 and Academy for Health Careers would have completed their phase-in, and the building utilization rate for K625 at that point would be 81%.

The chart below provides projected enrollment at each school in K625 for the next four years.

School Name	Enrollment				High School Admissions Process Admissions Method
	2011-12	2012-13	2013-14	2014-15	
<b>17K122</b>	100-125	200-225	300-325	400-450	Limited Unscreened
<b>Paul Robeson High School</b>	400-500	275-325	100-150	N/A	Educational Option; Screened
<b>Academy for Health Careers</b>	150-200	300-325	400-450	400-450	Limited Unscreened
<b>Total</b>	650-825	775-875	800-925	800-900	
<b>Utilization</b>	74%	79%	83%	81%	

If this co-location proposal is approved, there would be sufficient space to serve students in 17K122, the Academy for Health Careers, and the LYFE program, pursuant to the Citywide Instructional Footprint (the "Footprint"). There will also be enough space to accommodate Robeson High School as it phases out. Please visit the DOE's Website to access the DOE's Instructional Footprint ("Footprint"), which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the

grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.<sup>12</sup> Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

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

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

According to the building survey completed by the DOE in November 2010, there are 52 full-size instructional spaces, 2 science labs and 5 science demonstration rooms which equal 59 full-size spaces. There are also 9 half-sized rooms in K625; all full-size and half-size spaces are currently utilized by Robeson High School, except for 1 room, which is allocated to the LYFE program. Based on current enrollment, the baseline footprint allocation for Robeson is 29 full-size spaces. Thus, Robeson currently is using 30 additional rooms over footprint. As Robeson phases out, additional space will be become available for the two schools the DOE proposes to co-locate on the K625 campus. 17K122 and Academy for Health Careers will both be allocated a baseline of 16 full-size classrooms when operating at full scale. They would also be allocated resource rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

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<sup>12</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half size classrooms, etc.

If this phase-out proposal and the co-location proposals are approved, in the first year of the implementation of this plan, Robeson would be allocated a baseline of 20 full-size spaces based on its projected enrollment of 400-500 students. 17K122 would be allocated a baseline of 4 full-size spaces in 2011-2012. Academy for Health Careers would be allocated a baseline of 8 spaces in 2011-2012. This represents 32 rooms, and thus there is adequate space in K625 for all schools in 2011-2012 and throughout the phase-out period for Robeson High School. Any additional full size spaces available in the building in excess of the baseline allocation will be equitably allocated among the three schools in the building in conjunction with the Building Council and the DOE Office of Space Planning.

The table below outlines the baseline number of full-size rooms that each school should be allocated based on the enrollment through the course of the phase-out of Robeson High School and phase-in of other schools. As K625 is not currently a shared campus, the proposed co-location will require that schools will need to create a Building Council to discuss the allocation of the many excess rooms in the building.

School Name	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Paul Robeson High School	29	20	12	6	N/A
17K122	N/A	4	8	12	16
Academy for Health Careers	N/A	8	12	16	16
Total	29	32	32	34	32

There are no capital improvements planned for the building at this time.

### *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
- Monitor and certify School Safety Plans annually

## **B. Community**

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of 17K122 and the Academy for Health Careers is intended to increase the number of high-quality educational options for all students across the City, and specifically in Brooklyn.

As noted elsewhere in this document, and taken collectively with ongoing utilization changes in building K625, the proposal to phase out Robeson High School is not expected to yield a net loss of seats in Building K625. The approximately 651 seats that Robeson High School will lose once it is fully phased-out will be recovered through the phase-in of 17K122 and the Academy for Health Careers which will collectively serve approximately 800-900 students once both schools reach the full

grade scale in 2014-2015.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis.

This year, the DOE proposes to phase out two high schools in Brooklyn. Both of these schools were proposed to phase out last year as well.

DBN	Name	Address
17K625	Paul Robeson High School	150 Albany Avenue
15K530	Metropolitan Corporate Academy	362 Schermerhorn Street

If both proposals are approved by the PEP, the DOE has appropriate plans to replace the lost seats in Brooklyn. Based on the November 1, 2010 enrollment register, these two schools that are proposed to phase-out are serving a total of 67 ninth grade students.<sup>13</sup> However, these seats will be recovered through seats at new schools.

17K122 is proposed to open in September 2011 as a replacement for Robeson High School that will provide additional seats to Brooklyn students. If approved by the PEP, this new school is expected to serve approximately 100-125 ninth grade students in 2011-2012. These new seats alone will offset the combined decrease in students served from the proposed phase-outs of MCA and Robeson. As stated before, 17K122 will have a Limited Unscreened admission selection method.

The DOE has also proposed the co-location of Millennium Brooklyn, a new school scheduled to open in September 2011 in the John Jay Campus building, K460, located within the geographical confines of District 15. This proposal is being voted on by the PEP at its February 1, 2011 meeting. Millennium Brooklyn is proposed to enroll 100-125 ninth grade students in 2011-2012, admitting students through the Screened admission method.

Last year, the Academy for Health Careers was proposed to open as a replacement for the 19K660, Maxwell High School. Maxwell High School is not currently proposed for phase-out.<sup>14</sup> The Academy for Health Careers is instead proposed to re-locate to K625, as described in this proposal. The Academy for Health Careers currently serves 83 new ninth grade students<sup>15</sup>.

With the opening of 17K122 this year, and the Academy for Health Careers last year, the DOE will have created approximately 200-250 new unscreened ninth grade seats in Brooklyn, which is more than enough to offset the 67 seats no longer anticipated to be offered by the 2 proposed phase-outs.

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

<sup>13</sup> Robeson High School and Metropolitan Corporate Academy enrollment register as of 11/1/10

<sup>14</sup> Last winter, the PEP voted to gradually phase-out Robeson High School, Maxwell High School, and Metropolitan Corporate Academy. A lawsuit prevented the DOE from following through with those plans.

<sup>15</sup> Academy for Health Careers enrollment register as of 11/1/10

The EIS that proposes the phase-out of Robeson High School includes more detailed information about the availability of programs in interest areas similar to those that are currently offered at Robeson High School. For more information, please refer to this EIS on the DOE Website at the <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

Additional information about all high school program offerings can also be found in the High School Directory which is available at Borough Enrollment Centers or on the DOE website at <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K625.

## IV. Enrollment, Admissions and School Performance Information

The schools affected by this proposal are Paul Robeson High School, and the Academy for Health Careers. Paul Robeson High School is currently located in K625 and the Academy for Health Careers is currently located in K813.

### *Paul Robeson High School*

#### Admissions Data

<b>Current Admissions</b>	High School Admissions Process Admissions Method: Screened, Educational Option
<b>Admissions after Phase-out Proposal in 2011-2012</b>	N/A

#### Enrollment Data

<b>Current Grades Served</b>	9-12
<b>Projected 2010-2011 Enrollment</b>	651
<b>Grades Served in 2011-2012</b>	9-11
<b>Projected 2011-2012 Enrollment</b>	400-500
<b>Grades Served in 2012-2013</b>	9-10
<b>Projected 2012-2013 Enrollment</b>	275-325
<b>Grades Served in 2013-2014</b>	9
<b>Projected 2013-2014 Enrollment</b>	100-150
<b>Grades Served in 2014-2015</b>	N/A
<b>Projected 2014-2015 Enrollment</b>	N/A

### Demographic Data

Percentage Students with Individual Education Plan <sup>16</sup>	19%
Percentage Students Receiving CTT or SC services <sup>17</sup>	11%
Percentage English Language Learner Students <sup>18</sup>	3%
Percentage of Students Eligible for Free or Reduced Lunch <sup>19</sup>	91%

### School Performance Data

Paul Robeson High School <sup>20</sup>	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	C
Quality Review Score	WD	P	
<b>Graduation Data</b>			
Four-Year Graduation Rate	57%	40%	50%
Four-Year Regents Diploma Rate	20%	11%	24%
Six-Year Graduation Rate	59%	69%	69%
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credits	51%	58%	66%
Attendance Rate	72%	69%	76%

<b>2010-2011 State Accountability Status</b>	Restructuring (year 2) - Comprehensive
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### *17K122*

### Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions after Phase-in Proposal in 2011-2012</b>	High School Admissions Process Admissions Method: Limited Unscreened

<sup>16</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>17</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>18</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>19</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

<sup>20</sup> Source: 2009-2010 Progress Report

Enrollment Data

Current Grades Served	N/A
Projected 2010-2011 Enrollment	N/A
Grades Served in 2011-2012	9
Projected 2011-2012 Enrollment	100-125
Grades Served in 2012-2013	9-10
Projected 2012-2013 Enrollment	200-225
Grades Served in 2013-2014	9-11
Projected 2013-2014 Enrollment	300-325
Grades Served in 2014-2015	9-12
Projected 2014-2015 Enrollment	400-450

Demographic Data

17K122 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

17K122 does not yet have enrollment. Therefore, there is no performance data for the school.

*Academy for Health Careers*Admissions Data

Current Admissions	High School Admissions Process Admissions Method: Limited Unscreened
Admissions after Phase-in Proposal in 2011-2012	High School Admissions Process Admissions Method: Limited Unscreened

Enrollment Data

Current Grades Served	9
Projected 2010-2011 Enrollment	108
Grades Served in 2011-2012	9-10
Projected 2011-2012 Enrollment	150-200
Grades Served in 2012-2013	9-11
Projected 2012-2013 Enrollment	300-325
Grades Served in 2013-2014	9-12
Projected 2013-2014 Enrollment	400-450

<b>Grades Served in 2014-2015</b>	9-12
<b>Projected 2014-2015 Enrollment</b>	400-450

### Demographic Data

Academy for Health Careers opened in September 2010 and, therefore, there is no audited demographic data for the school.

### School Performance Data

Academy for Health Careers opened in September 2010 and, therefore, there is no performance data for the school.

## V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to Robeson High School, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Robeson High School roster as the phase-out is implemented, the school is expected to receive approximately \$4,181 less per pupil funding annually for high school students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. 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 a result of the phase-out, the total number of students enrolled at Robeson High School will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations.

Robeson High School also receives money through the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high skill, high wage, and high demand careers. As VTEA funds are funded on a per pupil basis, as Robeson phases out, the school would lose some of their additional funding to support the CTE program development as the enrollment declines.

New district schools are provided with a fixed per school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, 17K122 will receive a fixed allocation of \$80,000 during its first year. In addition, the school will receive approximately \$451,559.88 in per pupil allocations. Beginning in its second year of operation, 17K122 will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement

and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

The Academy for Health Careers, being a school in its second year of operation in 2011-2012, will receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY 11 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

Academy for Health Careers also receives money through the Carl D. Perkins Vocational and Technical Education Act (VTEA). VTEA federal funds are used to improve career and technical education programs designed to prepare students to work in high skill, high wage, and high demand careers.

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

### **A. Personnel Needs**

All teachers, administrative and non-pedagogical staff at Robeson High School would be excessed over the course of the phase-out.<sup>21</sup> This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (UFT) contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Robeson High School will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

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<sup>21</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

The proposed co-location will not impact the hiring of staff at 17K122 or the Academy for Health Careers.

## **B. Cost of Instruction**

As a result of the phase-out, the total number of students enrolled at Robeson High School will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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

As with all other schools Citywide, Robeson High School 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. Robeson High School is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (IEP). Even as Robeson High School is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

## **C. Administration**

17K122 and the Academy for Health Careers are expected to hire school supervisors and/or administrator personnel as needed throughout the course of the schools’ phase-in.

## **D. Transportation**

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

## **E. Other Support Services**

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy as 17K122 and the Academy for Health Careers phase in.

## VII. Building Information

### VIII.

<b>Type of Building</b>	High School
<b>Year Built</b>	1904
<b>Overall BCAS rating</b>	2.38
<b>2009-2010 Target Utilization</b>	K625: 91%
<b>2009-2010 Target Capacity</b>	K625: 1,112
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$9,585.15 <b>Materials:</b> \$7,661.40 <b>Maintenance and Repair Contracts:</b> \$48,900.12 <b>Custodial Operations Costs—Materials:</b> \$12,142.82 <b>Custodial Operations Costs—Custodial Allocation:</b> \$326,576.13
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$240,245.00 <b>Gas:</b> \$95,583.00 <b>Oil:</b> N/A
<b>Projects completed during the current or prior school year</b>	N/A
<b>Projects proposed in the capital plan</b>	No projects identified
<b>Accessibility of the building</b>	Fully programmatic accessible
<b>Building attributes</b>	Art room, Computer rooms(CR's) Library, Multi-purpose room, Science labs (CR's)