

AMENDED EDUCATIONAL IMPACT STATEMENT

The Proposed Consolidation of Bedford Stuyvesant Preparatory High School (13K575) with Brooklyn Academy High School (13K553) in Building K458 Beginning in the 2018-2019 School Year

I. Summary of Proposal

On February 15, 2018, the New York City Department of Education (NYCDOE) issued a proposal to consolidate Bedford Stuyvesant Preparatory High School (13K575), referred to as Bed-Stuy Prep, with Brooklyn Academy High School (13K553), referred to as Brooklyn Academy, in building K458, beginning in the 2018-2019 school year. Bed-Stuy Prep and Brooklyn Academy are both existing transfer high schoolsⁱ currently serving students in grades 9-12ⁱⁱ and both sited in K458, which is located at 832 Marcy Avenue, Brooklyn, NY 11216 in Community School District 13.

Bed-Stuy Prep and Brooklyn Academy are currently co-located in K458 with Uncommon Collegiate Charter High School (84K517), referred to as Uncommon Collegiate High School, an existing charter high school serving students in grades 9-12 and P.S. K373 (75K373), referred to as P373K@K458,ⁱⁱⁱ one site of an existing multi-sited District 75 program,^{iv} serving students in grades 9-12.^v K458 also houses a Pathways to Graduation Program^{vi} (79Q950), referred to as Pathways and a Living for the Young Family Education program,^{vii} referred to as LYFE (79M984). The community-based organization (CBO) CAMBA is also located in K458.^{viii} If this proposal is approved, CAMBA will continue to provide services and maintain space in K458.

At the time of the posting, the proposed Building Utilization Plan (BUP) for K458 allocated 9 full-size classrooms^{ix} to Pathways, one of which is a science lab. The NYCDOE has issued a Revised BUP to allocate that science lab as a Shared Space and include Pathways in the Shared Space Plan. As such, this Educational Impact Statement (EIS) has been amended to refer to the Revised BUP.

A co-location means that two or more school organizations are located in the same building and may share common spaces, such as:

- Auditoriums;
- Gymnasiums;
- Libraries; and
- Cafeterias.

A consolidation means that two or more existing school organizations are combined into one school to

operate and serve students more effectively. Proposals for consolidation seek to improve learning environments by combining the strengths and best practices of both schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports.

The NYCDOE is proposing to consolidate Bed-Stuy Prep with Brooklyn Academy because both schools have struggled with low enrollment, which has created budgetary and programmatic challenges. If this proposal is approved, Bed-Stuy Prep and Brooklyn Academy will be combined such that students, staff, and resources of Bed-Stuy Prep will become part of Brooklyn Academy, and Bed-Stuy Prep will no longer exist as a distinct school option as of the 2018-2019 school year. The consolidated Brooklyn Academy will continue to serve students in grades 9-12 at K458.

The New York State Education Department, referred to as NYSED, assigns an accountability status to each district school. Current school accountability designations assigned by NYSED, Good Standing, Local Assistance Plan, Focus, or Priority, are consistent with New York State's approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver. Both Bed-Stuy Prep and Brooklyn Academy are identified as schools in Good Standing. If this proposal is approved, NYSED will determine the accountability status of the newly consolidated school consistent with the State's Plan for implementation of the Every Student Succeeds Act (ESSA). For more information about accountability status, please visit the NYSED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

In a separate EIS, the NYCDOE concurrently proposed to re-site and co-locate Uncommon Brooklyn East Collegiate Charter School (84K780), referred to as Brooklyn East Collegiate, to K458 in the 2018-2019 school year. Brooklyn East Collegiate is an existing charter school that currently serves students in grades 5-8 in building K009 where it is co-located with P.S. 9 Teunis G. Bergen, referred to as P.S. 9, a district elementary school serving students in grades K-5 and offers a pre-Kindergarten (pre-K) program. K009 is located at 80 Underhill Avenue, Brooklyn, NY 11238 approximately 1.3 miles from K458 also in District 13. A re-siting means that part or all of a school will be located in a different building than the building in which the school has been located.

That proposal has also been amended to refer to the Revised BUP. Both Amended EISs and the Revised BUP can be found on the NYCDOE's website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2017-2018/April252018SchoolProposals>.

This proposal to consolidate Bed-Stuy Prep with Brooklyn Academy in K458 is not contingent on the Panel for Educational Policy (PEP) approving the re-siting and co-location of Brooklyn East Collegiate to K458. However, the proposal to re-site and co-locate Brooklyn East Collegiate is contingent on the PEP approving this consolidation proposal. If this proposal to consolidate Bed-Stuy Prep with Brooklyn Academy and the proposal to re-site Brooklyn East Collegiate to K458 are both approved, the consolidated Brooklyn Academy will be co-located in K458 with Brooklyn East Collegiate, Uncommon Collegiate High School and P373K@K458 beginning in the 2018-2019 school year.

A. Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the Superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that may arise as a result of low enrollment. Since most funding in schools' budgets is allocated on a per-pupil basis based on Fair Student Funding (FSF), schools that struggle with declining enrollment may also subsequently struggle with funding issues. For example, they may not be able to continue to afford the full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively and improve school performance.

This proposal has been developed by the Citywide Transfer School Superintendent to address limited resources and low enrollment at Bed-Stuy Prep and Brooklyn Academy. In addition to working with the school communities, the Citywide Transfer School Superintendent has worked closely with various NYCDOE offices and the principals of Bed-Stuy Prep and Brooklyn Academy to determine the best path to support the students at both schools. The planning process culminated in a decision to consolidate these schools into one stronger transfer school option.

The NYCDOE is proposing to consolidate Bed-Stuy Prep with Brooklyn Academy based primarily on the benefits that students in both school communities would derive from the additional resources made available by consolidating the two school organizations into one. The low enrollment at Bed-Stuy Prep and Brooklyn Academy has made it challenging for the schools to offer the broad range of academic and extracurricular programs that are possible in larger schools.

Bed-Stuy Prep and Brooklyn Academy have persistently struggled with low enrollment, each serving fewer than 200 students per year over the last five years. If this proposal is approved, students attending the consolidated Brooklyn Academy may have access to a variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for either school to offer in the absence of consolidation. The consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

Collaboration between Bed-Stuy Prep and Brooklyn Academy has already begun. Bed-Stuy Prep and Brooklyn Academy are currently co-located, have a shared master principal and maintain staff who work at both schools, which will aid in the transition process of this consolidation if this proposal is approved. If this proposal is approved, in the 2017-2018 school year, Bed-Stuy Prep and Brooklyn Academy will be increasing existing collaboration, focusing on developing shared instructional practices, sharing resources and building a cohesive school culture. The two schools will plan joint professional development for staff, shared classes, and extracurricular activities for students with the goal of developing a strong culture across the two schools. This partnership will continue throughout the school year which will help prepare the school communities to merge into one community beginning in the 2018-2019 school year.

B. Impact on K458

K458 has the capacity to serve a total of 1,433 students according to the 2016-2017 Enrollment, Capacity and Utilization Report, also known as the Blue Book. The Blue Book is available online at: https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202016-

[2017.pdf?sr=b&si=DNNFileManagerPolicy&sig=g7eZjXLOaaZfmXPHd0cFOjryIfBrVwF8D5mf9IFcSpA%3D](#)

In the current 2017-2018 school year, 850 total students are being served across all schools located in K458, which yields a building utilization rate of approximately 59%.^x

If this proposal and the concurrent proposal to re-site and co-locate Brooklyn East Collegiate to K458 are both approved, in the 2018-2019 school year, K458 is projected to have a total building enrollment of 1,184-1,306 students. Enrollment projections per school are as follows:

- Brooklyn Academy is projected to serve approximately 260-290 students;
- P373K@K458 is projected to serve approximately 10-12 students;
- Pathways is projected to serve approximately 209-219 students;
- Brooklyn East Collegiate is projected to serve approximately 295-335 students; and
- Uncommon Collegiate High School is projected to serve approximately 410-450 students.

As such, in the 2018-2019 school year, K458 will have a projected building utilization rate of 83-91%.

Uncommon Collegiate Charter High School had previously enrolled students from two feeder middle schools. Beginning in the 2017-2018 school year, Uncommon Collegiate High School began enrolling students from three feeder middle schools. As cohorts from these feeders articulate through high school over the upcoming years, enrollment at Uncommon Collegiate High School will continue to grow until it is expected to reach full-scale in the 2021-2022 school year. Furthermore, if this proposal and the proposal to consolidate Bed-Stuy Prep and Brooklyn Academy in K458 are both approved, in the 2021-2022 school year, K458 is projected to have a total building enrollment of 1,369-1,491 students.

Enrollment projections per school are as follows:

- Brooklyn Academy is projected to serve approximately 260-290 students;
- P373K@K458 is projected to serve approximately 10-12 students;
- Pathways is projected to serve approximately 209-219 students;
- Brooklyn East Collegiate is projected to serve approximately 300-340 students; and
- Uncommon Collegiate High School is projected to serve approximately 590-630 students.

As such, in the 2021-2022 school year, K458 will have a projected building utilization rate of approximately 96-104%.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. Future classroom uses may change, resulting in changes to the utilization calculation.

The Revised BUP that accompanies this proposal also demonstrates that there is sufficient space in K458 to accommodate the consolidated Brooklyn Academy, Brooklyn East Collegiate, Uncommon Collegiate High School, P373K@K458 and Pathways. In the event that this proposal is approved and the concurrent proposal to re-site and co-locate Brooklyn East Collegiate is not approved, the Revised BUP will be revised accordingly.

More details about space are available in Section III.B and Appendix A of this Amended EIS as well as in the Revised BUP that accompanies this proposal.

C. Community Engagement

The following engagement was conducted in the course of creating this proposal:

- The Office of District Planning presented to the District 13 Community Education Council (D13 CEC) on November 14, 2017, where over-crowding challenges in K009 and available excess space in K458 were discussed.
- The Transfer High School Superintendent led meetings with the Brooklyn Academy and Bed-Stuy Prep staff and leadership on February 5, 2018, at which time the Superintendent discussed the proposed consolidation and re-siting.
- A walkthrough of K458, led by a Deputy Chancellor the held on February 14, 2018. This walkthrough was attended by:
 - The principals and representatives of the School Leadership Teams (SLTs) of Bed-Stuy Prep, Brooklyn Academy, Uncommon Collegiate High School, Brooklyn East Collegiate and Pathways.
 - Representatives from Uncommon;
 - Representatives from United Federation of Teachers, Council of Schools Supervisors and Administrators, and DC 37;
 - The Citywide Transfer School Superintendent;
 - A representative from D13 CEC;
 - A representative from the Citywide Council on High Schools (CCHS); and
 - Representatives from the NYCDOE's Office of Space Planning, Division of School Facilities, Office of District Planning, and Office of School Design and Charter Partnerships.
- A debrief meeting led by the Deputy Chancellor prior to the walkthrough was held to discuss the purpose of the walkthrough, answer questions, and obtain feedback about the proposal. This meeting was attended by the same parties who attended the walkthrough.

The NYCDOE will provide additional public engagement opportunities following this posting, including:

- Optional community meetings where NYCDOE representatives would meet with the school communities to discuss the proposal and take questions, comments, and feedback. These meetings would be held prior to the Joint Public Hearings at the request of the school communities;
- Joint Public Hearings to be held at K458 and K009 and are open to the public. Attendees are encouraged to comment on this proposal during the public comment portion of the hearings;

- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D13Proposals@schools.nyc.gov; and
- A PEP meeting that is open to the public where attendees can provide comments. At the meeting, PEP members are anticipated to vote on several proposals, including this one.

All comments received at the Joint Public Hearings or through the phone line or email address by 6 p.m. on the day before the PEP meeting will be addressed by the NYCDOE in a Public Comment Analysis. The Public Comment Analysis is made available to the public after 6 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearings and PEP meeting can be found on the NYCDOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2017-2018/April252018SchoolProposals>.

II. Proposed or Potential Use of Building K458

As stated above, according to the Blue Book, K458 has a target capacity of 1,433 students. During the current 2017-2018 school year:

- Brooklyn Academy is serving approximately 157 students;
- Bed-Stuy Prep is serving approximately 124 students;
- P373K@K458 is serving approximately 12 students;
- Pathways is serving approximately 214 students; and,
- Uncommon Collegiate High School is serving approximately 343 students.

This yields a total of 850 students and a building utilization rate of approximately 59%, indicating that K458 is under-utilized and has space to accommodate additional students.^{xi} The concept of target capacity and the related concept of utilization rate are explained in Appendix A of this Amended EIS.

If this proposal and the proposal to re-site and co-locate Brooklyn East Collegiate to K458 are approved, in the 2018-2019 school year, K458 is projected to have a total building enrollment of 1,184-1,306 students. Enrollment projections per school are as follows:

- The consolidated Brooklyn Academy is projected to serve approximately 260-290 students;
- P373K@K458 is projected to serve approximately 10-12 students;
- Pathways is projected to serve approximately 209-219 students;
- Brooklyn East Collegiate is projected to serve approximately 295-335 students; and
- Uncommon Collegiate High School is projected to serve approximately 410-450 students.

As such, in the 2018-2019 school year, K458 will have a projected building utilization rate of approximately 83-91%.

If this proposal and the proposal to re-site and co-locate Brooklyn East Collegiate to K458 are approved, in the 2021-2022 school year, K458 is projected to have a total building enrollment of 1,369-1,491 students. Enrollment projections per school are as follows:

- Brooklyn Academy is projected to serve approximately 260-290 students;
- P373K@K458 is projected to serve approximately 10-12 students;
- Pathways is projected to serve approximately 209-219 students;
- Brooklyn East Collegiate is projected to serve approximately 300-340 students; and
- Uncommon Collegiate High School is projected to serve approximately 590-630 students.

This will yield a projected building utilization rate of approximately 96-104% in K458 during the 2021-2022 school year.

If this proposal and the proposal to re-site and co-locate Brooklyn East Collegiate are approved, the grade spans for all current and proposed school organizations in K458 over a five-year period will be:

TABLE 1: GRADES AND PROGRAMS OFFERED AT EACH SCHOOL IN BUILDING K458 FOR SCHOOL YEARS 2017-2018, 2018-2019, 2019-2020, 2020-2021 AND 2021-2022.

DBN	School Name	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
84K517	Uncommon Collegiate High School	9-12	9-12	9-12	9-12	9-12
84K780	Brooklyn East Collegiate	N/A	5-8	5-8	5-8	5-8
13K553	Brooklyn Academy	9-12	9-12	9-12	9-12	9-12
13K575	Bed-Stuy Prep	9-12	N/A	N/A	N/A	N/A
75K373	P373K@K458	9-12	9-12	9-12	9-12	9-12
79Q950	Pathways	9-12	9-12	9-12	9-12	9-12

If this proposal and the proposal to re-site and co-locate Brooklyn East Collegiate are approved, current and projected enrollments and utilization rates in building K458 over a five-year period can be found in Table 2 below.

TABLE 2: CURRENT AND PROJECTED ENROLLMENT AT EACH SCHOOL AND UTILIZATION RATE IN BUILDING K458 FOR SCHOOL YEARS 2017-2018, 2018-2019, 2019-2020, 2020-2021 AND 2021-2022.

DBN	School Name	2017-2018 Enrollment ^{xiii}	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment	2021-2022 Projected Enrollment
84K517	Uncommon Collegiate High School	343	410 - 450	505 - 545	565 - 605	590 - 630

84K780	Brooklyn East Collegiate	N/A	295 - 335	295 - 335	290 - 330	300 - 340
13K553	Brooklyn Academy	157	260 - 290	260 - 290	260 - 290	260 - 290
13K575	Bed-Stuy Prep	124	N/A	N/A	N/A	N/A
75K373	P373K@K458	12	10-12	10-12	10-12	10-12
79Q950	Pathways	214	209 - 219	209 - 219	209 - 219	209 - 219
Total Building Enrollment		850	1,184 - 1,306	1,279 - 1,401	1,334 - 1,456	1,369 - 1,491
Utilization		59%	83 - 91%	89 - 98%	93 - 102%	96 - 104%

If this proposal is approved, all schools and organizations in K458 will receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint (the Footprint). The Footprint guides space allocation and use in city schools. For more information about the Footprint please go to: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

Additional details about space are available in Section III.B and Appendices A and C of this Amended EIS.

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

A. Impact on Students

Bed-Stuy Prep and Brooklyn Academy both currently serve students in grades 9-12 in K458. Because Brooklyn Academy and Bed-Stuy Prep have struggled with low enrollment, which has created budgetary and programmatic challenges, the NYCDOE is proposing to consolidate Bed-Stuy Prep with Brooklyn Academy in K458 beginning in the 2018-2019 school year.

If this proposal is approved, current Bed-Stuy Prep students in grades 9-11, as well as Bed-Stuy Prep students in grade 12 who must repeat the grade, will be accommodated at the consolidated Brooklyn Academy in K458 beginning in the 2018-2019 school year. As of the 2018-2019 school year, Bed-Stuy Prep will no longer be a distinct school option and new students will no longer enroll in Bed-Stuy Prep. Current Brooklyn Academy students, with the exception of those who graduate, will continue to be served at the consolidated Brooklyn Academy. If this proposal and the proposal to re-site and co-locate Brooklyn East Collegiate are approved, the consolidated Brooklyn Academy will be co-located in K458 with Uncommon Collegiate High School, Brooklyn East Collegiate and P373K@K458.

1. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING BED-STUY PREP AND BROOKLYN ACADEMY

The proposed consolidation of Bed-Stuy Prep with Brooklyn Academy may impact educational and/or extra-curricular programming available to Brooklyn Academy students, as the consolidated school may

offer new opportunities currently unavailable at Bed-Stuy Prep or in addition to current offerings. If this proposal is approved, students currently attending Bed-Stuy Prep will gain access to the programming available at Brooklyn Academy and will no longer be served by Bed-Stuy Prep as of the 2018-2019 school year.

ACADEMIC OFFERINGS:

Bed-Stuy Prep currently serve general education students and students requiring special education services, including:

- ICT;
- SETSS; and
- Other related services.

Brooklyn Academy currently serve general education students and students requiring special education services, including:

- ICT;
- SC;
- SETSS; and
- Other related services.

Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (IEPs). All current and future students enrolled at the consolidated Brooklyn Academy will continue to receive all mandated special education services in accordance with their IEPs if this proposal is approved.

Additionally, Bed-Stuy Prep and Brooklyn Academy provide English as a New Language (ENL) services to currently enrolled English Language Learner (ELL) students. If this proposal is approved, these services will continue to be provided at the consolidated Brooklyn Academy and all students will receive their mandated services.

Current grade 12 students who are on track to graduate will complete high school at their current school, either Bed-Stuy Prep or Brooklyn Academy, at the end of the 2017-2018 school year, provided they meet promotional criteria.

If this proposal is approved, in the 2018-2019 school year, current Brooklyn Academy students in grades 9-11, as well as students in grade 12 who are not on track to graduate, will continue to be served at Brooklyn Academy alongside their new classmates from the former Bed-Stuy Prep. It is expected that all current Bed-Stuy Prep students, with the exception of those continuing on to high school, will attend Brooklyn Academy. However, any Bed-Stuy Prep students who prefer a different school option may seek a transfer for the 2018-2019 school year through the NYCDOE's Office of Student Enrollment, which will work to match students based on their needs and seat availability.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:

This proposal is not expected to impact any particular academic programs, extra-curricular activities, special programs, or partnerships currently offered at Bed-Stuy Prep or Brooklyn Academy for the duration of the current 2017-2018 school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

Brooklyn Academy currently offers the following:^{xiii}

- **Extra-Curricular Activities and Programs:**
 - Learning to Work;
 - College Now;
 - College Prep (including in-house college fair and college trips);
 - Liberty Partnership Program; and
 - iLearn;
 - Saturday Regents prep courses;
 - Internships;
 - After-school tutoring & classes;
 - Evening school program;
 - Talent shows;
 - Art exhibit;
 - Young Men & Women’s Groups; and
 - Step.
- **Sports:**
 - Boys & Girls Basketball; and
 - Co-ed Track & Field.
- **Partnerships:**
 - CAMBA;
 - New York University;
 - Mercy College Atlantic Theatre Company;
 - Omega Psi Phi; and
 - Brownstoners of Bedford Stuyvesant.

Bed-Stuy Prep currently offers the following:^{xiv}

- **Extra-Curricular Activities and Programs:**
 - Extended Day;
 - Summer Academy;
 - Advisory;
 - Culinary Arts Program;
 - Living for the Young Family through Education (LYFE) on campus;
 - Trimester schedule;
 - Peer Tutoring;
 - Student Government;

- Girls Leadership;
- Boys Leadership;
- College trips; and
- Various trips including Broadway shows.
- Sports:
 - Boys & Girls Basketball;
- Partnerships:
 - Teen Choice.

If this proposal is approved, the consolidated Brooklyn Academy will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, the consolidated Brooklyn Academy may also offer programs and partnerships that are currently offered by Bed-Stuy Prep after Bed-Stuy Prep ceases to operate as a distinct school option and therefore no longer offers its current programs and partnerships.

If this proposal is approved, the NYCDOE expects that the consolidated Brooklyn Academy will be able to increase the programmatic opportunities currently available to students from Bed-Stuy Prep and Brooklyn Academy due to the combination of the two schools' individual resources.

ADMISSIONS:

Bed-Stuy Prep and Brooklyn Academy currently admit students through a transfer school admissions process that is ongoing throughout the year. Bed-Stuy Prep and Brooklyn Academy currently admits students, new to New York City Public Schools who are over aged newcomers or through an over-the-counter (OTC) referral for over-aged / under-credited high school students. If this proposal is approved, the consolidated Brooklyn Academy will continue to admit students through this transfer school admissions process.

If this proposal is approved, Bed-Stuy Prep will no longer be a distinct school option and will cease to admit students as of the 2018-2019 school year. The consolidated Brooklyn Academy will instead offer admissions to the seats previously available at Bed-Stuy Prep. Brooklyn Academy will continue to admit students through the transfer school admissions process in the methods described above.

General information about the transfer school admissions process can be found in Appendix B of this Amended EIS.

2. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING UNCOMMON COLLEGIATE HIGH SCHOOL

This proposal is not expected to impact academic offerings, extra-curricular programming, or current or future enrollment at Uncommon Collegiate High School.

ACADEMIC OFFERINGS:

Uncommon Collegiate High School currently serves general education students and students requiring special education services, including:

- ICT;
- SC;
- SETSS; and
- Other related services.

Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. Students with disabilities will continue to receive services in accordance with their IEPs. All current and future students enrolled at Uncommon Collegiate High School will continue to receive all mandated special education services in accordance with their IEPs if this proposal is approved.

Additionally, Uncommon Collegiate High School provides ENL services to currently enrolled ELL students. If this proposal is approved, these services will continue to be provided at Uncommon Collegiate High School and all students will receive their mandated services.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:

This proposal is not expected to impact any particular academic programs, extra-curricular activities, special programs, or partnerships currently offered at Uncommon Collegiate High School for the duration of the current 2017-2018 school year.^{xv}

If this proposal is approved, Uncommon Collegiate High School will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed consolidation will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular 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 extra-curricular offerings annually based on student demand and available resources.

ADMISSIONS:

This proposal is not expected to impact the admissions process for high school students at Uncommon Collegiate High School. Although Uncommon Collegiate Charter High School had previously enrolled students from two feeder middle schools, beginning in the 2017-2018 school year, rising ninth grade students from Brooklyn East Collegiate, Brownsville Collegiate Charter School and Bedford Stuyvesant Collegiate Charter School were given admissions preference. Uncommon plans to adjust this feeder structure for the 2019-2020 school year at which point rising ninth grade students from Brooklyn East Collegiate, Leadership Prep Bedford Stuyvesant Charter School and Bedford Stuyvesant Collegiate Charter School will be given admissions preference.

Subsequent preferences are described on Uncommon Charter School's website and can be viewed here: <http://www.uncommonschools.org/our-schools/new-york-city/enrollment>.

More information on charter school admissions is available at: <http://schools.nyc.gov/community/charters/default.htm>.

3. IMPACT ON CURRENT AND FUTURE STUDENTS AT P373K@K458

P.S. K373 is a District 75 program that serves students in grades K-12 at multiple locations in the Brooklyn. The District 75 program at K458 is an inclusive education program that serves students in grades 9-12 and is affiliated with Bed-Stuy Prep. If this proposal is approved, P373K@K458 will continue to serve students grades 9-12 in K458 and will be affiliated with the consolidated Brooklyn Academy. All current and future students at P373K@K458 will continue to receive all mandated services if this proposal is approved.

Students whose IEPs recommend a specialized District 75 program do not participate in the High School Admissions Process; these students transition to high school in a specialized District 75 school and participate in an application and placement process managed directly by the District 75 Placement Office. Applications are provided directly to students and are due in December of the year in which students are enrolled in eighth grade. Graduating eighth-grade students whose IEPs recommend a specialized District 75 program are notified of their high school placement in the late spring of their eighth-grade year.

The DOE does not expect this proposal, if approved, to impact admissions, or services offered to future District 75 students. P373K@K458 is expected to partner in the same way with the consolidated Brooklyn Academy.

4. IMPACT ON FUTURE HIGH SCHOOL STUDENTS IN DISTRICT 13

This proposal is not expected to have an impact on the broad range of options available to high school students in District 13.

General information about the high school admissions process can be found in Appendix B of this Amended EIS and on the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

5. IMPACT ON FUTURE TRANSFER HIGH SCHOOL STUDENTS IN DISTRICT 13

If this proposal is approved, Bed-Stuy Prep will no longer be a distinct school option and will cease to admit students as of the 2018-2019 school year. The consolidated Brooklyn Academy will instead offer admissions to the seats previously available at Bed-Stuy Prep. Brooklyn Academy will continue to admit students through the transfer school admissions process in the methods described above.

If this proposal is approved, New York City residents between the ages of 15-21, who have a minimum of one year in high school, will continue to have access to a broad range of transfer high school options,

including Brooklyn Academy. Brooklyn Academy will continue to admit students as described above. See Appendix B of this Amended EIS for more information on transfer high school admissions.

6. IMPACT ON OTC PLACEMENTS

In addition to the transfer school admissions process, Bed-Stuy Prep and Brooklyn Academy also currently admit students through the OTC placement process. If this proposal is approved, the consolidated Brooklyn Academy will continue to admit students through the OTC placement process. The consolidation is not expected to impact the NYCDOE's ability to accommodate future OTC high school students in District 13. For more information on OTC, please see Appendix B.

7. IMPACT ON LYFE

LYFE programs support student-parents enrolled in a DOE school by providing childcare and referral services. Each LYFE classroom is staffed with a teacher and educational paraprofessionals that provide early childhood education to infants and toddlers of student-parents. Social workers assigned to each LYFE site provide academic, social, and emotional support to student-parents to ensure they stay on track to graduation, while transitioning into parenthood. The LYFE program operates independently of the high schools in K458. The LYFE program serves students attending school in K458, but may also serve students in other schools in the surrounding community. The central LYFE program in District 79 manages the individual sites both fiscally and programmatically. All LYFE staff are supervised by the program's principal and assistant principals. The LYFE program leaders are the rating officers for the field staff. The LYFE program in K458 is not expected to lose any space or reduce the services offered as a result of this proposal. The LYFE program is expected to remain in K458 and will continue to be allocated one full-size room. For more information and for a list of LYFE sites please refer to:

<http://lyfenyc.org/>

8. IMPACT ON PATHWAYS

A Pathways program is also located in K458. Pathways is a citywide program that provides students with the preparation and tools needed for a successful future by helping them earn their High School Equivalency Diploma. Pathways is a full-time free program and is a part of the New York City Department of Education. There are locations citywide, and are open for students the school year they turn 18 through the school year they turn 21. Students interested in enrolling in a Pathways program are encouraged to speak with their school counselor, visit a District 79 Referral Center, and/or contact the program directly to schedule an intake interview. The DOE does not anticipate that current or future students attending the Pathways program in K458 will be impacted by this proposal or that the admissions, enrollment or programming will be affected, as there will continue to be sufficient space in the building to accommodate the program.

B. Impact on the Allocation of Space to Schools and Organizations in Building K458

As described in more detail in the attached Revised BUP, if this proposal and the proposal to re-site and co-locate Brooklyn East Collegiate in K458 are both approved, there will be sufficient instructional and

administrative space to accommodate the consolidated Brooklyn Academy, Brooklyn East Collegiate, Uncommon Collegiate High School, P373K@K458 and Pathways in K458 pursuant to the Footprint. As in other situations where schools are co-located, the schools will share common and specialty rooms in the building, such as the cafeteria, gymnasium, and auditorium. Specific decisions regarding the use of shared spaces will be made by the Building Council, in conjunction with the NYCDOE's Office of Space Planning. The Building Council consists of principals from all co-located schools. A Shared Space Committee that meets a minimum of four times a year reports back to the Building Council regarding shared space questions.

As per the attached Revised BUP, any space remaining that is not allocated as part of a school's baseline or adjusted baseline Footprint will be equitably distributed among the schools based on:

- The proportion of the total students in the building enrolled by each school and/or program,
- The instructional and programmatic needs of the co-located schools, and
- The physical location of the excess space within the building.

Please see Appendix C of this Amended EIS and the attached Revised BUP for more information on the Footprint, which guides space allocation and use in City schools, and can be viewed on the NYCDOE's website at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint).

The NYCDOE does not anticipate that this proposal will impact the space allocated to Camba.

C. Building Safety and Security

The schools co-located in K458 will develop a safety and security plan for the building prior to the first day of school in the 2018-2019 school year. The NYCDOE makes the following safety and security supports available to schools:

- Providing the Best Practice 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 via the Borough Safety Directors when incidents occur;
- Professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

D. Impact on the Community

The NYCDOE believes that the consolidation of Bed-Stuy Prep and Brooklyn Academy will benefit the Bed-Stuy Prep, Brooklyn Academy, and District 13 communities by strengthening transfer high school options in the district and providing increased services at the consolidated Brooklyn Academy.

Schools that struggle with low enrollment, like Bed-Stuy Prep, often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of Bed-Stuy Prep and

Brooklyn Academy will result in increased enrollment, and therefore increased budget, at the consolidated Brooklyn Academy.

Because of the increased resources, the consolidated Brooklyn Academy will be able to enhance the programs that it offers, creating a stronger school environment and an improved high school option for the community. In particular, the Bed-Stuy Prep community will gain access to the programs and resources that schools with low enrollment like Bed-Stuy Prep may not be able to offer.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at K458. This proposal is not expected to impact the accessibility of K458, which is partially accessible to individuals with disabilities.

IV. Enrollment, Admissions, and School Performance Information

A. Brooklyn Academy

1. ADMISSIONS DATA

TABLE 3: CURRENT AND FUTURE ADMISSIONS METHOD: BROOKLYN ACADEMY

Current admissions	Grades 9-12: Transfer school admissions process
Admissions if this proposal is approved	Grades 9-12: Transfer school admissions process

2. ENROLLMENT DATA^{xvi}

TABLE 4: BROOKLYN ACADEMY CURRENT AND PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018, 2018-2019, 2019-2020, 2020-2021 AND 2021-2022.

School Year	Total Enrollment
2017-2018	157
2018-2019	260-290
2019-2020	260-290
2020-2021	260-290
2021-2022	260-290

3. DEMOGRAPHIC DATA^{xvii}

TABLE 5: BROOKLYN ACADEMY DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	27%
English Language Learners	0%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits	86%

4. SCHOOL PERFORMANCE DATA

TABLE 7: BROOKLYN ACADEMY QUALITY INDICATORS FROM SCHOOL YEARS 2014-2015, 2015-2016, AND 2016-2017

School Quality Indicators ^{xviii}	2014-2015	2015-2016	2016-17
1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards	Well Developed	N/A	N/A
1.2 Research-based, effective instruction that yields high quality student work	Proficient	N/A	N/A
1.3 Aligned resource use to support instructional goals that meet students' needs	N/A	N/A	N/A
1.4 Structures for a positive learning environment, inclusive culture, and student success	N/A	N/A	N/A
2.2 Curricula-aligned assessment practices that inform instruction	Proficient	N/A	N/A
3.1 School level theory of action and goals shared by the school community	N/A	N/A	N/A
3.4 A culture of learning that communicates and supports high expectations	Well Developed	N/A	N/A
4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes	N/A	N/A	N/A
4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice	Proficient	N/A	N/A
5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards	N/A	N/A	N/A

TABLE 8: BROOKLYN ACADEMY KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS, 2014-2015, 2015-16, AND 2016-2017

Transfer High School Key Components of Performance and Progress ^{xix}	2014-2015	2015-2016	2016-2017
Transfer Graduation Rate	60%	66%	70%

The 2017-2018 State Accountability Status of Brownsville Academy is Good Standing.^{xx}

B. Bed-Stuy Prep

1. ADMISSIONS METHOD

TABLE 9: CURRENT AND FUTURE ADMISSIONS METHOD: BED-STUY PREP

Current admissions	Grades 9-12: Transfer school admissions process
Admissions if this proposal is approved	N/A

2. ENROLLMENT DATA^{xxi}

TABLE 10: BED-STUY PREP CURRENT AND PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018, 2018-2019, 2019-2020, 2020-2021 AND 2021-2022.

School Year	Total Enrollment
2017-2018	124
2018-2019	N/A
2019-2020	N/A
2020-2021	N/A
2021-2022	N/A

3. DEMOGRAPHIC DATA^{xxii}

TABLE 11: BED-STUY PREP ACADEMY DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	7%
English Language Learners	3%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits	77%

4. SCHOOL PERFORMANCE DATA

TABLE 12: BED-STUY PREP SCHOOL QUALITY INDICATORS FROM SCHOOL YEARS 2014-2015, 2015-2016, AND 2016-2017

School Quality Indicators ^{xxiii}	2014-2015	2015-2016	2016-17
1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards	N/A	Proficient	N/A
1.2 Research-based, effective instruction that yields high quality student work	N/A	Proficient	N/A
1.3 Aligned resource use to support instructional goals that meet students' needs	N/A	N/A	N/A
1.4 Structures for a positive learning environment, inclusive culture, and student success	N/A	N/A	N/A
2.2 Curricula-aligned assessment practices that inform instruction	N/A	Proficient	N/A
3.1 School level theory of action and goals shared by the school community	N/A	N/A	N/A
3.4 A culture of learning that communicates and supports high expectations	N/A	Well Developed	N/A
4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes	N/A	N/A	N/A
4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice	N/A	Proficient	N/A
5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards	N/A	N/A	N/A

TABLE 13: BED-STUY PREP KEY COMPONENTS OF PERFORMANCE AND PROGRESS FROM SCHOOL YEARS, 2014-2015, 2015-16, AND 2016-2017

Transfer High School Key Components of Performance and Progress ^{xxiv}	2014-2015	2015-2016	2016-2017
Transfer Graduation Rate	60%	55%	71%

The 2017-2018 State Accountability Status of Bed-Stuy Prep is Good Standing.

C. Uncommon Collegiate High School

1. ADMISSIONS METHOD

TABLE 14: CURRENT AND FUTURE ADMISSIONS METHOD: UNCOMMON COLLEGIATE HIGH SCHOOL

Current admissions	Rising ninth grade students from Brooklyn East Collegiate, Brownsville Collegiate Charter School and Bedford Stuyvesant Collegiate Charter School are given admissions preference.
2018-2019 Admissions if this proposal is approved	Rising ninth grade students from Brooklyn East Collegiate, Brownsville Collegiate Charter School and Bedford Stuyvesant Collegiate Charter School are given admissions preference.
2019-2020 Admissions if this proposal is approved	Rising ninth grade students from Leadership Prep Bedford Stuyvesant Charter School, Bedford Stuyvesant Collegiate Charter School and Brooklyn East Collegiate will be given admissions preference.

2. ENROLLMENT DATA^{xxv}

TABLE 15: UNCOMMON COLLEGIATE HIGH SCHOOL CURRENT AND PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018, 2018-2019, 2019-2020, 2020-2021 AND 2021-2022.

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2017-2018	128	98	52	65	343
2018-2019	170-180	110-120	85-95	45-55	410-450
2019-2020	175-185	150-160	100-110	80-90	505-545
2020-2021	180-190	155-165	135-145	95-105	565-605
2021-2022	160-170	160-170	140-150	130-140	590-630

3. DEMOGRAPHIC DATA^{xxvi}

TABLE 16: UNCOMMON COLLEGIATE HIGH SCHOOL DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	9%
English Language Learners	2%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits	74%

4. SCHOOL PERFORMANCE DATA

TABLE 17: UNCOMMON COLLEGIATE HIGH SCHOOL QUALITY INDICATORS FOR 2014-2015, 2015-2016, AND 2016-2017 SCHOOL YEARS

School Quality Indicators ^{xxvii}	2014-2015	2015-2016	2016-17
1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards	N/A	N/A	N/A
1.2 Research-based, effective instruction that yields high quality student work	N/A	N/A	N/A
1.3 Aligned resource use to support instructional goals that meet students' needs	N/A	N/A	N/A
1.4 Structures for a positive learning environment, inclusive culture, and student success	N/A	N/A	N/A
2.2 Curricula-aligned assessment practices that inform instruction	N/A	N/A	N/A
3.1 School level theory of action and goals shared by the school community	N/A	N/A	N/A
3.4 A culture of learning that communicates and supports high expectations	N/A	N/A	N/A
4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes	N/A	N/A	N/A
4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice	N/A	N/A	N/A
5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards	N/A	N/A	N/A

TABLE 18: UNCOMMON COLLEGIATE HIGH SCHOOL PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS, 2014-2015, 2015-16, AND 2016-2017

High School Key Components of Performance and Progress ^{xxviii}	2014-2015	2015-2016	2016-2017
% Earning 10+ Credits in Year 1	N/A	N/A	75%
4 Year Graduation Rate	N/A	N/A	92%
6 Year Graduation Rate	N/A	N/A	N/A
4 Year College Readiness Index	N/A	N/A	N/A
Attendance Rate	N/A	96%	94%

The 2017-2018 State Accountability Status of Uncommon Collegiate High School is Good Standing.

D. Brooklyn East Collegiate

5. ADMISSIONS METHOD

TABLE 19: CURRENT AND FUTURE ADMISSIONS METHOD: BROOKLYN EAST COLLEGIATE

Current admissions	Grades 5-8: Charter lottery application
Admissions if this proposal is approved	Grades 5-8: Charter lottery application

6. ENROLLMENT DATA^{xxix}

TABLE 20: BROOKLYN EAST COLLEGIATE CURRENT AND PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018, 2018-2019, 2019-2020, 2020-2021 AND 2021-2022.

School Year	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2017-2018	71	87	80	82	320
2018-2019	75-85	65-75	80-90	75-85	295-335
2019-2020	75-85	75-85	65-75	80-90	295-335
2020-2021	75-85	75-85	75-85	65-75	290-330
2021-2022	75-85	75-85	75-85	75-85	300-340

7. DEMOGRAPHIC DATA^{xxx}

TABLE 21: BROOKLYN EAST COLLEGIATE DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	14%
English Language Learners	1%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits	79%

8. SCHOOL PERFORMANCE DATA

TABLE 22: BROOKLYN EAST COLLEGIATE QUALITY INDICATORS FOR 2014-2015, 2015-2016, AND 2016-2017 SCHOOL YEARS

School Quality Indicators ^{xxxii}	2014-2015	2015-2016	2016-17
1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards	N/A	N/A	N/A
1.2 Research-based, effective instruction that yields high quality student work	N/A	N/A	N/A
1.3 Aligned resource use to support instructional goals that meet students' needs	N/A	N/A	N/A
1.4 Structures for a positive learning environment, inclusive culture, and student success	N/A	N/A	N/A
2.2 Curricula-aligned assessment practices that inform instruction	N/A	N/A	N/A
3.1 School level theory of action and goals shared by the school community	N/A	N/A	N/A
3.4 A culture of learning that communicates and supports high expectations	N/A	N/A	N/A
4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes	N/A	N/A	N/A
4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice	N/A	N/A	N/A
5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards	N/A	N/A	N/A

TABLE 23: BROOKLYN EAST COLLEGIATE PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS, 2014-2015, 2015-16, AND 2016-2017

<i>Performance Data and Attendance Rates</i>	2014-2015	2015-2016	2016-2017
Percentage of students proficient in English Language Arts ^{xxxii}	28%	37%	35%
Percentage of students proficient in math ^{xxxiii}	38%	36%	39%
Attendance Rate ^{xxxiv}	97%	97%	N/A

The 2017-2018 State Accountability Status of Brooklyn East Collegiate is Good Standing

E. P373K@K458

1. ADMISSIONS METHOD

TABLE 24: CURRENT AND PROPOSED ADMISSIONS METHOD: P373K@K458

Current admissions	District 75 Placement is based on Individual Student Needs/Recommended Special Education Services
Admissions if this proposal is Approved	District 75 Placement is based on Individual Student Needs/Recommended Special Education Services

2. ENROLLMENT DATA^{xxxv}

TABLE 25: P373K@K458 CURRENT AND PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018, 2018-2019, 2019-2020, 2020-2021 AND 2021-2022.

School Year	Total Enrollment
2017-2018	12
2018-2019	10-12
2019-2020	10-12
2020-2021	10-12
2021-2022	10-12

3. DEMOGRAPHIC DATA^{xxxvi}

TABLE 26: P373K@K458 DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	99%
English Language Learners	25%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits	57%

4. SCHOOL PERFORMORANCE DATA

TABLE 27: P373K@K458 SCHOOL QUALITY INDICATORS FOR 2014-2015, 2015-2016, AND 2016-2017 SCHOOL YEARS

School Quality Indicators ^{xxxvii}	2014-2015	2015-2016	2016-17
1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards	Well Developed	N/A	N/A
1.2 Research-based, effective instruction that yields high quality student work	Proficient	N/A	N/A
1.3 Aligned resource use to support instructional goals that meet students' needs	N/A	N/A	N/A
1.4 Structures for a positive learning environment, inclusive culture, and student success	N/A	N/A	N/A
2.2 Curricula-aligned assessment practices that inform instruction	Well Developed	N/A	N/A
3.1 School level theory of action and goals shared by the school community	N/A	N/A	N/A
3.4 A culture of learning that communicates and supports high expectations	Well Developed	N/A	N/A
4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes	N/A	N/A	N/A
4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice	Well Developed	N/A	N/A
5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards	N/A	N/A	N/A

TABLE 28: P373K@K458 PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS, 2014-2015, 2015-16, AND 2016-2017

High School Key Components of Performance and Progress ^{xxxviii}	2014-2015	2015-2016	2016-2017
% Earning 10+ Credits in Year 1	N/A	N/A	N/A
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
4 Year College Readiness Index	N/A	N/A	N/A
Attendance Rate	N/A	N/A	N/A

Standard performance data, school-level attendance data, and state accountability status are not available for 75K373 because it is an alternate assessment program.

V. Initial Impact on Budget and Cost of Instruction

Most funding in district schools' budgets is given on a per-pupil basis, based on FSF. Under FSF, schools receive money based on the number of students they serve and specific student needs. Specifically:

- The number of students, by grade level;
- The number and needs of students with disabilities;
- The number, needs and programs of ELL students; and
- The number of students with other supplemental academic needs.

As shown above Brooklyn Academy's enrollment is expected to increase as a result of this consolidation and as a result, Brooklyn Academy's budget is expected to increase to reflect the additional pupils.

Please refer to the FSF Guide and FY18 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Brooklyn Academy. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

For more information about costs of instruction and school funding, please refer to the FSF Guide, which can be found on the NYCDOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy17_18/fy18_pdf/fsf_guide.pdf and the FY 2018 School Allocation Memoranda, found on the NYCDOE website at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy17_18/am_fy18_pg1.html.

This proposal is not expected to impact the operating budget or costs of instruction at Uncommon Collegiate High School, P373K@K458 or Pathways.

VI. Other Impacts

A. Personnel Needs

If this proposal is approved, some Bed-Stuy Prep and/or Brooklyn Academy staff members may be excessed when the schools are consolidated.^{xxxix} Where possible, the NYCDOE will seek to minimize excessing of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from Bed-Stuy Prep and Brooklyn Academy will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the Absent Teacher Reserve pool, referred to as ATR, meaning that they will continue to earn their salary while serving as teachers in other City schools.

If this proposal is approved, beginning in the 2018-2019 school year, all current Bed-Stuy Prep staff who are not excessed would become part of Brooklyn Academy.

This proposal is not expected to impact the staffing at Uncommon Collegiate High School, P373K@K458 or Pathways.

B. Administration

If this proposal is approved, some supervisors and/or administrators from Brooklyn Academy and Bed-Stuy Prep may be excessed when the schools are consolidated. Again, where possible, the NYCDOE will seek to minimize excessing of represented staff during any consolidation.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool.

This proposal is not expected to impact the administration at Uncommon Collegiate High School, P373K@K458 or Pathways.

C. Transportation

There will be no change to existing transportation practices at Bed-Stuy Prep or Brooklyn Academy during the current 2017-2018 school year.

If this proposal is approved, transportation will continue to be provided to students according to Chancellor's Regulation A-801, which can be found online at:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with citywide policy.

VII. Building Information

Building	K458
Type of Building	HS
Year Built	1981
Overall BCAS rating	2.27
2016-2017 Blue Book Target Building Utilization	52%
2016-2017 Blue Book Target Building Capacity	1433
FY 2016 Maintenance Costs- Labor	\$24,625
FY 2016 Maintenance Costs- Materials	\$12,152
FY 2016 Maintenance Costs- Maintenance, repair, and service contracts	\$90,308
FY 2016 Maintenance Costs- Custodial operations costs—Materials	\$15,355
FY 2016 Maintenance Costs- Custodial operations costs—Custodial Allocation	\$546,667
FY 2017 Energy Costs- Electric	\$230,807
FY 2017 Energy Costs- Gas	\$68,379
FY 2017 Energy Costs- Oil	\$11,428
Projects completed during the current or prior school year	None
Projects proposed in the capital plan	WORK REQUIRED TO OBTAIN A C OF O, EMERGENCY INVESTIGATION
Accessibility of the building	Partially Accessible
Building attributes	ART ROOM WEIGHT ROOM LIBRARY COMPUTER LAB SCIENCE LAB SCIENCE PREP ROOM NURSE/MEDICAL SUITE AUDITORIUM AUXILIARY EXERCISE ROOM GYMNASIUM

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated target capacities of those organizations. Each school organization's target capacity is calculated based upon the following components:

- The scheduled use of individual rooms as reported by principals during an annual facilities survey;
- The NYCDOE's goals for maximum classroom capacities, which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level; and
- The efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2016-17. The NYCDOE's projected utilization rates for the 2017-2018 school year and beyond are based on those figures. Thus, projected utilization rates for 2017-2018 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by a principal 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 will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity will 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 NYCDOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The Blue Book can be found online at:

https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202016-2017.pdf?sr=b&si=DNNFileManagerPolicy&sig=g7eZjXLOaaZfmXPHd0cFOjryIfBrVwF8D5mf9IFcSpA%3D

Appendix B: School Admissions

Transfer School Admissions

Transfer School Admissions Transfer schools do not participate in the High School Admissions Process. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school:

<http://www.goingforme.com>. Students can also visit a Referral Center for High School Alternatives or a Family Welcome Center to learn more about their options. To search for City transfer schools, please refer to the Directory of High School Diploma & General Educational Development (“GED”) Programs available on the DOE’s website at: http://schools.nyc.gov/NR/ronlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf.

High School Admissions

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply through the high school application, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High Schools Admissions Test, referred to as the SHSAT, as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2017-2018 school year, there are two application rounds in the high school admissions process:

- Round One: All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March.
- Round Two: All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two.

The available programs for Round Two include school programs with availability and new schools or programs that will open or be available the following September. Detailed information about any new schools or programs are published with the list of schools with availability in Round Two. Students will receive Round Two results in May.

For more information about the high school admissions process, please visit the NYCDOE website at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also

ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

The Citywide deadline for high school applications for the 2018-2019 school year is December 1, 2017. The 2018 New York City High School Directory, offers a full list of high school programs Citywide and can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>. It is also available in print at NYCDOE middle schools, high school fairs, and FWCs. Families can also access directory content through NYC School Finder on the NYCDOE’s website at: <http://schools.nyc.gov/SchoolSearch/>

Over-the-Counter (OTC) Placements

OTC placement, is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; 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; or
- Did not participate in the Middle School or High School Admissions Processes for some other reason.

When student eligible for middle or high school arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines.

Students requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student’s needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

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 NYCDOE Office of Student Enrollment 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.

Appendix C: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels it serves and number of classes per grade it offers. For existing schools, the Footprint is applied to the current number of classes and class size a school is programming. It is confirmed by a walk-through of the building conducted by a representative from the NYCDOE's Office of Space Planning and a school representative.

For elementary schools serving students in grades K-5 and for all pre-K programs, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each Special Class section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art or music instruction.

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 does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

IX. Endnotes:

ⁱ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at <http://www.goingforme.org>.

ⁱⁱ While transfer schools serve students in grades 9-12, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades 9-12.

ⁱⁱⁱ P373K@K458 is one site of an existing District 75 school that operates in 10 different buildings across Brooklyn:

- K148;
- K458;
- K555;
- K804;
- KBCA;
- KBSQ;
- KCFA;
- KCLU; and,
- KCSC

^{iv} District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 349 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the NYDOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

^v P373K@K458 is an inclusive education program that is affiliated with Bed-Stuy Prep. If this proposal is approved, P373K@K458 will continue to serve students in grades 9-12 in K458 and will be affiliated with the consolidated Brooklyn Academy.

^{vi} Pathways programs help students earn their High School Equivalency Diploma and prepare them for college and career options. Pathways programs are offered to students who are 18-21 years old and are available as full-time or part-time programs. More information about Pathways Programs is available at <http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/default.htm>

vii The LYFE program serves pregnant and parenting students enrolled in schools in building K420 as well as students enrolled in other schools in the surrounding community. More information about LYFE can be found at: <http://lyfenyc.org>

viii Information about Camba can be found online:

<https://www.camba.org/programs/educationyouthdevelopment/studentsupport/learningtowork>.

ix FS have an area of 500 square feet or more.

x All references to building utilization rates in 2017-2018 and beyond are based on target capacity data from the 2015-2016 Blue Book, 2017-2018 Audited Register as of October 31, 2017 for district schools, and 2017-2018 charter headcount as of October 2, 2017 for charter schools. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202016-2017.pdf?sr=b&si=DNNFileManagerPolicy&sig=g7eZjXLOaaZfmXPHd0cFOjryIfBrVwF8D5mf9IFcSpA%3D

xi The Under-Utilized Space Memorandum is available on the NYCDOE's website at:

<http://schools.nyc.gov/NR/ronlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/208881/UnderutilizedSpaceMemorandum20172019.pdf>.

xii 2017-2018 Audited Register as of October 31, 2017 for district schools and charter headcount as of October 2, 2017 for charters. Projected enrollment is based on 2017-2018 enrollment for Brooklyn East Collegiate, and on historical enrollment data at Uncommon middle schools for Uncommon Collegiate High School. Projected enrollment for the transfer school is based on 2015-2016 enrollment, 2016-2017 enrollment, and 2017-2018 enrollment. District 75 enrollment is based on enrollment as reported by the District 75 office on November 15, 2017. Enrollment for Pathways as reported by the District 79 office on October 12, 2017 was 214.

xiii Information is from school-reported data as of February 13, 2018.

xiv Information is from school-reported data as of February 13, 2018.

xv Information is from school-reported data as of February 12, 2018. Uncommon elected not to provide specific programming, sports or partnership information.

xvi 2017-2018 Audited Register as of October 31, 2017. Projected enrollment is based on 2015-2016 enrollment, 2016-2017 enrollment, and 2017-2018 enrollment.

xvii Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available online at: <http://schools.nyc.gov/NR/ronlyres/77954FB0->

[FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx](#).

^{xviii} The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available online at: http://schools.nyc.gov/NR/ronlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric_1718.docx. Not all schools receive Quality Reviews every year. Brooklyn Academy did not have a Quality Review for the 2015-2016 and 2016-2017 school years.

^{xix} Transfer school graduation rates are from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

^{xx} This status is determined by NYSED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the NYSED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

^{xxi} 2017-2018 Audited Register as of October 31, 2017.

^{xxii} Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available online at: http://schools.nyc.gov/NR/ronlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx.

^{xxiii} The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available online at: http://schools.nyc.gov/NR/ronlyres/CEEBC665-7545-469E-A43E-4FF15608C152/0/QualityReviewRubric_1718.docx. Not all schools receive Quality Reviews every year. Bed-Stuy Prep did not have a Quality Review for the 2014-2015 or 2016-2017 school years.

^{xxiv} Transfer school graduation rates are from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

^{xxv} 2017-2018 charter headcount as of October 2, 2017. Projected enrollment is based on historical enrollment data at Uncommon middle schools.

^{xxvi} Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available online at: http://schools.nyc.gov/NR/ronlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx.

^{xxvii} Charter schools do not receive Quality Reviews; they are monitored and evaluated by authorizers, who produce reports. 84K517 is authorized by SUNY. The authorizer's report can be found on the authorizer's website at: <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

^{xxviii} Performance data is from the School Quality Reports available online at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. 2016-2017 High School performance data is not yet available.

^{xxix} 2017-2018 charter headcount as of October 2, 2017. Projected enrollment is based on 2017-2018 enrollment.

^{xxx} Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available online at: http://schools.nyc.gov/NR/ronlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx.

^{xxxi} Charter schools do not receive Quality Reviews; they are monitored and evaluated by authorizers, who produce reports. 84K517 is authorized by SUNY. The authorizer's report can be found on the authorizer's website at: <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

^{xxxii} Proficiency rates are the percentage of students receiving a score of 3 or 4 out of 4 on the New York State English-Language Arts examination. From the official NY state ELA test results, available at <http://schools.nyc.gov/NR/ronlyres/C7E210CA-F686-4805-BEA6-EDD91F76E58B/216283/CharterSchoolResults20132017Public.xlsx>.

^{xxxiii} Proficiency rates are the percentage of students receiving a score of 3 or 4 out of 4 on the New York State Math examination. From the official NY state math test results, available at <http://schools.nyc.gov/NR/ronlyres/C7E210CA-F686-4805-BEA6-EDD91F76E58B/216283/CharterSchoolResults20132017Public.xlsx>.

^{xxxiv} Attendance rates are from the School Quality Reports available at <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

^{xxxv} District 75 enrollment is based on enrollment as reported by the District 75 office on November 15, 2017. Projected enrollment is based on 2017-2018 enrollment.

^{xxxvi} Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available at: http://schools.nyc.gov/NR/ronlyres/77954FB0-FD24-476B-AB81-3E9BBE8655D9/213559/DemographicSnapshot201213to201617Public_FINAL1.xlsx.

^{xxxvii} The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/ronlyres/CEEBC665-7545-469E-A43E->

4FF15608C152/0/QualityReviewRubric_1718.docx. Not all schools receive Quality Reviews every year. 75K373 did not have a Quality Review for the 2015-2016 or 2016-2017 school years.

^{xxxviii} Standard performance data, school-level attendance data, and state accountability status are not available for 75K373 because it is an alternate assessment program.

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