

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Re-siting and Co-location of Achievement First Apollo Charter School (84K774) to Building K292 with J.H.S. 292 Margaret S. Douglas (19K292) Beginning in the 2016-2017 School Year**

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

The New York City Department of Education (“DOE”) is proposing to re-site<sup>1</sup> Achievement First Apollo Charter School (84K774, “AF Apollo”) to building K292 (“K292”), located at 301 Vermont Street, Brooklyn, NY 11207 in Community School District 19 (“District 19”) in the 2016-2017 school year. AF Apollo currently serves students in kindergarten through sixth grade in building K302 (“K302”) located at 350 Linwood Street, Brooklyn, NY 11208, where it is co-located<sup>2</sup> with Vista Academy (19K661) and Liberty Avenue Middle School (19K662, “Liberty Avenue”), two district middle schools serving students in grades six through eight. K302 is located 0.9 miles from K292 and is also in District 19. As set forth in a previously approved proposal, AF Apollo will expand to serve students in kindergarten through seventh grades beginning in the 2016-2017 school year and will reach full scale beginning in the 2017-2018 school year when it will serve students in kindergarten through eighth grades.<sup>3</sup> If this proposal is approved, AF Apollo will be re-sited to K292 where it will be co-located with J.H.S. 292 Margaret S. Douglas (19K292, “J.H.S. 292”), a district middle school serving students in grades six through eight. Building K292 also houses two Community-based Organizations (“CBOs”), Soul Tigers and Comprehensive Adolescent Pregnancy Prevention (“CAPP”).

This re-siting will allow AF Apollo to receive its baseline allocation of space without the use of Transportable Classroom Units (“TCUs”). The six full-size classrooms within the TCUs at K302 (“K974”) are currently allocated as part of AF Apollo’s baseline footprint allocation. AF Apollo has elected not to utilize the six full-size rooms within K974 and are therefore operating below their baseline allocation of space. If the proposal to re-site AF Apollo is approved, the rooms within K974 would no longer be necessary to support current or future enrollment of any organization at K302 and the process to permanently remove the TCUs could commence. The six full size rooms within the TCUs would no longer be included in the total number of rooms to be allocated for administrative or instructional purposes for any organization at K302 after the 2015-2016 school year. This proposal will allow AF Apollo to operate in contiguous space in a single building when it reaches full scale, serving students in kindergarten through eighth grades, beginning in the 2017-2018 school year.

More details about space are available in Section III.B and Appendix A of this EIS as well as in the Building Utilization Plan (“BUP”) that is attached to this proposal. On December 2, 2015, the DOE released an updated Footprint that includes increased allocations of administrative space. The baseline and adjusted baseline allocations of space in 2016-2017 school year and beyond reflect this change. The

<sup>1</sup> A “re-siting” means that students will attend classes in a building different from the building in which they currently attend classes.

<sup>2</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces such as the auditorium, gymnasium, library and cafeteria.

<sup>3</sup> More information about the expansion of Achievement First Apollo Charter School can be found in the previously approved proposal online at [http://schools.nyc.gov/NR/rdonlyres/BF115982-FF79-4522-AA19-1F9BE2F133D8/138738/84K774AFApolloExpansionatK302\\_AmendedEIS\\_vfinal2.pdf](http://schools.nyc.gov/NR/rdonlyres/BF115982-FF79-4522-AA19-1F9BE2F133D8/138738/84K774AFApolloExpansionatK302_AmendedEIS_vfinal2.pdf).

updated Footprint can be found on the DOE website at:

[http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint)

Public engagement was conducted by the DOE in the course of creating this proposal which consisted of a walkthrough of K292 with a Deputy Chancellor and a School Leadership Team (“SLT”) debrief on November 20, 2015, to discuss the proposal, take questions and concerns from the school community, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the PEP. Participants included the principal and SLT members of J.H.S. 292, representatives from Community Education Council 19 (“CEC 19”), AF Apollo representatives and other DOE leadership members.

The DOE will provide other public engagement opportunities following this posting including:

- An optional community meeting, prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with all impacted school communities to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K292. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines 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 [D19Proposals@schools.nyc.gov](mailto:D19Proposals@schools.nyc.gov).
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcome to provide comment on this proposal. All comments received at the above noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/SchoolProposalsJanuary202016PEP>.

Prior to the 2015-2016 school year, J.H.S. 292 was co-located with The United Federation of Teachers Charter School (“UFT Charter School”) in K292 serving students in kindergarten through eighth grade. The UFT Charter School is no longer serving students in K292 as of the 2015-2016 school year.

Building K292 has the capacity to serve a total of 1,658 students.<sup>4</sup> If this proposal is approved, in the 2016-2017 school year, AF Apollo will serve a projected 725-805 students in kindergarten through seventh grade and J.H.S. 292 will serve a projected 575-605 students in sixth through eighth grade. K292 will have a total projected building enrollment of 1,300-1,410 students, yielding a projected building utilization rate of 78%-85%.<sup>5</sup>

## II. Proposed or Potential Use of Building

As noted in Section I above, building K292 has a target capacity of 1,658 students and currently serves 628

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<sup>4</sup> According to the 2014-2015 Enrollment, Capacity and Utilization Report (the “Blue Book”).

<sup>5</sup> All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, and the 2015-2016 Unaudited Register as of October 31, 2015, for district schools, and, for charter schools, the charter headcount as of October 1, 2015. 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 <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

students in J.H.S. 292, yielding a building utilization rate of approximately 38%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, AF Apollo will serve approximately 725-805 students in kindergarten through seventh grade in K292 in the 2016-2017 school year and J.H.S. 292 will serve a projected 575-605 students in sixth through eighth grade, yielding a total building enrollment of 1,300-1,410 and a projected utilization rate of 78%-85%. At full scale, beginning in the 2017-2018 school year, AF Apollo will serve approximately 815-905 students in kindergarten through eighth grade and J.H.S. 292 will serve a projected 550-580 students in sixth through eighth grade, yielding a total building enrollment of 1,365-1,485 and a projected utilization rate of 82%-90%. Therefore, the DOE believes that there is sufficient space to accommodate AF Apollo and J.H.S. 292 in building K292.

If this proposal is approved, the grade spans for all current and proposed school organizations in K292 over a three-year period will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018
19K292	J.H.S. 292	6-8	6-8	6-8
84K774	AF Apollo	-	K-7	K-8

The total enrollment and projected enrollment for all current and proposed school organizations in K292, as well as the building utilization rates over a three-year period, are described in the table below:

DBN	School Name	2015-2016 Enrollment <sup>6</sup>	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
19K292	J.H.S. 292	628	575-605	550-580
84K774	AF Apollo	-	725-805	815-905
<b>Total Building Enrollment</b>		628	1,300-1,410	1,365-1,485
<b>Utilization</b>		38%	78% - 85%	82%-90%

If this proposal is approved, J.H.S. 292 and AF Apollo will receive their adjusted baseline allocations pursuant to the Footprint beginning in the 2016-2017 school year. More details about space and utilization are available in Section III and Appendix C of this EIS and the attached BUP. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at:

[http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint)

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

#### A. Students

<sup>6</sup> Enrollment is based on the 2015-2016 Unaudited Register as of October 31, 2015.

### *Impact on Students Currently Attending J.H.S. 292*

The proposal to re-site AF Apollo to K292 is not expected to impact current enrollment or academic or extra-curricular programming at J.H.S. 292.

J.H.S. 292 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self Contained (“SC”) special education classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Program (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and any future students enrolled at J.H.S. 292 will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learners (“ELLs”) students currently enrolled at J.H.S. 292 receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

J.H.S. 292 currently offers the following extra-curricular activities, sports, and partnerships:<sup>7</sup>

- **Extra-curricular Activities and Programs:** Ambi Sisters, Butterfly Sisters, Young Men Mentoring Group, National Junior Honor Society (NJHS), Interdisciplinary Curriculum, Field Trips tied to the curriculum, Honors Classes, Graphic Design, Photography, Visual Arts, Fitness
- **Sports:** Basketball, Flag Football, Martial Arts

If this proposal is approved, J.H.S. 292 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.

### *Impact on Students Currently Attending AF Apollo*

This proposal to re-site AF Apollo is not expected to impact current enrollment, academic programming or extra-curricular programming at AF Apollo.

AF Apollo currently serves general education students and students requiring special education services, including students currently enrolled in ICT classes and students receiving SETSS. Students with disabilities will continue to receive services in accordance with their IEPs. IEP services may vary from year to year as they are tailored to meet the individual needs of the students with disabilities currently enrolled in a school. In addition, students classified as ELLs who are enrolled at AF Apollo receive ESL services. All current and future students enrolled at AF Apollo will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

AF Apollo currently offers the following extra-curricular activities, sports, special programming and partnerships:<sup>8</sup>

- **Extra-curricular Activities:** Math Club, Quiz Bowl, Chess Club, Line Dancing, Art, Sewing, Ballet

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<sup>7</sup> Information from the District 19 Middle School Directory, school website available at <http://schools.nyc.gov/ChoicesEnrollment/middle/Directory/school/?sid=7094> as of April 1, 2015, and from school reported data as of November 30, 2015.

<sup>8</sup> School reported data as of November 30, 2015.

- **Special Programs:** Coding, Music
- **Sports:** Soccer, Basketball, Dance, Flag Football, Capoeira
- **Partnerships:** Kinder Dance, Letters to our Sons

If this re-siting proposal is approved, AF Apollo students will continue to have the opportunity to participate in a variety of extra-curricular activities, sports, special programming, and partnerships, though the specific programs offered are always subject to change. That is true for any City student as all schools modify specific offerings annually based on student demand and available resources.

### *Impact on Admissions of Future Elementary School Students in District 19*

This proposal is not expected to impact the admissions process for district elementary schools in District 19. Non-charter district schools that are zoned will continue to give priority to students who live in their zone, as they have in the past and in accordance with Chancellor's Regulation A-101.

AF Apollo will admit students via lottery for available seats in kindergarten through eighth grade. Applications are available on the Achievement First website and the New York City Charter School Center website.

AF Apollo's current lottery preferences<sup>9</sup>, in order, are as follows:

- Students who attended the school the previous year and are returning to the school;
- Siblings of students already enrolled in the school or accepted via the lottery;
- Students residing in District 19;
- Students who are identified as English Language Learners;
- Students who are identified as eligible for special education services; and
- Students who will be eligible for Free or Reduced-Price Lunch.

The deadline to submit an application for AF Apollo's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of AF Apollo's lottery has not yet been announced and will be determined at a later date.

See Appendix B of this EIS for more information on elementary school enrollment.

### *Impact on Future Middle School Students in District 19*

J.H.S. 292 currently admits students through the middle school admissions process using two different admissions methods. The first is an unscreened method, giving priority to students residing in the zone and then to students and residents in District 19. The second is a screened program which is also open to students and residents of District 19. Students are evaluated for admission to the screened program based on a review of their report card grades, state exams, behavior, attendance, an entrance exam, and an interview. If this proposal is approved, there will be no impact on the manner in which J.H.S. 292 enrolls students.

As stated above, AF Apollo will admit students via lottery for available seats in kindergarten through eighth grade. Applications are available on the Achievement First website and the New York City Charter School Center website.

AF Apollo's current lottery preferences, in order, are as follows:

- Students who attended the school the previous year and are returning to the school;
- Siblings of students already enrolled in the school or accepted via the lottery;

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<sup>9</sup> Lottery preferences are subject to government approval

- Students residing in District 19;
- Students who are identified as English Language Learners;
- Students who are identified as eligible for special education services; and
- Students who will be eligible for Free or Reduced-Price Lunch.

The deadline to submit an application for AF Apollo's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of AF Apollo's lottery has not yet been announced and will be determined at a later date.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at:

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

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

### *Enrollment Impact on Over-the-Counter ("OTC") Placements*

J.H.S. 292 also currently admits students through the OTC placement process. If this proposal is approved, J.H.S. 292 will continue to admit students through the OTC placement process.

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

- New to the New York City school system;
- Left the New York City school system and have returned;<sup>10</sup>
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the Middle School Admissions Process for some other reason.

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

For middle school, students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school.

### *Impact on Other Organizations in Building K292*

As stated above, K292 currently provides space for two CBOs, Soul Tigers and CAPP. Neither Soul Tiger nor CAPP are expected to lose any space or reduce the services offered as a result of this proposal.

## **B. Schools**

If this proposal is approved, there will be sufficient space to accommodate the re-siting of AF Apollo to K292 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint,

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<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.

which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint)

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional and administrative space in K292 for the co-location of J.H.S. 292 and AF Apollo. As in other situations where schools are co-located, the schools will share large common and specialty rooms in the building, namely the cafeteria, library, gymnasium, and auditorium. Specific decisions regarding the use of shared spaces will be made by the Building Council, consisting of principals from both co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and reports back to the Building Council regarding shared space questions. As per the attached BUP, any space remaining that is not allocated as part of either 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.

### C. Community

The proposed re-siting of AF Apollo from K302 to K292 is expected to have a positive impact on the AF Apollo school community. The re-siting will allow for AF Apollo to receive adequate instructional and administrative space within contiguous space in a single building. This re-siting will allow AF Apollo to receive its baseline allocation of space without the use of TCUs. The six full-size classrooms within the TCUs at K302 are currently allocated as part of AF Apollo's baseline footprint allocation. AF Apollo has elected not to utilize the six full-size rooms within K974 and are therefore operating below their baseline allocation of space. If the proposal to re-site AF Apollo is approved, the rooms within K974 would no longer be necessary to support current or future enrollment of any organization at K302 and the process to permanently remove the TCUs could commence. The six full size rooms within the TCUs would no longer be included in the total number of rooms to be allocated for administrative or instructional purposes for any organization at K302 after the 2015-2016 school year.

More details about space and utilization are available in Section III and Appendix C of this EIS.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at the K292 building. This proposal is not expected to impact the accessibility of building K292, which is not accessible.

## IV. Enrollment, Admissions and School Performance Information

### J.H.S. 292 Margaret S. Douglas

#### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 6-8:</b> Unscreened and screened Choice with zoned priority
<b>Admissions if this Proposal is Approved</b>	<b>Grades 6-8:</b> Unscreened and screened Choice with zoned priority

#### *Enrollment Data<sup>11</sup>*

<sup>11</sup> All figures are based on the 2015-2016 Unaudited Register as of October 31, 2015.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016	173	221	234	628
2016-2017 (projections)	175-185	185-195	215-225	575-605
2017-2018 (projections)	175-185	190-200	185-195	550-580

### *Demographic Data<sup>12</sup>*

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced-Price Lunch	72%

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<sup>12</sup> All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

### School Performance Data

J.H.S. 292 Margaret S. Douglas	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>13</sup></b>			
1.1 Curriculum	N/A <sup>14</sup>	N/A	Proficient <sup>15</sup>
1.2 Pedagogy	N/A	N/A	Proficient
2.2 Assessment	N/A	N/A	Proficient
3.4 High Expectations	N/A	N/A	Proficient
4.2 Teacher Teams and Leadership Development	N/A	N/A	Well Developed
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	22%	21%	20%
Math % Proficient (Levels 3 and 4)	23%	24%	23%
<b>Other Key Performance Indicators</b>			
Attendance Rate <sup>16</sup>	91%	91%	N/A
<b>2015-2016 State Accountability Status<sup>17</sup></b>	Local Assistance Plan		

<sup>13</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>

<sup>14</sup> Not all schools receive Quality Reviews every year. J.H.S. 292 did not have a Quality Review for the 2012-2013 school year or the 2013-2014 school year.

<sup>15</sup> Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>

<sup>16</sup> Attendance Rate for 2014-2015 is not available at this time.

<sup>17</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

## Achievement First Apollo Charter School

### *Admissions Data*

<b>Current Admissions</b>	<b>Grades K-6: Charter lottery application</b>
<b>Future Admissions</b>	<b>Grades K-8: Charter lottery application</b>

### *Enrollment Data<sup>18</sup>*

	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016	84	94	96	104	97	99	99	-	-	673
2016-2017 (projections)	90-100	80-90	90-100	90-100	95-105	90-100	95-105	95-105	-	725-805
2017-2018 (projections)	90-100	90-100	80-90	90-100	90-100	95-105	90-100	95-105	95-105	815-905

### *Demographic Data<sup>19</sup>*

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	8%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced-Price Lunch	86%

<sup>18</sup> All figures are based on the charter headcount as of October 1, 2015.

<sup>19</sup> All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

## School Performance Data

Achievement First Apollo Charter School	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b>			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	33%	30%	26%
Math % Proficient (Levels 3 and 4)	35%	35%	48%
<b>Other Key Performance Indicators</b>			
Attendance Rate	97%	97%	N/A
<b>2015-2016 State Accountability Status</b>	N/A		

## V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate AF Apollo is approximately \$146,700. This cost will include moving all existing materials and furniture from the current site.

This proposal should not otherwise impact the operating budget or costs of instruction at AF Apollo. Most funding in schools' budgets is allocated on a per pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide<sup>20</sup> and FY16 School Allocation Memoranda<sup>21</sup> 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 AF Apollo.

This proposal is not expected to impact initial costs or allocations at J.H.S. 292 in K292.

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

### A. Personnel Needs

The proposed re-siting of AF Apollo is not expected to change the number of personnel positions currently assigned to AF Apollo or J.H.S. 292, nor is it expected to significantly alter the duties of current staff at AF Apollo or J.H.S. 292.

### B. Administration

<sup>20</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/FY16\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf)

<sup>21</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/AM\\_FY16\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html)

No changes in school supervisory or administrator positions at AF Apollo or J.H.S. 292 are expected as a result of this re-siting.

### **C. Transportation**

There will be no change to existing transportation practices at AF Apollo during the current school year (2015-2016). This proposal is not expected to affect transportation practices at J.H.S. 292 for the 2015-2016 school year or in future school years.

If both proposals are approved, transportation will continue to be provided to students attending AF Apollo and J.H.S. 292 according to Chancellor's Regulation A-801:  
<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 will continue to be provided consistent with citywide policy.

## VII. Building Information

<b>Building</b>		K292
<b>Type of Building</b>		IS/JHS
<b>Year Built</b>		1967
<b>Overall BCAS rating</b>		2.65
<b>2014-2015 Blue Book Target Building Utilization</b>		81%
<b>2014-2015 Blue Book Target Building Capacity</b>		1,658
<b>FY 2014 Maintenance Costs</b>	<b>Labor</b>	\$84,379
	<b>Materials</b>	\$66,348
	<b>Maintenance, repair, and service contracts</b>	\$60,185
	<b>Custodial operations costs—Materials</b>	\$11,410
	<b>Custodial operations costs—Custodial Allocation</b>	\$322,614
<b>FY 2015 Energy Costs</b>	<b>Electric</b>	\$171,791
	<b>Gas</b>	\$1,920
	<b>Steam</b>	n/a
	<b>Oil (FY 2014)</b>	\$213,462
<b>Projects completed during the current or prior school year</b>		Electrical Lighting Fixtures, Classroom Connectivity
<b>Projects proposed in the capital plan</b>		Exterior Masonry, New/Retrofit Telephone/Intercom System, Walk-In Freezer Replacement
<b>Accessibility of the building</b>		No Accessibility
<b>Building attributes</b>		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["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 target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2015-2016 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 will 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 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 DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

## Appendix B: School Admissions

### *Elementary School Admissions*

The DOE offers choice, or non-zoned, elementary schools and zoned elementary schools. A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to non-zoned schools in the following order of priority:

- a. in-district students whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- b. out-of-district students whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. in-district students other than those in (a) and (c) above; out-of-district students other than those in (b) and (d) above.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>22</sup> a Non-Public School Placement, or specialized programs,<sup>23</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and 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. In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

### *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district's Middle School Directory, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);

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<sup>22</sup> 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 347 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>23</sup> Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year will be in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016, and eligible students will have the opportunity to submit a “new schools” application at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

## 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 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 a school’s representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five 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 and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

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