

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of Academic Leadership Charter School (84X491) Grades 5-8 with District 75 School P754X@X155 (75X754) in Building X155 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate grades five through eight of Academic Leadership Charter School (84X491, “ALCS”) in building X155 (“X155”) beginning in the 2016-2017 school year. 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. ALCS is an existing public charter school that serves students in grades kindergarten through seven.¹ Building X155 houses the J. M. Rapport School of Career Development (75X754, “P754X@X155”). P754X is an existing District 75 program that serves students in grades nine through twelve across multiple locations.² X155 is located at 470 Jackson Avenue, Bronx, New York 10455, in the geographical confines of Community School District 7 (“District 7”).

Concurrent with this proposal, the DOE is issuing a proposal to close Foreign Language Academy of Global Studies (07X520, “FLAGS”), an existing district high school that currently serves students in grades nine through twelve in building X155, at the end of the 2015-2016 school year.³ However, because building X155 currently has sufficient capacity to accommodate the co-location of ALCS alongside FLAGS in building X155, ALCS may be co-located in X155 regardless of whether the Panel for Educational Policy (“PEP”) votes to approve the closure of FLAGS, and the viability of this proposal is not contingent on approval of the closure proposal. If the PEP does not approve the closure of FLAGS, the Building Utilization Plan (“BUP”) that accompanies this Educational Impact Statement (“EIS”) will be revised accordingly.

ALCS’s grades kindergarten through four and its pre-kindergarten program are currently housed in building X065, located at 677 East 141 Street, Bronx, New York 10454, and the school’s grades five through seven are housed in building XAEI, a private building located at 500 Courtlandt Avenue, Bronx, New York 10451. Buildings X065 and XAEI are both located in District 7. If this proposal is approved, beginning in the 2016-2017 school year, ALCS students currently in grades five through seven will no longer attend classes in building XAEI. Instead, they will attend classes in X155, where ALCS will be co-located with P754X@X155 and where ALCS will be able to grow to serve students in eighth grade. Building X155 is located near public transportation approximately 0.8 miles from building XAEI and approximately 0.4 miles from building X065 where ALCS serves grades kindergarten through fourth grade students. Therefore, building X155 is a reasonable location for satisfying ALCS’s request for co-located space.

¹ ALCS is currently authorized by the DOE to serve grades kindergarten through eight.

² 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>.

³ Please see the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April202016SchoolProposals> to access the full text of that EIS.

The DOE believes that this proposal will benefit the District 7 community by ensuring ALCS has the space to continue operating as an educational option for families. It will also allow current ALCS students to continue their educational program at the school through the eighth grade.

Public Engagement

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

- The Office of District Planning gave a presentation to the District 7 Community Education Council (“CEC 7”) on February 2, 2016, during which the proposal’s rationale was discussed.
- A meeting with Senior Leadership was held on February 29, 2016 to discuss the proposal further and take questions and concerns from the school communities in advance of the PEP vote. Participants included D75 Superintendent Ketler Louissaint as well as representatives from the Office of the Superintendent for Renewal High Schools, the Office of District Planning, the Office of Space Planning, the Office of School Support Services, the United Federation of Teachers, FLAGS’ School Leadership Team, P754X@X155’s School Leadership Team, and the Citywide Council on Special Education. The rationale for the co-location was discussed at the meeting and all participants had the opportunity to ask questions and have them answered by Senior Leadership and representatives from other offices. The opportunity to walk through the building was offered by the Senior Leadership member, but all parties present determined a walkthrough of the building was not necessary.

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 the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at X155. 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 212-374-5159 or emailing D07Proposals@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 welcomed to provide comment on this proposal. All comments received at the Joint Public 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.

Information on the Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April202016SchoolProposals>.

If this proposal is approved, beginning in the 2016-2017 school year, grades five through eight of ALCS will be co-located in X155 with P754X@X155. ALCS offers a curriculum that satisfies all New York State Standards, including an extended day, which provides its students with four periods of literacy daily.

The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. To this end, the DOE evaluates public school buildings throughout the City that are “under-utilized,” meaning they have space to accommodate additional

students.⁴ Building X155 has the capacity to serve a total of 1,079 students⁵ and is currently “under-utilized.” Therefore, the DOE is proposing to co-locate ALCS in the X155 building with P754X@X155. If this proposal is approved, ALCS will serve a projected 250-290 students in grades five through eight and P754X@X155 will serve a projected 280-420 students in grades nine through twelve in the 2016-2017 school year. This will result in a total projected building enrollment of 530-710 students in X155, yielding a building utilization rate of 49%-66%. If the proposal to close FLAGS is not approved, FLAGS will have a projected enrollment of 80-120 students in the 2016-2017 school year; this will result in a total projected building enrollment of 610-830, yielding a projected building utilization rate of 57%-77% in the 2016-2017 school year. Accordingly, there is sufficient space in building X155 to co-locate ALCS regardless of whether the proposal to close FLAGS is approved.

II. Proposed or Potential Use of Building

As noted in Section I above, building X155 has the target capacity to serve 1,079 students. X155 currently serves 443 students across FLAGS and P754X@X155, yielding a building utilization rate of 41%.⁶ The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this EIS. If this proposal is approved, along with the concurrent proposal to close FLAGS after the 2015-2016 school year, X155 will serve a total of approximately 530-710 students across P754X@X155 and ALCS in the 2016-2017 school year, resulting in a projected utilization rate of 49%-66%.

If the proposal to close FLAGS is not approved, the X155 building will serve approximately 610-830 students across P754X@X155, ALCS, and FLAGS, and the utilization rate of X155 would be a projected 57%-77% in the 2016-2017 school year. This means that building X155 has sufficient space to accommodate the co-location of ALCS regardless of whether the proposal to phase out FLAGS is approved.

If this proposal is approved, along with the concurrent proposal to close FLAGS, the grade spans served by each of the current and proposed school organization in X155 will be as follows:

⁴ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s website on January 30, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum_1302015.pdf.

⁵ According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

⁶ 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 Audited Register as of October 31, 2015 excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more 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>.

DBN	School Name	2015-2016	2016-2017
84X491	Academic Leadership Charter School	-	5-8
07X520	Foreign Language Academy of Global Studies	9-12	-
75X754	J. M. Rapport School Career Development	9-12	9-12

The chart below shows the projected school enrollments and building utilization for X155, if this proposal is approved:

DBN	School Name	2015-2016 Enrollment ⁷	2016-2017 Projected Enrollment
84X491	Academic Leadership Charter School	-	250 - 290
07X520	Foreign Language Academy of Global Studies	99	-
75X754	J. M. Rapport School Career Development	344	280 - 420
Total Building Enrollment		443	530 - 710
Utilization		41%	49% - 66%

The enrollment projections provided in the table above are based on the DOE's standard methodology for calculating enrollment projections for EISs. More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, P754X@X155 and ALCS will receive their baseline allocations of space pursuant to the Citywide Instructional Footprint ("the Footprint"). More details about space allocations are available in Section III and Appendix C of this EIS, as well as in the attached BUP. If the concurrent proposal to close FLAGS is not approved, the DOE will update the BUP to reflect space allocations for P754X@X155, ALCS, and FLAGS. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

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

A. Students

Impact on Current and Future Students at P754X@X155

This proposal will have no impact on the services currently offered or received at P754X@X155. If this proposal is approved, students at P754X@X155 will continue to receive all mandated services.

⁷ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students for district schools, and for charter schools, the charter headcount as of October 1, 2015.

P754X@X155 is one site of a multi-sited District 75 program serving students in ninth through twelfth grade. In the current 2015-2016 school year, the program is serving 344 high school-aged students with a wide range of disabilities. Students are placed in District 75 programs based on their individual needs and recommended special education services. If this proposal is approved, students at P754X@X155 will continue to receive all mandated services.

New incoming students in this program will continue to enter through the District 75 placement process, consistent with current practice. Students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability. For more information regarding this application process please refer to the following website: <http://schools.nyc.gov/Offices/District75/default.htm>.

Impact on Current and Future Students at ALCS

In the 2015-2016 school year, ALCS serves students in kindergarten through seventh grade. This proposal will allow ALCS to continue to serve its current students and grow to grade eight. If this proposal is approved, beginning in the 2016-2017 school year, ALCS's fifth through eighth grades will be co-located in X155 alongside existing District 75 program P754X@X155. ALCS's kindergarten through fourth grade will continue to be served in X065. ALCS's administration will supervise the ALCS students served in X155.

ALCS admits students via a charter lottery every year for every grade, subject to the availability of seats after continuing students have been accommodated. The lottery provides preference to students who reside in District 7. ALCS also admits students from a waitlist throughout the year. This proposal is not anticipated to impact ALCS's admissions process.

Currently, ALCS offers the following special programs:⁸

- Visual Arts
- Performing Arts (Music/Drama)
- Spanish
- Chess

Currently, ALCS offers the following afterschool programs:

- Academic Tutoring
- Basketball
- Chess
- Music
- Art

If approved, this proposal is also not expected to reduce current or future instructional or extra-curricular programming at ALCS, though the school will offer expanded programmatic and educational opportunities as it grows to serve grade eight. Additionally, all current and future students with disabilities and ELL students enrolled at ALCS will continue to receive all mandated services.

Impact on Future Middle School Students in District 7

This proposal will allow ALCS to continue to remain a middle school option by providing a site for the school to grow to serve eighth grade. Thus, this proposal impacts future middle school students in District 7. As described above, ALCS currently admits students through its annual charter lottery for each grade,

⁸ School-reported information as of February 17, 2016.

subject to the availability of seats after continuing students have been accommodated and with a preference to students who reside in District 7. ALCS also admits students from a waitlist throughout the year and will continue to do so. District 7 students will also continue to have access to the full range of middle school options through the middle school admissions process. Please see Appendix B of this EIS for more information on the middle school admissions process.

Impact on Over-the-Counter (“OTC”) Students

District 7 middle schools also admit students through the OTC admissions process. This proposal is not expected to impact the placement of those students.

Please see Appendix B of this EIS for more information on the OTC placement process.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate P754X@X155 and ALCS in the X155 building pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, 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>.

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional and administrative space in building X155 to allow for the co-location of ALCS. 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 all 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.

If the concurrent proposal to close FLAGS is not approved, the accompanying BUP will be updated to reflect the space allocations in accordance with the Footprint for P754X@X155, ALCS, and FLAGS in the X155 building.

C. Community

The movement of ALCS from its private space to X155 will allow the school to continue growing to serve its intended grade span of kindergarten through eighth grade. This will provide the opportunity for current and future ALCS students to remain enrolled at the school through eighth grade. The DOE believes that ALCS represents a quality educational option for students in the community, and it performs well relative to schools in District 7. In the 2014-2015 school year, ALCS’s math proficiency rate was 56% while the District 7 average was 14%, and ALCS’s English Language Arts proficiency rate was 40% while the District 7 average was 11%.

If approved, current fifth through seventh grade students enrolled at ALCS will travel to a different school site beginning in the 2016-2017 school year. Building X155 is located approximately 0.8 miles from building XAEI, approximately 0.4 miles from building X065 where ALCS serves grades kindergarten through four, and near public transportation; therefore building X155 is a reasonable location for meeting ALCS’s request for co-located space.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X155, nor is it expected to impact the accessibility of building X155 which is partially accessible.

IV. Enrollment, Admissions and School Performance Information

P754X@X155

Admissions Data

Current Admissions	Grades 9-12: Placement based on individual student needs/recommended special education services
Admissions if this Proposal is Approved	Grades 9-12: Placement based on individual student needs/recommended special education services

Enrollment Data⁹

	Total Enrollment
2015-2016	344
2016-2017 (projected)	280-420

Demographic Data¹⁰

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	98%
Percentage of ELL Students	33%
Percentage of Students Eligible for Free or Reduced Price Lunch	69%

⁹ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

¹⁰ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students. Demographic data for P754X@X155 is not site-specific and represents P754X as a whole across all sites.

School Performance Data

P754X@X155	2012-2013	2013-2014	2014-2015
School Quality Indicators¹¹			
1.1 Curriculum	Well Developed	N/A ¹²	N/A
1.2 Pedagogy	Proficient	N/A	N/A
2.2 Assessment	Well Developed	N/A	N/A
3.4 High Expectations	Well Developed	N/A	N/A
4.2 Teacher Teams and Leadership Development	Proficient	N/A	N/A
Performance Data¹³			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators			
Attendance Rate	N/A	N/A	N/A
2015-2016 State Accountability Status¹⁴	Good Standing		

ALCS

Admissions Data

Current Admissions¹⁵	Grades PK, K-7: Charter lottery application
Admissions if this Proposal is Approved	Grades PK, K-8: Charter lottery application

¹¹ 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>.

¹² Not all schools receive Quality Reviews every year. P754X@X155 did not have a Quality Review for the 2013-2014 or 2014-2015 school years.

¹³ Performance data is not available for P754X@X155 because it is an alternate assessment program.

¹⁴ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

¹⁵ As noted, ALCS is authorized by the DOE to serve students in grades kindergarten through eight, and it currently serves students through grade seven. If this proposal is approved, ALCS will grow to serve grade eight in X155.

Enrollment Data¹⁶

84X491 in X065 and in Private Space (XAEI)

	Served in X065						Served in XAEI			Total Enrollment
	PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	
2015-2016	54	61	56	61	54	58	54	108	51	557
2016-2017 (projected)	54	55-65	55-65	50-60	55-65	50-60	-	-	-	319-369

84X491 in X155

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	-	-	-	-	-
2016-2017 (projected)	55-65	50-60	100-110	45-55	250-290

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	9%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Price Lunch	95%

¹⁶ All figures are based on the charter headcount as of October 1, 2015.

¹⁷ All figures are reported as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015, excluding LTA students.

School Performance Data

84X491	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	N/A ¹⁸	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
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	23%	38%	39%
Math % Proficient (Levels 3 and 4)	49%	52%	55%
Other Key Performance Indicators			
Attendance Rate	93%	93%	94%
2015-2016 State Accountability Status	Good Standing		

V. Initial Costs and Savings

This proposal is not expected to impact costs or allocations at P754X@X155. Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs. Most funding in District 75 schools' budgets is allocated on a class program basis. Schools receive additional funds for services as mandated per students' IEPs.

Please refer to the FSF Guide¹⁹ and FY16 School Allocation Memoranda²⁰ for additional information on cost of instruction.

The General Education Charter School per-pupil rate is determined by the New York State Education Department, and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures ("AOE") by Total Allowable Pupil Units ("TAPU"). Special Education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been

¹⁸ Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. ALCS is authorized by the DOE. The authorizer's report can be found on the authorizer's website at:

<http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

¹⁹ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf.

²⁰ The FY16 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html.

approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The Office of Space Planning will facilitate any matching funds triggered by facilities upgrades to X155.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to P754X@X155, nor is it expected to significantly alter the duties of current staff at P754X@X155.

New administrative staff and non-pedagogical positions may be created at ALCS to meet additional need associated with its growth to serve eighth grade. The precise number of positions needed for the 2016-2017 school year (if any) would be determined once annual enrollment projections are released in the spring of 2016. Similarly, the number of new positions created to serve students in the new eighth grade (if any) would be determined based on annual enrollment projections that become available as the school scales to serve that grade.

B. Administration

No change in school supervisory or administrator positions at P754X@X155 is expected as a result of this proposal.

ALCS may hire school supervisors and/or administrator personnel as needed to accommodate its growth to serve eighth grade.

C. Transportation

This proposal is not expected to impact the transportation schedule of P754X@X155. Transportation will continue to be provided to P754X@X155 and ALCS 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 would be provided as consistent with Citywide policy.

VII. Building Information

Building		X155
Type of Building		PS
Year Built		1967
Overall BCAS rating		2.71
2014-2015 Blue Book Target Building Utilization		46%
2014-2015 Blue Book Target Building Capacity		1,079
FY 2015 Maintenance Costs	Labor	\$16,571
	Materials	\$3,703
	Maintenance, repair, and service contracts	\$88,415
	Custodial operations costs—Materials	\$11,760
	Custodial operations costs—Custodial Allocation	\$365,082
FY 2015 Energy Costs	Electric	\$145,360
	Gas	\$1,402
	Steam	N/A
	Oil	\$308,819
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Flood Elimination, Cafeteria/Multipurpose Room Upgrade
Accessibility of the building		Partially Accessible
Building attributes		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/Enrollment/2014-2015BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["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

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);
- 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 was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year are now available for students to consider, 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.

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, they may also apply to any of the 8 Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as up to 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

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 for the school year that commences the following September.

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. Students will receive Round Two results in May for the upcoming school year.

For more information about the High School Admissions Process is available at:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools ensure that students with disabilities 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 receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2016-2017 school year was December 1, 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at high school fairs, Family Welcome Centers, and online at:

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

OTC Placement

OTC 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;²¹ 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 a 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.

²¹ 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.

There is a peak enrollment period occurring just prior to and at the start of the school year 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 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.

High school screened programs (those that base admissions decisions on students' academic criteria) which have a two-year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,²² international schools,²³ and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

²² 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>.

²³ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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.