

EDUCATIONAL IMPACT STATEMENT:

The Proposed Temporary Co-Location of the Ninth and Tenth Grades of Unity Preparatory Charter School of Brooklyn (84K757) with Brownsville Academy High School (17K568) in Building K907 Beginning in 2016-2017

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to temporarily co-locate¹ the ninth and tenth grades of Unity Preparatory Charter School of Brooklyn (84K757, “Unity Prep”) in building K907, located at 1150 East New York Avenue, Brooklyn, NY 11212 in Community School District 17 (“District 17”), where they will be co-located with Brownsville Academy High School (17K568, “Brownsville Academy”), an existing transfer high school that serves students in tenth through twelfth grades.² K907 also houses the community-based organization (“CBO”) CAMBA and the office of the Executive Superintendent of Equity and Access. If this proposal is approved, Unity Prep’s grades nine and ten (“Unity Prep HS”) will be temporarily co-located in K907. In the 2016-2017 school year Unity Prep will serve approximately 110-120 students in the ninth grade. In the 2017-2018 school year Unity Prep HS will serve 205-225 students in the ninth and tenth grade in K907. 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.

Unity Prep recently acquired a new private site to serve students in ninth through twelfth grades at 32 Lexington Street, Brooklyn, NY 11221 (“32 Lexington Street”), and made a request to the DOE for space during the period needed to make the space suitable for instruction. Accordingly, the DOE is proposing to temporarily co-locate Unity Prep HS in K907 during the 2016-2017 and 2017-2018 school years during completion of Unity Prep’s private space. By allowing Unity Prep to serve students in grades nine and ten before the completion of its private space, this proposal will enable the school to provide a continuous education for students currently enrolled in the seventh and eighth grades as they continue on to ninth grade in the 2016-2017 school year and the ninth and tenth grades in the 2017-2018 school year.

As stated above, if this proposal is approved, Unity Prep will serve students in grade nine in K907 in the 2016-2017 school year, and will serve students in grades nine and ten in K907 in the 2017-2018 school year. Beginning in the 2018-2019 school year, when Unity Prep’s private space is completed, students in Unity Prep’s ninth and tenth grade at K907 will continue to be served in Unity Prep, albeit at a new location at 32 Lexington Street. Building K907 is approximately 3.3 miles from Unity Prep’s new location at 32 Lexington Street. Any significant change in school utilization in K907 for the 2018-2019 school year and beyond would be subject to an additional EIS and would require the approval of the Panel for Educational Policy (“PEP”).

Unity Prep was approved by its charter authorizer, the State University of New York’s Charter School

¹ A “co-location” means that two or more school organizations are located in the same building, often sharing large common spaces like the auditorium, gymnasium and cafeteria.

² While transfer schools serve students in ninth through twelfth grades, 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 nine through twelve.

Institute (“SUNY”). Unity Prep has been authorized³ to serve students in sixth through tenth grades, and is currently serving students in sixth through eighth grades in building K044 (“K044”) located at 432 Monroe Street, Brooklyn, NY 11221, 2.5 miles from K907.

The DOE conducted public engagement in the course of creating this proposal, and conducted a walk-through of building K907 with a Deputy Chancellor and a School Leadership Team (“SLT”) debrief on March 2, 2016, to answer questions and address concerns. Participants included the principal and SLT members of Unity Prep and Brownsville Academy respectively, representatives from Community Education Council 17, the Transfer Schools Superintendent, representatives from the Offices of District Planning and Space Planning, and other members of DOE leadership.

The DOE will offer 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 K907. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D17Proposals@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 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.

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/April202016SchoolProposals>.

K907 has a target capacity of 619 students.⁴ During the 2015-2016 school year the building is serving 159 students, yielding an estimated building utilization rate of 26%.⁵ The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this EIS. This means that the building

³ Unity Prep’s current charter term expires on June 30, 2018. Prior to the expiration of Unity Prep’s charter on June 30, 2018, Unity Prep intends to apply to SUNY for a revision of the charter to expand to serve students in sixth through twelfth grades. SUNY has the authority to approve or deny this request

⁴ 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>.

⁵ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, 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.

is “under-utilized” and has space that could be used to accommodate additional students.⁶ If this proposal is approved, in 2016-2017, Unity Prep will serve students in the ninth-grade in September 2016 serving 110-120 students; meanwhile, in the 2016-2017 school year, Brownsville Academy will serve approximately 145-175 students. Therefore, it is projected that there will be approximately 255-295 students served in K907 in the 2016-2017 school year, yielding an estimated building utilization rate of 41%-48%. If this proposal is approved, there will be sufficient space in K907 to accommodate Unity Prep HS and Brownsville Academy.

II. Proposed or Potential Use of Building

As noted in Section I above, K907 has a target capacity of 619 students and currently serves 159 students in Brownsville Academy, yielding a projected building utilization rate of 26%. If this proposal is approved, in the 2016-2017 school year, Unity Prep will serve 110-120 students and Brownsville Academy will serve approximately 145-175 students. As explained above, the projected utilization rate of the building that year is expected to be 41%-48%. In the second and final year of this proposal, in the 2017-2018 school year, Unity Prep HS will serve 205-225 students, and Brownsville Academy will serve approximately 145-175 students. Thus, total enrollment in K907 in the 2017-2018 school year is projected to be 350-400 students, yielding a projected building utilization rate of 57%-65%.

Under this proposal, the grade spans served by each of the current and proposed school organizations in K907 will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018
17K568	Brownsville Academy	10-12	10-12	10-12
84K757	Unity Prep HS	-	9	9-10

The chart below shows the current and projected enrollment and building utilization for building K907 if this proposal is approved:

DBN	School Name	2015-2016 Enrollment ⁷	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
17K568	Brownsville Academy	159	145 - 175	145 - 175
84K757	Unity Prep HS	-	110 - 120	205 - 225
Total Building Enrollment		159	255 - 295	350 - 400
Utilization		26%	41% - 48%	57% - 65%

⁶ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on January 12, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/026A3AE1-EA78-4845-8596-6560B71D547B/0/UnderutilizedSpaceMemorandum_1122015.pdf

⁷ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, Unity Prep HS, and Brownsville Academy will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this EIS. 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 Community

A. Students

Impact on Current and Future Students of Brownsville Academy

The proposed temporary co-location of Unity Prep HS in K907 with Brownsville Academy is not expected to impact current or future student enrollment or instructional programming at Brownsville Academy.

Brownsville Academy is an existing transfer school, serving students in tenth through twelfth grades. 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 provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend.

Brownsville Academy serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”) SETSS. Brownsville Academy will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEP”). IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as English Language Learners (“ELLs”) who are enrolled at Brownsville Academy receive English as a Second Language (“ESL”) services. All current and future students enrolled at Brownsville Academy will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

Brownsville Academy currently offers the following special programs and initiatives, extra-curricular activities, and partnerships in K907 during and after the school day:⁸

- **Programs:** Learning to Work, Model United Nations, College Now, Debate & Politics, Forensic Science, Ceramics, Studio Art
- **Partnerships:** New York City Mission Society, CAMBA, American Cancer Society, New York Presbyterian Hospital, Brookdale Hospital, Brooklyn College, Medgar Evers College, John Jay College of Criminology, Farmingdale, Long Island University, Brooklyn Museum, Creative Outlet, American Diabetes Association, Chase Manhattan Bank
- **Extra-curricular Activities and Clubs:** Ambassadors, Scholar Government, College Tours, Peer Mediation, PM/Saturday school, SAT/Regents Prep, School Newsletter, Project Arts, Honor Society, Drama, Dance, Computer Club, Entrepreneurship, Spoken Word, Women’s Empowerment, Men of Purpose, Chess, Art Club, Cheerleading, Step Team

⁸ School-reported data as of January 8, 2016.

- **PSAL Sports:** Basketball, Tennis, Track

If this proposal is approved, Brownsville Academy will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location 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.

Impact on the Superintendent's Office

The proposed temporary co-location of Unity Prep HS in K907 is not expected to impact the Superintendent's Office.

Impact on the CBO in Building K907

As stated above, K907 currently provides space for a CBO, CAMBA. CAMBA is not expected to lose any space or reduce the services offered as a result of this proposal.

Impact on Future High School Students in District 17

This proposal to co-locate Unity Prep HS in K907 is not expected to impact the admissions process for district high school students in District 17. District schools will continue to give priority to students in accordance with Chancellor's Regulation A-101 and through the high school admissions process described in further detail in Appendix B of this EIS.

Unity Prep's current lottery preferences in order, are as follows:

- Siblings of current Unity students will be admitted in the order their name appears on the acceptance list.
- Students who live in Community School District 13 ("CSD 13") will be admitted in the order that their name appears on the list.
- If additional seats remain, then students who live outside of CSD 13 will be admitted in the order that their name appears on the list.

If there are still open seats, additional outreach will be conducted for applications.

If this proposal is approved, rising ninth grade students from Unity Prep's middle school grades will be given admissions preference for Unity Prep HS. If seats remain available, Unity Prep will conduct a lottery for the open seats. Because K907 is located in District 17, Unity Prep HS's lottery for any seats remaining will give preference to students residing in District 13 and District 17 pending authorizer approval.

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

B. Schools

If this proposal is approved, Unity Prep HS would temporarily co-locate in building K907 with Brownsville Academy beginning in the 2016-2017 school year. As described in the Building Utilization Plan ("BUP") that accompanies this proposal, there will be sufficient instructional and administrative space in K907 to

accommodate Unity Prep HS and Brownsville Academy pursuant to the Citywide Instructional Footprint (“the Footprint”) during the temporary co-location. For more information on the Footprint, which guides space allocation and use in City schools, see Appendix C of this EIS or visit: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

C. Community

If this proposal to temporarily co-locate the ninth- and tenth-grades of Unity Prep at K907 is approved, it will allow for Unity Prep to complete construction of its private space, expand the grades it serves from six through eight to six through ten. This expansion will provide continuity of instruction for current students and families, and those interested in Unity Prep HS will have the opportunity to apply to Unity Prep HS and then continue their instruction at Unity Prep’s new site at 32 Lexington Street.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K907. This proposal is also not expected to impact the site accessibility of K907, which is partially accessible.

IV. Enrollment, Admissions and School Performance Information

Unity Prep

Admissions Data

Current Admissions	Charter lottery application
Admissions if this Proposal is Approved	Charter lottery application

Enrollment Data⁹

	Grade 9	Grade 10	Total Enrollment
2015-2016	-	-	-
2016-2017 (projected)	110-120	-	110-120
2017-2018 (projected)	95-105	110-120	205-225

⁹ All figures are based on the charter headcount as of October 1, 2015.

Demographic Data¹⁰

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	24%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Price Lunch	76%

School Performance Data

Unity Prep	2012-2013 ¹¹	2013-2014	2014-2015
School Quality Indicators¹²			
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
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	8%	12%
Math % Proficient (Levels 3 and 4)	N/A	9%	17%
Other Key Performance Indicators			
Attendance Rate	N/A	93%	94%
2015-2016 State Accountability Status¹³	Good Standing		

Brownsville Academy

¹⁰ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

¹¹ Unity Prep Charter School opened in the 2013-2014 school year and therefore has no data for the 2012-2013 school year.

¹² Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. Unity Prep is authorized by SUNY/SED/DOE. The authorizer's report can be found on the authorizer's website at <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

¹³ 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>.

Admissions Data

Current Admissions	Grades 10-12: Rolling, school-based admissions
Admissions if this Proposal is Approved	Grades 10-12: Rolling, school-based admissions

Enrollment Data¹⁴

	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	48	71	40	159
2016-2017 (projected)	45-55	65-75	35-45	145-175
2017-2018 (projected)	45-55	65-75	35-45	145-175

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with IEPs	19%
Percentage of ELLs	4%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

Brownsville Academy	2012-2013	2013-2014	2014-2015
School Quality Indicators¹⁶			
1.1 Curriculum	N/A	N/A	Proficient
1.2 Pedagogy	N/A	N/A	Proficient
2.2 Assessment	N/A	N/A	Proficient

¹⁴ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

¹⁵ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

¹⁶ 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>

3.4 High Expectations	N/A	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	N/A	N/A	Well Developed
Key Components of Performance and Progress			
Transfer Graduation Rate	60%	64%	53%
Credits earned per year for students starting with 0-11 ¹⁷	9.17	N/A	N/A
Attendance Rate	71%	74%	74%
2015-2016 State Accountability Status	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact the operating budget or cost of instruction at Brownsville Academy. 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.

Please refer to the FSF Guide¹⁸ and FY16 School Allocation Memoranda¹⁹ 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 this consolidation.

Most funding in schools’ budgets is allocated on a per-pupil basis. Unity Prep may increase enrollment as a result of this proposal. Therefore, this proposal may impact the operating budget or cost of instruction at Unity Prep.

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

¹⁷ “Credits Earned” is specific to Transfer High Schools. In 2013-2014 and 2014-2015, the data is not available because the sample size is too small.

¹⁸ Available on the DOE website at:

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

¹⁹ 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 K285.

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

A. Personnel Needs

The proposed temporary co-location of Unity Prep HS in K907 is not expected to change the number of personnel positions assigned to Brownsville Academy nor is it expected to alter the duties of current staff at Brownsville Academy.

If this proposal is approved, new administrative staff and non-pedagogical positions may be created at Unity Prep in K907 over the course of the school's phase-in. Unity Prep in K907 is expected to hire additional teachers as each new grade is added and as the total number of students increases. The precise number of positions needed for the 2016-2017 school year and subsequent school years will be determined by the charter school. Those decisions will be made at the school level, based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrator positions at Brownsville Academy are expected as a result of this proposal.

If this proposal is approved, Unity Prep in K907 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's expansion.

C. Transportation

There will be no change to existing transportation practices at Brownsville Academy, during the current school year (2015-2016).

If this proposal is approved, transportation will continue to be provided to students attending Brownsville Academy according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>. Similarly, students attending Unity Prep will receive transportation services according to Chancellor's Regulation A-801 beginning in the 2016-2017 school year.

Other Support Services

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

VII. Building Information

Building	K907	
Type of Building	HS	
Year Built	1940	
Overall BCAS rating	2.71	
2014-2015 Blue Book Target Building Utilization	32%	
2014-2015 Blue Book Target Building Capacity	619	
FY 2015 Maintenance Costs	Labor	\$15,979
	Materials	\$9,802
	Maintenance, repair, and service contracts	\$58,820
	Custodial operations costs—Materials	\$5,656
	Custodial operations costs—Custodial Allocation	\$244,766
FY 2015 Energy Costs	Electric	\$123,242
	Gas	\$17,831
	Steam	N/A
	Oil	N/A
Projects completed during the current or prior school year	None	
Projects proposed in the capital plan	Classroom Connectivity, IP Surveillance Camera Installation	
Accessibility of the building	Partially Accessible	
Building attributes	Art Rooms, Cafeteria, Computer Room, Library, 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>,

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’ 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

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 any of the 6 studios at Fiorello H. LaGuardia High School of Music and Performing Arts.

For the 2016-2017 school year, there are two application rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match 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. Round Two choices 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 more information about the High School Admissions Process, please visit:

<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 DOE policy.

The Citywide deadline for high school applications for the 2016-2017 school year will be in December 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, High School Fairs, 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 or on the DOE website:

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

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.org>. 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 Additional Ways to Graduate: High School Diploma and Equivalency Programs available on the DOE’s website at: <http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/6049combined2ndproof.pdf>.

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 integrated co-teaching section and a full-size or half-size room to accommodate each self-contained 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 a number of baseline full-size equivalent classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

Any space remaining beyond the baseline or adjusted baseline Footprint allocation will be excess space available to Unity Prep and Brownsville Academy.