

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Truncation of Brooklyn School for Global Studies (15K429) in Building K293 from a 6-12 School to a 9-12 School Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to truncate the grades served by Brooklyn School for Global Studies (15K429, “Global Studies”) from a secondary school to a high school beginning in the 2016-2017 school year. Global Studies currently serves students in grades seven through twelve in building K293 (“K293”), located at 284 Baltic Street, Brooklyn, NY 11201, in Community School District 15 (“District 15”).¹ If this proposal is approved, Global Studies would phase out its middle school grades such that it would serve students in grades 8-12 in 2016-2017 and grades 9-12 in 2017-2018 and beyond. Global Studies is currently co-located² with School for International Studies (15K497, “International Studies”), a secondary school serving students in grades six through twelve; Success Academy Charter School – Cobble Hill (84K129, “SA-Cobble Hill”), an elementary school currently serving students in grades kindergarten through four and serving one section of full-day pre-kindergarten (“Pre-K”),³ which will serve students in kindergarten through fifth grade and pre-kindergarten at scale; and P.S. 368 (75K368),⁴ one site of an existing multi-sited District 75 program,⁵ serving students in grades nine through twelve.

Due to an error, students who were admitted to Global Studies for sixth grade for the 2015-2016 school year were enrolled at International Studies and other district schools. To minimize disruption, sixth grade students were not transferred back to Global Studies’ roster for the 2015-2016 school year. As such, Global Studies does not serve any sixth grade students in the current school year.

Accordingly, Global Studies currently serves students in grades seven through twelve. If this proposal is approved, in the 2016-2017 school year, Global Studies will serve students in grades eight through twelve, and grades six and seven will be truncated. The following school year, Global Studies will complete the

¹ Although Global Studies’ current grade span is 6-12, as discussed in greater detail below, due to an error that occurred in the 2015-2016 school year, students who were admitted to Global Studies for sixth grade were enrolled at International Studies and other district schools. Accordingly, Global Studies does not currently serve students in sixth grade.

² A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

³ On June 10, 2015, the Panel for Educational Policy (“PEP”) approved a proposal to expand the grades served by SA-Cobble Hill to include fifth grade beginning in the 2016-2017 school year. The details of the approved proposal can be found on the DOE web site at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/June2015SchoolProposals>. SA-Cobble Hill will reach full scale in the 2016-2017 school year. This proposal will not impact the previously approved grade expansion of SA-Cobble Hill in K293.

⁴ P.S. 368 currently serves students at four sites: (1) Building K033, located at 70 Tompkins Avenue, Brooklyn, NY 11206; (2) Building K120, located at 18 Beaver Street, Brooklyn, NY 11206; (3) Building K293, located at 284 Baltic Street, Brooklyn, NY 11201; and (4) Building KBBY (Brooklyn Children Center), located at 1819 Bergen Street, Brooklyn, NY 11233. This proposal is not anticipated to have an impact on P368K’s other sites.

⁵ 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 310 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>.

truncation of its middle school grades, serving only students in grades nine through twelve as of the 2017-2018 school year.

This proposal was developed in collaboration with the Brooklyn High Schools Superintendent and Global Studies' school leadership, who believe that the truncation of Global Studies' middle school grades will benefit the Global Studies and District 15 communities by allowing the school to focus its programming, resources, and recruitment more specifically on high school grades.

If this proposal is approved, Global Studies will no longer serve sixth- and seventh-grade students after the conclusion of the 2015-2016 school year, and will no longer serve eighth-grade students after the conclusion of the 2016-2017 school year. Current students in grade seven who are eligible for promotion, as well as any current eighth-grade students who do not meet promotional requirements, will continue to be served at Global Studies as eighth-grade students in the 2016-2017 school year. If students do not meet promotional requirements and must repeat a grade that is no longer served by Global Studies, those students will be offered a seat at another middle school in District 15 or their zoned middle school district (if different). Current seventh- and eighth-grade students will continue to have priority to enroll in Global Studies' high school, as described in greater detail in Section III below.

As described in more detail in Section III below, the DOE believes there is a sufficient amount of middle school seats in District 15 to accommodate any middle school students who would have been served at Global Studies in the 2016-2017 school year or subsequent school years. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 15.

Building K293 has a target capacity of 1,476 students.⁶ In the 2015-2016 school year, K293 serves approximately 1,156 total students, yielding an estimated utilization rate of 78%.⁷ If this proposal is approved, the schools in K293 are projected to serve approximately 1,198-1,443 students in 2016-2017, yielding an estimated building utilization rate of 81%-98%. After Global Studies' middle school is fully truncated and International Studies' enrollment stabilizes by the 2018-2019 school year, building K293 will serve approximately 1,308-1,543 students, yielding an estimated utilization rate of 89%-105%.

Public Engagement

Public engagement was conducted in the course of creating this proposal, which included:

- On December 17, 2015, the Brooklyn High Schools Superintendent and DOE representatives, from the Office of District Planning and Office of Space Planning, met with the School Leadership Team ("SLT") of Global Studies and were available to answer questions and address concerns.
- On January 7, 2016, a representative from the Office of District Planning met with the Global Studies SLT to further discuss the proposal and answer any additional questions that remained.

The DOE will provide additional public engagement opportunities, including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE would meet with the school communities from Global Studies, International Studies, P.S. 368, and SA-Cobble Hill (upon their request) to discuss the proposal and take questions, comments, and feedback.

⁶ According to the 2014-2015 Enrollment, Capacity, Utilization Report (the "Blue Book"), available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>

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

- A Joint Public Hearing to be held at building K293, which will be open to the public and at which attendees are encouraged to provide comments on this proposal.
- Dedicated phone and email lines to accept public comments at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D15Proposals@schools.nyc.gov.
- A Panel for Educational Policy (“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 before 6 p.m. on the day before the PEP meeting, at the above-noted hearing or through the dedicated phone line or email address, will be addressed by the DOE in a public comment analysis, which is made available to the public after 6 p.m. on the day before the PEP meeting.

More 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/March2016SchoolProposals>.

II. Proposed or Potential Use of Building

As noted in Section I above, building K293 has a target capacity of 1,476 students. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS. If this proposal is approved, the schools in K293 are projected to serve approximately 1,198-1,443 students in 2016-2017, yielding an estimated building utilization rate of 81%-98%. In addition, though Global Studies’ truncation will be complete in the 2017-2018 school year, this Educational Impact Statement (“EIS”) is extended through the 2018-2019 school year to account for anticipated enrollment growth in the middle school grades at International Studies. If this proposal is approved, in 2018-2019 when International Studies’ enrollment stabilizes, there will be approximately 1,308-1,543 students in the building served by all schools, yielding a projected utilization rate of 89%-105%.

The current and proposed grade spans for all school organizations and programs in K293 over a four-year period are as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019
15K497	International Studies	6-12	6-12	6-12	6-12
15K429	Global Studies	6-12 ⁸	8-12	9-12	9-12
84K129 ⁹	SA - Cobble Hill	K-4	K-5	K-5	K-5
75K368	P.S. 368	9-12	9-12	9-12	9-12

The chart below shows the current and projected enrollment and building utilization for K293, if this proposal is approved:

DBN	School Name	2015-2016 Enrollment ¹⁰	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
15K497	International Studies	477	520 - 590	595 - 665	630 - 700
15K429	Global Studies	220	195 - 245	185 - 225	185 - 225
84K129	SA - Cobble Hill	432	458 - 578	483 - 603	468 - 588
75K368	P.S. 368	27	25 - 30	25 - 30	25 - 30
Total Building Enrollment		1,156	1,198 - 1,443	1,288 - 1,523	1,308 - 1,543
Utilization¹¹		78%	81% - 98%	87% - 103%	89% - 105%

⁸ As noted above, due to an error, students who were admitted to Global Studies for sixth grade for the 2015-2016 school year were enrolled at International Studies and other district schools. As such, although Global Studies' current grade span is 6-12, it does not serve sixth-grade students in the current school year.

⁹ SA – Cobble Hill also serves pre-kindergarten in 2015-2016. For the purposes of the Building Utilization Plan (“BUP”) that accompanies this proposal, it is assumed that SA – Cobble Hill will continue to serve pre-kindergarten through at least the 2018-2019 school year.

¹⁰ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015.

¹¹ 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 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

More information on target capacity and utilization is available in Appendix B of this EIS. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.

If this proposal is approved, Global Studies, International Studies, SA-Cobble Hill, and P.S. 368 will receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III and Appendix D of this EIS and in the accompanying Building Utilization Plan (“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.¹²

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

A. Students

If this proposal is approved, in the 2016-2017 school year, Global Studies will only serve students in eighth through twelfth grades and will no longer serve students in sixth and seventh grades, and in the 2017-2018 school year, Global Studies will no longer serve middle school grades and will only serve grades nine through twelve. There are a sufficient number of seventh-grade and eighth-grade seats in District 15 to accommodate any Global Studies students who are required to repeat the seventh grade in the 2016-2017 school year or the eighth grade in the 2017-2018 school year. Similarly, there are a sufficient number of middle school seats in District 15 to accommodate any future middle school students who would have been served at Global Studies. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 15.

In the event this proposal is not approved, Global Studies will continue to offer grades six through twelve in the 2016-2017 school year and beyond. Additionally, all sixth-grade students who were erroneously enrolled in International Studies or another district school in the current school year will have the opportunity to attend Global Studies for the remainder of middle school beginning in the 2016-2017 school year. The Office of Student Enrollment will work with any impacted families interested in transferring to Global Studies to effectuate the transfers.

Impact on Current and Future Students at Global Studies

Global Studies currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). If this proposal is approved, Global Studies will continue to provide ICT, SC, and SETSS classes, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, English Language

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>.

¹² 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.

Learner (“ELL”) students are enrolled at Global Studies and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at Global Studies will continue to receive their mandated language services.

Global Studies currently admits students through the middle school admissions process via a screened admissions method, described in greater detail in Appendix C. If this proposal is approved, Global Studies will no longer admit middle school students as of the 2016-2017 school year, although students in District 15 will continue to have access to a broad variety of middle school options, described further below.

If approved, this proposal will impact the admissions process for Global Studies’ high school grades, in that once Global Studies ceases to serve middle school grades, there will no longer be continuing eighth-grade students who would have admissions priority. Global Studies’ high school admissions process will otherwise remain the same, and the school will continue to admit students through the High School Admissions Process, described in further detail in Appendix C of this EIS.

Global Studies currently admits ninth-grade students to three programs via a screened admissions method. For all three programs (Global Arts Institute, Digital Arts and Media, and Business and Technology Institute), students are ranked based on their final report card grades from the prior school year, New York State English Language Arts (ELA) and math standardized test scores, and attendance and punctuality. New York State recently passed a law that prohibits the use of State ELA and math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, Global Studies considers all of the factors listed above in admitting students for high school.

Global Studies currently offers the following extra-curricular activities, partnerships, and academic opportunities:¹³

For students in grades 6-8:

- **Partnerships:** AVID (Advancement Via Individual Determination); NYC College of Technology; Bridging the Gap; Apollo; iZone Blended Learning; Sports and Arts Foundation (SASF)
- **Sports:** CHAMPS soccer
- **Enrichment Classes:** Art; Photography; Music; Video Game Designing; Double Period English Language Arts and Math; LightSail iPad Reading Program; 8th Grade Regents Classes

For students in grades 9-12:

- **Digital Cinema Production:** Students write produce, and direct their own films; Senior internships
- **Digital Arts:** Digital Portraits; Stop Motion Animation; Computer Science; Website and Video Game Designing
- **Partnerships:** AVID (Advancement Via Individual Determination); OneGoal; NYU College Advising Corps; College Now @ NYC College of Technology; St. Francis College; AP Expansion Initiative; Palazzo Strozzi International Study Abroad Program; iLearn NYC

¹³ Information about Global Studies’ extra-curricular activities and partnerships comes from school-reported data as of December 21, 2015, and from the school’s web site, available at <http://schools.nyc.gov/SchoolPortals/15/K429/default.htm>.

- **Sports:** Public Schools Athletic League (“PSAL”): volleyball, basketball, soccer, baseball, and cheerleading

If this proposal is approved, Global Studies will no longer offer extra-curricular activities for middle school grades as of the 2017-2018 school year; however, for grades 9-12, the DOE does not anticipate that the proposed truncation of Global Studies will impact programming and extra-curricular activities. 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 based on student interests, available resources, and staff support for those programs. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students at International Studies

International Studies is an existing secondary school serving students in sixth through twelfth grades in K293, which admits through the middle and high school admissions processes, described in further detail in Appendix C of this EIS, via a screened admissions method, described in more detail below. The DOE does not anticipate that the proposed grade truncation of Global Studies will impact the manner in which International Studies admits or enrolls students. International Studies currently serves general education students and students requiring special education services, including students enrolled in ICT and SC special education classes, as well as students receiving SETSS. If this proposal is approved, International Studies will continue to provide ICT, SC, and SETSS classes, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, ELL students are enrolled at International Studies and receive ESL services. If this proposal is approved, students at International Studies will continue to receive their mandated language services.

International Studies currently admits sixth-grade students through the middle school application process using a screened admissions method, which involves a student interview, an essay/writing sample, and a review of applicants’ attendance, punctuality, grades, and test scores.

International Studies currently admits ninth-grade students into two admissions programs via a screened admissions method. For International Studies’ Advanced Placement program, students are ranked based on their final report card grades from the prior school year, New York State ELA and math standardized test scores, attendance and punctuality, and a student interview. For its International Culinary Institute program, students are ranked based on their final report card grades from the prior school year, New York State ELA and math standardized test scores, attendance and punctuality, and a student interview. New York State recently passed a law that prohibits the use of State ELA and math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, International Studies considers all of the factors listed above in admitting students for high school.

International Studies currently offers the following extra-curricular activities and partnerships:¹⁴

- **Extracurricular Activities:** 21st Century Grant; Book Club; Drama & Theater; Cheerleading; Table Tennis; Stop Animation; Ping-Pong; Homework Help/Tutoring; Fitness; Culinary & Baking Club; Soccer (Early Bird and After School); Film; Visual Arts/Open Studio; Track; Modern Dance; Sports (Intramural); French; Violin; Vocal
- **Special Programs:** GAP (Global Action Projects); Academic Dissertation; French Dual Language Program; Journalism; Visual Art; Creative Connection: Career & College Articulation/Planning;

¹⁴ Information about International Studies’ extra-curricular activities and partnerships comes from school-reported data as of January 15, 2016, and from the school’s website, available at <http://schools.nyc.gov/SchoolPortals/15/K497/default.htm>.

Theater & Drama; Dance; Advisory; Culinary Arts; 6th & 9th Grade Overnight Outdoor Adventure; NYC Chess Program; College Confident Partnership; ROBOFUN: STEM education

- **Sports:** CHAMPS Sports – boys: basketball; flag football; soccer; CHAMPS Sports – girls: basketball; softball; volleyball; CHAMPS Sports – co-ed: softball, track & field

International Studies currently offers the following academic opportunities:

- **Regents Classes:** International Studies offers all regents courses for high school. For middle school, International Studies offers the following Regents courses: Living Environment; Algebra; U.S. History
- **Enrichment Classes:** Visual Arts & Digital Portfolio; Dance; Drama & Theater; Vision/Robotics/LEGO; Science Technology Engineering and Mathematics (STEM) programming; Creative Connections College and Career Exploration; Noel Pointer Violin Education; IB Culinary Arts; NYC Chess
- **Language Classes:** French; Spanish; Mandarin/Chinese
- **AP Classes:** Language; Literature; Statistics; Environmental Science; Biology; U.S. History; World History

The DOE does not anticipate that the proposed truncation of Global Studies will impact programming and extra-curricular activities at International Studies. 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 based on student interests, available resources, and staff support for those programs. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students of SA-Cobble Hill

SA-Cobble Hill is an existing charter school that currently serves students in kindergarten through fourth grades and pre-kindergarten at K293. As mentioned above, SA-Cobble Hill is phasing in to serve students in kindergarten through fifth grades and pre-kindergarten as of the 2016-2017 school year. This proposal is not expected to impact the admissions process for SA-Cobble Hill, which is further described below.

This proposal is also not expected to impact the educational and academic programming at SA-Cobble Hill. SA-Cobble Hill serves general education students and students requiring special education services. Current and future students with disabilities at SA-Cobble Hill will continue to receive mandated services. SA-Cobble Hill also serves ELL students, and its current and future ELL students will continue to receive their mandated language services.

SA-Cobble Hill currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day. The DOE does not anticipate that the proposed truncation of Global Studies will impact SA – Cobble Hill’s ability to continue to offer programming and extra-curricular activities based on student interests, available resources, and staff support for those programs.

SA-Cobble Hill will continue to admit students via lottery for kindergarten through fifth grade. Applications will be available on SA-Cobble Hill's web site¹⁵ and will also be available in hard copy in the school's main office. The deadline to submit an application for SA-Cobble Hill's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of SA-Cobble Hill's lottery has not yet been announced and will be determined at a later date. SA-Cobble Hill provides the following lottery preferences: (1) siblings of current or accepted students, and (2) applicants who reside within District 15. SA-Cobble Hill's Pre-K program uses the same admissions process to enroll pre-kindergarteners.

Impact on Current and Future Students at P.S. 368

P.S. 368 is one site of a multi-sited District 75 program serving students in grades 9-12. In 2015-2016, the program is serving 27 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 P.S. 368 will continue to receive all mandated services. This proposal will have no impact on the services currently offered or received in the P.S. 368 program in K293.

This proposal will have no impact on the admissions process for or enrollment in the P.S. 368 program. New incoming students will continue to enter the P.S. 368 program 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 <http://schools.nyc.gov/Offices/District75/default.htm>.

Impact on Future Middle School Students in District 15

This proposal is not expected to impact the admissions processes at other District 15 middle schools. If this proposal is approved, students in District 15 will no longer have the opportunity to enroll in Global Studies for middle school. They will, however, continue to have access to a broad range of middle school options. As described in greater detail in Section C below, there will continue to be sufficient sixth-grade seats in District 15 to accommodate future students who may have otherwise enrolled in Global Studies. Please see Appendix A for a list of schools serving middle school grades in District 15.

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>.

See Appendix C of this EIS for more information on middle school admissions.

Impact on Over-the-Counter Students

International Studies and Global Studies both currently admit students through the OTC process, though Global Studies only admitted OTC students in grades 7-12 this school year because the school currently

¹⁵ <http://www.successacademies.org/schools/cobble-hill/>

does not serve sixth grade. If this proposal is approved, Global Studies will no longer enroll OTC students in grades it does not serve. This proposal is not expected to impact the placement of OTC students in International Studies. Please see Appendix C of this EIS for more information on the OTC process.

B. Schools

If this proposal is approved, Global Studies will no longer serve students in grades six through eight in K293 beginning in the 2017-2018 school year, and instead will only serve students in grades nine through twelve. As described in the BUP that accompanies this proposal, there will be sufficient instructional and administrative space in K293 to accommodate International Studies, the remaining grades of Global Studies, SA-Cobble Hill, and P.S. 368 pursuant to the Citywide Instructional Footprint (“the Footprint”) during and after the truncation. For more information on the Footprint, which guides space allocation and use in City schools, see Appendix D of this EIS and [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint).

C. Community

This proposed truncation of Global Studies’ middle school grades was developed in collaboration with the Brooklyn High Schools Superintendent and Global Studies’ school leadership. The proposal is intended to support the school by allowing it to focus on serving high school grades only, rather than the entire 6-12 continuum. The proposed truncation will allow Global Studies to enhance its programs generally, creating a stronger school environment and an improved high school option.

Students that would have attended Global Studies’ grades 6-8 will have the opportunity to attend other middle schools in District 15. District 15 district schools currently have the capacity to serve approximately 5,700 students in grades six through eight while only 5,449 such students are currently enrolled in 2015-2016. This means that District 15 currently has an excess of over 200 middle school seats in district schools. If the truncation of Global Studies is approved, District 15 schools will have the capacity to serve approximately 5,600 students in grades six through eight and will have an excess of over 100 middle school seats.

There are also five charter schools in District 15 serving approximately 1,000 middle school students. Students in District 15 can also apply to these schools. More information can be found on the DOE website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

If this proposal is approved, the truncation of Global Studies’ middle school grades may have a small impact on enrollment at other district and charter schools serving middle school grades in District 15. If this proposal is approved, enrollment at those schools may increase slightly; however, this proposal is not expected to have a material impact on one particular school. Please see Appendix A of this EIS for a list of district and charter schools serving middle school grades in District 15.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K293. This proposal is not expected to impact the accessibility of K293, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

Global Studies (15K429)

Admissions Data

Current Admissions	<p>Grades 6-8: District 15 Middle School Choice Process Admissions Method: Screened</p> <p>Grades 9-12: Citywide High School Admissions Process Admissions Method: Screened</p>
Admissions if Proposal Approved	<p>Grades 6-8: N/A</p> <p>Grades 9-12: Citywide High School Admissions Process Admissions Method: Screened</p>

Enrollment Data¹⁶

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	-	31	23	64	49	21	32	220
2016-2017 (projected)	-	-	25-35	65-75	50-60	25-35	30-40	195-245
2017-2018 (projected)	-	-	-	65-75	55-65	30-40	35-45	185-225
2018-2019 (projected)	-	-	-	65-75	55-65	30-40	35-45	185-225

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	31%
Percentage of Students with Individualized Education Programs	31%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced-Price Lunch	85%

¹⁶ Enrollment data is based on the 2015-2016 Audited Register as of October 31, 2015.

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

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators¹⁸			
1.1 Curriculum	N/A ¹⁹	N/A	Proficient
1.2 Pedagogy	N/A	N/A	Developing
2.2 Assessment	N/A	N/A	Proficient
3.4 High Expectations	N/A	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	N/A	N/A	Proficient
Middle School Performance Data and Indicator			
English Language Arts % Proficient (Levels 3 and 4)	9%	2%	7%
Math % Proficient (Levels 3 and 4)	3%	5%	8%
Attendance Rate	91%	91%	88%
High School Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	88%	60%	68%
4-Year Graduation Rate	75%	54%	71%
6-Year Graduation Rate	73%	75%	80%
4-Year College Readiness Index	7%	4%	9%
Attendance Rate	86%	84%	85%
2015-2016 State Accountability Status²⁰	Good Standing		

¹⁸ 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>.

¹⁹ Not all schools receive Quality Reviews every year. Global Studies did not have a Quality Review for the 2012-2013 or 2013-2014 school years.

²⁰ 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>.

International Studies (15K497)

Admissions Data

Current Admissions	<p>Grades 6-8: District 15 Middle School Choice Process Admissions Method: Screened</p> <p>Grades 9-12: Citywide High School Admissions Process Admissions Method: Screened</p>
Admissions if Proposal Approved	<p>Grades 6-8: District 15 Middle School Choice Process Admissions Method: Screened</p> <p>Grades 9-12: Citywide High School Admissions Process Admissions Method: Screened</p>

Enrollment Data²¹

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	102	40	31	77	103	75	49	477
2016-2017 (projected)	105-115	95-105	40-50	70-80	80-90	80-90	50-60	520-590
2017-2018 (projected)	105-115	105-115	95-105	75-85	80-90	80-90	55-65	595-665
2018-2019 (projected)	105-115	105-115	105-115	95-105	85-95	80-90	55-65	630-700

Demographic Data²²

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced-Price Lunch	68%

²¹ Enrollment data is based on the 2015-2016 Audited Register as of October 31, 2015.

²² All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	N/A ²³	Well Developed	Well Developed
1.2 Pedagogy	N/A	Proficient	Proficient
2.2 Assessment	N/A	Well Developed	Well Developed
3.4 High Expectations	N/A	Proficient	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Well Developed	Well Developed
Middle School Performance Data and Indicator			
English Language Arts % Proficient (Levels 3 and 4)	7%	8%	8%
Math % Proficient (Levels 3 and 4)	7%	6%	3%
Attendance Rate	91%	93%	95%
High School Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	72%	73%	75%
4-Year Graduation Rate	47%	66%	65%
6-Year Graduation Rate	72%	79%	71%
4-Year College Readiness Index	20%	17%	21%
Attendance Rate	86%	83%	87%
2015-2016 State Accountability Status	Focus		

²³ Not all schools receive Quality Reviews every year. International Studies did not have a Quality Review for the 2012-2013 school year.

SA-Cobble Hill (84K129)

Admissions Data

Current Admissions	PK, Grades K-5: Charter lottery application
Admissions if Proposal Approved	PK, Grades K-5: Charter lottery application

Enrollment Data²⁴

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	18	80	80	86	107	61	-	432
2016-2017 (projected)	18	75-95	75-95	75-95	75-95	90-110	50-70	458-578
2017-2018 (projected)	18	75-95	75-95	75-95	75-95	75-95	90-110	483-603
2018-2019 (projected)	18	75-95	75-95	75-95	75-95	75-95	75-95	468-588

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	7%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced-Price Lunch	33%

²⁴ All figures are based on the charter headcount as of October 1, 2015.

²⁵ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

School Performance Data

Success Academy Charter School - Cobble Hill	2012-2013	2013-2014	2014-2015
School Quality Indicators²⁶			
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	N/A	84% ²⁷
Math % Proficient (Levels 3 and 4)	N/A	N/A	92%
Other Key Performance Indicators			
Attendance Rate ²⁸	N/A	N/A	N/A
2015-2016 State Accountability Status	Good standing		

P.S. 368 (75K368)

Admissions Data

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

²⁶ Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. SA-Cobble Hill is authorized SUNY. The authorizer's report can be found on the authorizer's website at <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

²⁷ 2014-2015 was the first year in which SA-Cobble Hill served students in third grade. As English Language Arts and Math proficiency exams begin in third grade, 2014-2015 is the first year that SA – Cobble Hill has performance metrics available for these exams.

²⁸ Attendance data is not available for SA-Cobble Hill at this time.

Enrollment Data

	Total Enrollment
2015-2016	27
2016-2017 (projections)	25-30
2017-2018 (projections)	25-30
2018-2019 (projections)	25-30

Demographic Data²⁹

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	98%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced-Price Lunch	74%

School Performance Data

P.S. 368	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	Well Developed	N/A ³⁰	Well Developed
1.2 Pedagogy	Proficient	N/A	Well Developed
2.2 Assessment	Well Developed	N/A	Proficient
3.4 High Expectations	Well Developed	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Well Developed
Performance Data ³¹			
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 ³²	N/A	N/A	N/A
2015-2016 State Accountability Status	Good Standing		

²⁹ All figures are reported as a percentage of total students across all of 75K368's sites from the 2015-2016 Audited Register, as of October 31, 2015.

³⁰ Not all schools receive Quality Reviews every year. P.S. 368 did not have a Quality Review for the 2013-2014 school year.

³¹ Performance data is not available for P.S. 368 because it is an alternate assessment program.

³² Attendance data is not available for P.S. 368 because it is an alternate assessment program.

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the truncation of Global Studies' middle school grades is fully implemented, the DOE will cease to allocate funds to Global Studies for these grades. Therefore, the DOE expects this proposal to reduce the school's budget, although this may be offset by any future increases in enrollment in the high school grades. In the 2015-2016 school year, Global Studies did not receive funding for sixth grade students since Global Studies did not serve sixth grade as a result of the enrollment error described above.

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, ELL students, and those with other supplemental academic needs. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the city, with budgets increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide³³ and FY16 School Allocation Memoranda³⁴ 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 Global Studies. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

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

A. Personnel Needs

If this proposal is approved, some current Global Studies staff may be excessed due to the elimination of grades six through eight. It is difficult to precisely predict the number of affected positions.

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

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve pool,

³³ Available on the DOE website at:

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

³⁴ Available on the DOE website at:

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

meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the excessing, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teacher seniority.

If this proposal is approved, students who would have otherwise enrolled in Global Studies' grades 6-8 would now be enrolled in other middle schools, and those schools may need to hire additional staff as a result. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

This proposal is not expected to impact staff at SA-Cobble Hill, P.S. 368, or International Studies.

B. Administration

If this proposal is approved, some administrative positions at Global Studies may be excessed as the school truncates its middle school grades because administrative needs may decrease as the school serves a smaller student population and fewer grades. As noted above, all excessing will take place in accordance with existing labor contracts.

This proposal is not expected to impact administrative positions at SA-Cobble Hill, P.S. 368, or International Studies.

C. Transportation

Transportation will continue to be provided to all schools in the K293 building according to Chancellor's regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information

Building		K293
Type of Building		IS/JHS
Year Built		1968
Overall BCAS rating		2.46
2014-2015 Blue Book Target Building Utilization		72%
2014-2015 Blue Book Target Building Capacity		1,476
FY 2015 Maintenance Costs	Labor	\$60,491
	Materials	\$37,048
	Maintenance, repair, and service contracts	\$101,712
	Custodial operations costs—Materials	\$11,060
	Custodial operations costs—Custodial Allocation	\$319,169
FY 2015 Energy Costs	Electric	\$161,984
	Gas	\$5,217
	Steam	N/A
	Oil	\$115,207
Projects completed during the current or prior school year		Damaged Exterior Masonry/Parapets/ Roof, Library Upgrade, Classroom Connectivity
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A: District 15 Middle School Options

DBN	School Name	Address	Grade Span 2015-2016	Grade Span at Scale	Admissions Method	2015-2016 Enrollment ³⁵	2014-2015 School Capacity ³⁶	2015-2016 School Utilization
Zoned Options								
15K051	M.S. 51 William Alexander	350 5 AVENUE	6-8	6-8	Screened	1128	947	119%
15K088	J.H.S. 088 Peter Rouget	544 7TH AVENUE	6-8	6-8	Screened	1267	1298	98%
15K136	I.S. 136 Charles O. Dewey	4004 4 AVENUE	6-8	6-8	Screened	495	606	82%
15K429	Brooklyn School for Global Studies	284 BALTIC STREET	6-12	6-12	Screened	220	437	50%
15K442	M.S. 442 Carroll Gardens School for Innovation	317 HOYT STREET	6-8	6-8	Screened	217	314	69%
15K443	New Voices School of Academic & Creative Arts	330 18 STREET	6-8	6-8	Audition	541	471	115%
15K447	The Math & Science Exploratory School	345 DEAN STREET	6-8	6-8	Screened	525	657	80%
15K448	Brooklyn Secondary School for Collaborative Studies	610 HENRY STREET	6-12	6-12	Screened	669	771	87%
15K464	Park Slope Collegiate	237 7 AVENUE	6-12	6-12	Screened	517	579	89%
15K497	School for International Studies	284 BALTIC STREET	6-12	6-12	Screened	477	626	76%
15K821	Sunset Park Prep	4004 4 AVENUE	6-8	6-8	Screened	515	552	93%
15K839	M.S. 839	713 CATON AVENUE	6-6	6-8	Unscreened	106	N/A ³⁷	N/A

³⁵ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015 for district schools and the charter headcount as of October 1, 2015 for charter schools. It reflects the enrollment for all grades served by the school.

³⁶ School capacity is based on target capacity from the 2014-2015 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

³⁷ M.S. 839 opened in 2015 and thus capacity figures are not available.

Charter Options								
84K362	Hellenic Classical Charter School	646 FIFTH AVENUE	K-8	K-8	Lottery	514	N/A ³⁸	N/A
84K651	PAVE Academy Charter School	732 HENRY STREET	K-8	K-8	Lottery	511	311	164%
84K707	Brooklyn Prospect Charter School	3002 FORT HAMILTON PARKWAY	K-2, 6-12	K-12	Lottery	923	N/A	N/A
84K730	Summit Academy Charter School	27 HUNTINGTON STREET	6-12	6-12	Lottery	354	597	59%
84K758	Brooklyn Urban Garden Charter School	500 19TH STREET	6-8	6-8	Lottery	292	N/A	N/A

³⁸ 84K362, 84K707, and 84K758 are in private space and thus capacity figures are not available.

Appendix B: 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 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 a fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the 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 C: 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>.

In 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 may 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, limited unscreened, 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. 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. Eligible students will have the opportunity to submit a "new schools" application at that time. Information about middle school application deadlines is available at: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools 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.

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 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, 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, please visit:

<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 on the DOE's website 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 at <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

Over-the-Counter ("OTC") Placements

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;
- Left the New York City school system and have returned;³⁹
- 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.

³⁹ 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.

When a student eligible for middle or high school arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student's needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and 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,⁴⁰ international schools,⁴¹ 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.

⁴⁰ 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: www.goingforme.org.

⁴¹ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Appendix D: 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.