

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-Location of a District 79 program (79M645) with Existing Schools Holcombe L. Rucker School of Community Research (08X332) and Banana Kelly High School (08X530) in Building X039 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open a new site for an existing District 79 program, The School of Cooperative Technical Education (79M645, “Co-op Tech”), in building X039 (“X039”), located at 965 Longwood Avenue, Bronx, NY 10459 in Community School District 8 (“District 8”) beginning in the 2013-2014 school year.¹ If this proposal is approved, Co-op Tech will be co-located² in building X039 with Holcombe L. Rucker School of Community Research (08X332, “Holcombe L. Rucker”) and Banana Kelly High School (08X530, “Banana Kelly”), two existing district high schools serving students in grades nine through twelve.

As part of District 79 Alternative Schools and Programs, Co-op Tech provides part-time programming in which students receive rigorous technical instruction combined with meaningful career development opportunities and support services.³ Co-op Tech offers Career and Technical Education (“CTE”) classes, industry-recognized assessments and certifications, and work-based learning opportunities. Co-op Tech’s shared instructional model allows students to attend an academic program for a half-day at the school in which he or she is enrolled and attend Co-op Tech’s CTE classes for the other half of the day. All students participating in Co-op Tech’s program remain on register at their home school and will receive their diploma from their home school, provided they satisfy the applicable graduation requirements.

Co-op Tech serves a vast array of students, many of whom face significant obstacles, need additional supports to succeed in their current academic setting, or require alternative pathways to attain a high school or General Educational Development (“GED”) diploma. Aged 16 to 21, Co-op Tech students attend a wide range of secondary programs tailored to meet their individual needs. Students attend traditional high schools, GED programs, and/or drug treatment facilities. In addition, some students are re-entering the community from correctional and involuntary settings, possess an Individualized Education Program

¹ District 79 has developed programs and partnerships that strive to ensure secondary and post-secondary success for struggling students. For additional information about District 79 programs, please visit the DOE’s Web site at <http://schools.nyc.gov/Offices/District79/default.htm>.

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, and cafeterias.

³ If this proposal is approved, X039 will serve as the sixth satellite location for Co-op Tech citywide. In addition to the main Co-op Tech site located at 321 East 96th Street, New York, NY 10128, Co-op Tech has five satellite locations citywide: building K500 located at 1600 Rockaway Parkway, Brooklyn, NY 11236; building KBVY located at 214 Marion Street, Brooklyn, NY 11233; building MADB located at 413 East 120th Street, Manhattan, NY 10035; building RAEQ located at 460 Brielle Avenue, Staten Island, NY 10314; and building X455 located at 750 Baychester Avenue, Bronx, NY 10475. Please note that KBVY, MADB, and RAEQ are non-DOE owned buildings.

(“IEP”) or IEP diploma, or are post-graduates.⁴ The average length of participation for these students can vary from one semester to one year depending on their current educational plan.

According to the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”), X039 has a target capacity of 1,050 students. (The concept of “target capacity” is explained below in Section II.) During the 2012-2013 school year the building is serving 710 students,⁵ yielding a building utilization rate of 68%.⁶ In 2013-2014, when Co-op Tech is co-located in building X039, it is projected that there will be 770-862 students served in X039, for a building utilization rate of 73%-82%.

II. Proposed or Potential Use of Building

X039 has a target capacity of 1,050 students. In 2012-2013, the building is serving 710 students, yielding a utilization rate of 68%. If this proposal is approved, Co-op Tech will be co-located in the building beginning in 2013-2014, at which point the DOE projects that X039 will serve 770-862 students and have a building utilization rate of 73%-82%.

If this proposal is approved, Co-op Tech will open in September 2013, serving approximately 100-112 students in ninth through twelfth grade.⁷ The current and proposed grade spans for Co-op Tech, Holcombe L. Rucker, and Banana Kelly over a two-year period are indicated in the chart below:

DBN	School Name	Grade Spans	
		2012-2013	2013-2014
79M645	School for Cooperative Technical Education	-	9-12
08X332	Holcombe L. Rucker	9-12	9-12
08X530	Banana Kelly	9-12	9-12

⁴ In some instances, Co-op Tech will serve students who have graduated from high school by supporting them as they find internships or post-graduate career opportunities that relate to the training received at Co-op Tech.

⁵ Based on the 2012-2013 Audited Register (as of October 26, 2012) or charter headcount as of October 1, 2012.

⁶ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 2012. 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 will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁷ Co-op Tech will serve high school-aged students, but its curriculum may not necessarily align to the traditional ninth through twelfth grade levels.

The total current and projected student enrollment for Co-op Tech, Holcombe L. Rucker, and Banana Kelly over a two-year period, as well as the current and projected building utilization rates, are indicated in the chart below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment
79M645	School for Cooperative Technical Education ⁸	-	100 - 112
08X332	Holcombe L. Rucker School of Community Research	305	285 - 325
08X530	Banana Kelly High School	405	385 - 425
Total Building Enrollment		710	770 - 862
Utilization⁹		68%	73% - 82%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that

⁸ At X039, Co-op Tech will consist of a half-day program with four sections offered in the morning and four sections offered in the afternoon; the projection figures represent the full day equivalency.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 26, 2012. 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 will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 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 would 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 would 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 would decrease.

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

A. Students

Impact on Students Currently Attending Schools in the X039 Building

If this proposal is approved, current and future Holcombe L. Rucker and Banana Kelly students will be eligible to participate in the Co-op Tech program per the admissions process described below. The proposed co-location of Co-op Tech will not impact the existing instructional programming, partnerships, or extra-curricular offerings at Holcombe L. Rucker or Banana Kelly.

Holcombe L. Rucker currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes as well as students receiving Special Education Teacher Support Services ("SETSS"). All current and future students with disabilities attending Holcombe L. Rucker will receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities and, as such, may vary from year to year.

Holcombe L. Rucker also serves students who are classified as English Language Learners ("ELLs"). It offers English as a Second Language ("ESL") services to ELL students. All current and future ELL students attending Holcombe L. Rucker will receive ESL services in accordance with DOE policy.

According to the Citywide High School Directory, Holcombe L. Rucker offers the following special programs and initiatives, and extra-curricular activities:¹⁰

- **Special Programs:** Street Law, Media Analysis, Keyboarding, Public Speaking, School Service, Financial Literacy, Writer’s Workshop, Caribbean Literature, Acting Out, Technology, College Now, Credit Recovery, Regents Prep
- **Language Classes:** Spanish
- **Advanced Placement Courses:** English Literature and Composition Literature
- **Extra-curricular Activities:** Student Government, Saturday School, Internships, Technology, Regents Preparation, Drop Everything and Review (DEAR), Credit Recovery, Castle Hill Learning, Peer Tutoring, Read 180, Research-based Advisories, Dance, Art, Drumline, Step Team
- **Clubs:** Ladies First, Men of Majesty, Cheerleading, Community Service, Cultural Enrichment, College Prep, Japanese Language, Fitness, Heritage, Step Team, Documentary Film, Video Game, Yearbook
- **PSAL Sports¹¹ – Boys:** Basketball
- **School Sports:** Track & Field, Boys’ Basketball

The DOE does not anticipate that this proposal will impact Holcombe L. Rucker’s programming. Holcombe L. Rucker will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. 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. This is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

Banana Kelly currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). All current and future students with disabilities attending Banana Kelly will receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities and, as such, may vary from year to year.

Banana Kelly also serves students who are classified as English Language Learners (“ELLs”). It offers English as a Second Language (“ESL”) and Transitional Bilingual Program services to ELL students. All current and future ELL students attending Banana Kelly will receive ESL or Transitional Bilingual Program services in accordance with DOE policy.

According to the Citywide High School Directory, Banana Kelly offers the following special programs and initiatives, extra-curricular activities and partnerships:¹²

- **Special Programs:** Integrated Math and Science required for 9th graders, Pre-Calculus, Thinking Math & Science Curriculum, Hands-on Fieldwork at the Bronx River, Education for Public Inquiry

¹⁰ The 2011-2012 Citywide High School Directory is available at <http://schools.nyc.gov/NR/ronlyres/1EF8D314-4E63-432B-9EF3-234231870BB0/134103/201213HSDBronx.pdf>.

¹¹ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

¹² The 2011-2012 Citywide High School Directory is available at <http://schools.nyc.gov/NR/ronlyres/1EF8D314-4E63-432B-9EF3-234231870BB0/134103/201213HSDBronx.pdf>.

and International Citizenship (EPIIC), Theatrelink, Advisory, College Summit, Freshmen Academy, Ballroom Dancing, Fitness, Percussion, Chorus, Film & Media Arts, Introduction to Painting, Introduction to Drawing and Portfolio Art, Creative Writing, Young Men's Leadership Institute

- **Language Classes:** Spanish, French
- **Extra-curricular Activities:** Pathways to Professions Program of Step Up Women's Network, Hope Leadership Academy of Children's Aid Society, BuildOn, The Health Equity Project, United Playaz Violence Prevention Program, Ambassadors Team, Peer Mediators Team, Rocking the Boat (Boat-Building-On-Water) and Community Rowing Programs, ASPIRA Leadership Club, Peer Leaders' Team, Conflict Mediation Program, Office of the Bronx Borough President Internship Program, Senior Committee, Elevate NY Mentoring Program, HS(2) Program, STEM Institute of CCNY, Harlem Children's Society Research Society Internship Program, SAT Prep, Saturday School, College Board SAT Prep, Regents Prep, College Now & Think College Now Programs, Career Visions Institute, After-school Tutoring, Stella Adler Studio of Acting Outreach Program, Step Up Women's Network Drama Program, Drumline, Chorus, Yearbook
- **Clubs:** LUZ-Latinus Unidos Zone, Freestyle Therapy Group, Young Mens' Group, Career Visions Institute, Tinkerbelle, Live Poet Society
- **PSAL Sports – Boys:** Basketball
- **PSAL Sports – Girls:** Softball
- **PSAL Sports – Co-Ed:** Wrestling
- **School Sports:** Soccer, Yoga, Jujitsu Clubs

The DOE does not anticipate that this proposal will impact Banana Kelly's partnerships or programming. Banana Kelly will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. 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. This is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

Enrollment Impact for Future High School Students

If this proposal is approved, Co-op Tech will admit students through a referral process which begins with a guidance counselor recommendation from the student's home school. Applicants who are referred will be interviewed by guidance counselors at Co-op Tech. If this proposal is approved, beginning in September 2013, the Co-op Tech program at X039 will be open to students in grades nine through twelve via this referral process. The type of CTE programming that Co-op Tech will offer in X039 has not yet been determined, but will be based on several factors, including student interest, demand from industry partners, labor trends, and an analysis of workforce needs.

This proposal will not impact admissions for Holcombe L. Rucker. Holcombe L. Rucker offers a program that specializes in humanities and interdisciplinary studies. Students are admitted through a limited unscreened process¹³ in which priority is given first to New York City residents who attend an information session and then to New York City residents.

This proposal will not impact admissions for Banana Kelly. Banana Kelly also offers a program that specializes in humanities and interdisciplinary studies. Banana Kelly admits students through an

¹³ A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House events or visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority for admission to the school's program(s).

educational option admissions method, with priority given first to Bronx students or residents and then to New York City residents. Educational option programs are designed to attract a wide range of academic performers. Each program has a certain proportion of seats reserved for students with high, average, and low reading levels. From the applicant pool, half the students are chosen from among students ranked by the school administration and half are selected randomly. If students score in the top 2% on their previous year's English Language Arts reading exam and list an educational option program as their first choice, they are guaranteed a match to that program.

In New York City, high school admission is based on 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 up to 8 of the Specialized High Schools requiring the SHSAT, as well as up to 6 studios at LaGuardia High School.

There are two rounds in the High School Admissions Process; the process for admission for September 2013 is described below:

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 at the end of March 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

For more information about the High School Admissions Process, please visit:
<http://schools.nyc.gov/ChoicesEnrollment/High>.

This proposal will not impact the services provided or admissions processes for high school students with IEPs and high school ELL students.

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 create programs that meet the needs of all students, ensuring students with IEPs access 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.

B. Schools

If the proposal to co-locate Co-op Tech in the X039 building is approved, there will be sufficient space to serve Holcombe L. Rucker, Banana Kelly, and Co-op Tech pursuant to the Citywide Instructional Footprint (the "Footprint") over the course of this proposal's implementation period. Please visit the DOE Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

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.

Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee would also meet a minimum of four times a year and report back to the Building Council regarding the Building Utilization Plan ("BUP") and scheduling of shared spaces.

According to the building walkthrough completed by the Bronx Director of Space Planning on December 7, 2012, X039 has a total of 53 full-size rooms, 3 half-size rooms, 9 quarter-size rooms, and the equivalent of 3.5 full-size equivalent rooms ("FSE") of designed administrative/office space. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for any individual school:

- The science lab occupies 1 full-size room.
- A community based organization ("CBO") occupies 1 full-size room.
- The weight room occupies 1 full-size room.
- The dance studio occupies 1 full-size room.
- The custodian's office occupies 1 half-size room.
- The school safety office occupies 1 quarter-size room.
- The record room occupies 1 quarter-size room.
- The health clinic occupies 1.5 FSE of designed administrative space.
- The school based support team occupies 1.0 FSE of designed administrative space.

Excluding the shared spaces outlined above, X039 has a total of 49 full-size rooms, 2 half-size rooms, 7 quarter-size rooms, and 1.0 FSE of designed administrative office/space remaining, which totals 52.75 FSE rooms, that can be allocated to Co-op Tech, Holcombe L. Rucker and Banana Kelly.

Holcombe L. Rucker and Banana Kelly will continue to share large common and specialty rooms in the building, such as the cafeteria, science lab, and the library. It is anticipated that Co-op Tech students will only share the cafeteria with the existing schools in X039. Specific decisions regarding the allocation of

the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning.

Per the Footprint, Holcombe L. Rucker's baseline allocation is 12 full-size rooms, 2 half-size rooms, and 2.5 FSE of administrative space totaling 15.5 FSE rooms. Due to a lack of half-size rooms in the building, Holcombe L. Rucker is allocated 2 full-size rooms in lieu of 2 half-size rooms needed for resource rooms or self-contained programming. Therefore Holcombe L. Rucker's adjusted baseline footprint is 14 full-size rooms and 2.5 FSE rooms of administrative space, totaling 16.5 FSE rooms. Currently, Holcombe L. Rucker is using 20 full-size rooms and 3.75 FSE rooms of administrative space, totaling 23.75 FSE rooms, which is 7.25 FSE rooms above its adjusted baseline Footprint.

Per the Footprint, Banana Kelly's baseline allocation is 14 full-size rooms, 4 half-size rooms, and 3.0 FSE of administrative space, totaling 19 FSE rooms. Due to a lack of half-size rooms in the building, Banana Kelly is allocated 4 full-size rooms in lieu of 4 half-size rooms needed for resource rooms or self-contained programming. Therefore, Banana Kelly's adjusted baseline footprint is 18 full-size rooms and 3.0 FSE rooms of administrative space, totaling 21 FSE rooms. Currently, Banana Kelly is using 26 full-size rooms and 3.0 FSE of administrative space, totaling 29 FSE rooms, which is 8 FSE rooms above its total adjusted baseline Footprint.

In 2013-2014 and throughout this proposed co-location, Co-op Tech's baseline allocation will be 4 full-size rooms and 1.0 FSE rooms for administrative use, for a total of 5 FSE rooms.

Given the lack of designed administrative spaces in the building, full size rooms may be allocated to satisfy administrative space needs.

The table below provides the baseline Footprint allocations of full-size instructional rooms for each school throughout the course of the co-location of Co-op Tech:

		Baseline Footprint Allocation for Full-Size Classrooms	
DBN	School Name	2012-13	2013-14
08X332	Holcombe L. Rucker School of Community Research	14	14
08X530	Banana Kelly High School	18	18
75M645	School for Cooperative Technical Education	-	5
TOTAL		32	37
TOTAL AVAILABLE FOR ALLOCATION		49	49
TOTAL EXCESS		17	12

Though Holcombe L. Rucker and Banana Kelly will continue to receive at least their adjusted baseline allocations of space, the number of excess rooms allocated to these schools may decrease as a result of this proposal. The Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools and program, the instructional and programmatic needs of the co-located schools and program, and the physical location of the excess

space within the building.

The DOE makes available the following supports to schools around safety and security:

- Best Practice Standards for Creating and Sustaining a Safe and Supportive School as a resource guide,
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD),
- Technical assistance when incidents occur via the Borough Safety Directors,
- Professional development and support to CFN Safety Liaisons,
- Professional development and kits for Building Response Teams, and
- Monitoring and certifying School Safety Plans annually.

There are currently no other proposed uses or plans for building X039.

C. Community

The DOE strives to ensure that all students in New York City have access to high-quality schools and programs at every stage of their education. The DOE established District 79 programs to help students who need additional supports or alternative pathways to continue with their education.

The proposed co-location of Co-op Tech with Holcombe L. Rucker and Banana Kelly in building X039 is part of the DOE's goal to create new schools and programs to best support New York City students. As discussed above, Co-op Tech will serve a vast array of students, many of whom have faced significant obstacles, need additional supports to succeed in their current academic setting, or require alternative pathways to attain a high school or GED diploma. Co-op Tech will provide rigorous technical instruction combined with meaningful career development opportunities and support services as well as CTE classes, industry-recognized assessments and certifications, and work-based learning opportunities in line with the DOE's mission to make all students career and college-ready.

The DOE believes that the proposed co-location of Co-op Tech at X039 will create a much needed high-quality educational option for students in the Bronx and throughout the city. While there are several CTE high schools available to new ninth-grade students in the Bronx, there are few opportunities for students enrolled in traditional high schools to participate in CTE programming. Co-op Tech allows students to remain enrolled at their home schools while also gaining valuable CTE instruction and experience. If this proposal is approved, X039 would be the second satellite site of Co-op Tech in the Bronx, and the first in District 8, thereby making these opportunities available to a new community of students.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X039. Additionally, this proposal is not expected to impact the accessibility of building X039.

IV. Enrollment, Admissions, and School Performance Information

Co-op Tech

Admissions Data

Current Admissions	Grades 9 – 12: District 79 Admissions Process; Admissions Method: Referral and Placement Interview
Admissions After Co-Location of Co-op Tech	Grades 9 – 12: District 79 Admissions Process; Admissions Method: Referral and Placement Interview

Enrollment Data¹⁴

	Total Enrollment
2012-2013 (audited)	-
2013-2014 (projections)	100-112

Demographic Data

Co-op Tech students remain on the register at their home schools. Therefore, there is no demographic data for the school.

School Performance Data

There is no performance data available for this program.

¹⁴ The District 79 program in building X039 will be a half-day program with four sections offered in the morning and four sections offered in the afternoon; the projection figures represent the full day equivalency.

Holcombe L. Rucker

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions After Co-Location of Co-op Tech	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened

Enrollment Data¹⁵

	Total Enrollment
2012-2013 (audited)	305
2013-2014 (projections)	285-325

Demographic Data¹⁶

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	11%
Percentage of Students Eligible for Free or Reduced Lunch	80%

¹⁵ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

¹⁶ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Holcombe L. Rucker School of Community Research	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	D	D
Quality Review Score ¹⁷	N/A	N/A	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	59%	64%	66%
4 Year Graduation Rate	57%	59%	52%
6 Year Graduation Rate ¹	N/A	N/A	73%
% Graduating with a Regents Diploma	40%	47%	49%
Attendance Rate	86%	86%	83%
2012-2013 State Accountability Status			
Focus School ¹⁸			

Banana Kelly

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Educational Option
Admissions After Co-Location of Co-op Tech	Grades 9-12: High School Admissions Process; Admissions Method: Educational Option

¹⁷ All schools do not receive a quality review every year. For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

¹⁸ 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 Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data¹⁹

	Total Enrollment
2012-2013 (audited)	405
2013-2014 (projections)	385-425

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	19%
Percentage of Students with Individualized Education Programs	26%
Percentage of English Language Learner Students	18%
Percentage of Students Eligible for Free or Reduced Lunch	76%

¹⁹ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

²⁰ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Banana Kelly High School	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	D	C	C
Quality Review Score ²¹	WD	D	N/A
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	71%	72%	71%
4 Year Graduation Rate	47%	56%	49%
6 Year Graduation Rate	53%	65%	60%
% Graduating with a Regents Diploma	28%	36%	41%
Attendance Rate	84%	77%	75%
2012-2013 State Accountability Status	Priority School ²²		

V. Initial Impact on Budget and Cost of Instruction

The cost to site 79M645 in building X039 is estimated to be approximately \$500,000.00. District 79 receives central tax levy funding to support Co-op Tech. The DOE anticipates that the cost for creating a new Co-op Tech program at X039 will be absorbed by the District 79 budget allocation.

Funding, managed centrally through the District 79, will be used at the program's discretion to hire staff, purchase supplies and materials, or implement instructional programs.

This proposal is not expected to impact budget or cost of instruction at Holcombe L. Rucker or Banana Kelly. However, for more information concerning FSF funding, please refer to the FSF Guide, which is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

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

²¹ All schools do not receive a quality review every year. For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

²² 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 Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

A. Personnel Needs

Co-op Tech will need to hire additional teachers to accommodate the opening of a new site in X039. The precise number of positions needed for the 2013-2014 school year will be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve the District 79 students will be determined based on annual enrollment projections available in advance of Co-op Tech's opening in X039 in September 2013.

The hiring process for Co-op Tech will be consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New administrative staff and non-pedagogical positions will be created to accommodate the opening of Co-op Tech in September of 2013.

If approved, this proposal will not impact the personnel needs of Holcombe L. Rucker or Banana Kelly.

B. Administration

Co-op Tech may hire school supervisors, administrator personnel, additional staff (e.g., teachers and paraprofessionals) in advance of the program's opening in X039.

If approved, this proposal will not impact the administrative needs of Holcombe L. Rucker or Banana Kelly.

C. Transportation

There will be no change to existing transportation practices at Holcombe L. Rucker or Banana Kelly as a result of this proposal to co-locate Co-op Tech in X039. Transportation will be provided at Holcombe L. Rucker, Banana Kelly, and Co-op Tech according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		X039
Type of Building		HS
Year Built		1905
Overall BCAS rating		2.18
2011-2012 Target Building Utilization		75%
2011-2012 Target Building Capacity		1050
FY 2012 Maintenance Costs	Labor	\$23,265
	Materials	\$19,014
	Maintenance and repair contracts	\$2,484
	Service contracts	\$0
	Custodial operations costs—Materials	\$6,986
	Custodial operations costs—Custodial Allocation	\$267,853
FY 2012 Energy Costs	Electric	\$140,416
	Gas	\$5,683
	Oil	\$62,328
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		Building is not functionally fully programmatically accessible
Building attributes		Art Rooms, Cafeteria, Computer Rooms, Nurse's Office, Science Lab