

EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New District Transfer School Research and Service High School (16K669) with Boys and Girls High School (16K455) in Building K455 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate Research and Service High School (16K669, “Research and Service High School”), a new district transfer high school that will serve students in ninth through twelfth grade in building K455 (“K455”), located at 1700 Fulton Street, Brooklyn, NY, 11213, in Community School District 16 (“District 16”).¹ Research and Service High School would open in 2013-2014 with ninth through twelfth grades. Transfer schools are small, academically rigorous high schools designed to reengage over-age, under-credited students.² If this proposal is approved, Research and Service High School will be co-located in K455 with Boys and Girls High School (16K455, “Boys and Girls”), an existing high school that accepts students through the Citywide High School Admissions Process through zoned and screened admissions method.

Building K455 also contains the Boys and Girls Young Adult Borough Center (16K959, “YABC”), a General Educational Development Plus program (79Q950, “GED Plus”), and a United Federation of Teachers (“UFT”) Chapter office.³ Next year, there will also be a School-Based Health Center (“SBHC”) located in K455. Young Adult Borough Centers (“YABCs”) are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC. More information about YABCs can be found at http://schools.nyc.gov/NR/rdonlyres/ECC31A4F-9112-4FB7-9CBA-D01DC696F315/128549/YABC_Brochure_v3.pdf. GED Plus programs help students earn their GEDs and prepare them for college and career options. GED Plus programs are offered to students who are 18-21 years old and are available as full-time or part-time programs. More information about GED Programs is available at <http://schools.nyc.gov/Offices/District79/SchoolsProgramsServices/default.htm>.

Research and Service High School would accept students 16 years of age and older who have attended another New York City public high school for at least one year, and are behind in high school or at risk of dropping out. Each transfer school determines admissions criteria individually. Detailed information about Research and Service High School’s admissions criteria can be found in Section III.A of this proposal.

Research and Service High School will open during the 2013-2014 school year and will serve approximately 130-170 students in grades nine through twelve.⁴ In each of the two subsequent years, the school will enroll approximately 50 additional students. Research and Service High School is expected to reach full scale in terms of enrollment in 2015-2016, when it will serve approximately 230-270 students in

¹ 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.

² Students designated as over-age, under-credited are considered to be two or more years behind their expected age and credit accumulation.

³ This proposal will not have an impact on the United Federation of Teacher’s Chapter office.

⁴ While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

grades nine through twelve.

Research and Service High School is also expected to offer a Learning to Work (“LTW”) program. The goal of LTW is to assist students in overcoming obstacles that impede their progress toward a high school diploma and lead them toward rewarding employment and educational experiences after graduation. LTW offers academic and student support, career and educational exploration, work preparation, skills development, and internships. LTW will be an integral component of the academic program at Research and Service High School. LTW is not a separate program.

The DOE has identified building K455 as an under-utilized building.⁵ Building K455 has the capacity to serve 3,389 students⁶, but in 2012-2013, Boys and Girls is currently enrolling 1,114 students in ninth through twelfth grade.⁷ This yields a building utilization rate of approximately 33%,⁸ which demonstrates that the building is “under-utilized” and has space to accommodate additional students. If this proposal is approved in 2015-2016, building K455 would serve 1,325-1,405 students from Research and Service High School and Boys and Girls, collectively, which yields a projected utilization rate of 39%-41%. Thus, building K455 has sufficient space to accommodate the proposed co-location.

The DOE acknowledges that if this proposal is approved, building K455 will still be considered under-utilized after the full phase-in of Research and Service High School. The DOE plans to issue a separate proposal to open and co-locate an additional new school option in building K455 for the 2014-2015 school year. A separate Educational Impact Statement (“EIS”) will be issued for this proposal.

II. Proposed or Potential Use of Building

Over the next three years, the proposed grade spans for Research and Service High School and Boys and Girls in K455 are as follows:

| Grade Spans | | | | | |
|--------------------|----------------------------------|------------------|------------------|------------------|------------------|
| DBN | School Name | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
| 16K669 | Research and Service High School | - | 9-12 | 9-12 | 9-12 |
| 16K455 | Boys and Girls High School | 9-12 | 9-12 | 9-12 | 9-12 |

Building K455 has the capacity to serve a total of 3,389 students. In 2012-2013, Boys and Girls is serving 1,114 students in ninth through twelfth grade, yielding a building utilization rate of only 33%. If this proposal is approved, in 2013-2014, Research and Service High School will open in the building and will

⁵ The most recent Under-Utilized Space Memorandum and List was updated on January 12, 2012, and can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/130053/UnderutilizedSpaceMemorandumUpdated011218.pdf>.

⁶ Based on the 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”).

⁷ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

⁸ 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 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.

serve ninth through twelfth grade students. Research and Service High School and Boys and Girls will serve a total of 1,225-1,305 students in 2013-2014, yielding a projected building utilization rate of 36%-39%. Once the new school is fully phased in, Research and Service High School and Boys and Girls will serve a combined total of 1,325-1,405 students in 2015-2016, yielding a projected utilization rate of 39%-41%.

The table below demonstrates the current and projected enrollments for each school and the building’s projected utilization rates over a four-year period:⁹

| DBN | School Name | 2012-2013 Enrollment | 2013-2014 Projected Enrollment | 2014-2015 Projected Enrollment | 2015-2016 Projected Enrollment |
|----------------------------------|----------------------------------|----------------------|--------------------------------|--------------------------------|--------------------------------|
| 16K669 | Research and Service High School | - | 130 - 170 | 180 - 220 | 230 - 270 |
| 16K455 | Boys and Girls | 1,114 | 1,095 - 1,135 | 1,095 - 1,135 | 1,095 - 1,135 |
| Total Building Enrollment | | 1,114 | 1,225 - 1,305 | 1,275 - 1,355 | 1,325 - 1,405 |
| Utilization | | 33% | 36% - 39% | 38% - 40% | 39% - 41% |

According to the 2011-2012 Enrollment Capacity Utilization Report (the “Blue Book”), 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.¹⁰ 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 standards for goal 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 most recent year for which target capacity has been calculated for buildings is 2011-2012. 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 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

⁹ All enrollment projections referenced for Boys and Girls assume that total enrollment by grade, based on the 2012-2013 Audited Register (as of October 26, 2012), will be sustained.

¹⁰ The Blue Book is available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

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 Affected Students, Schools, and Community

A. Students

If this proposal is approved, beginning in September 2013, Research and Service High School will be located in the K455 building and will be open to prospective students through a rolling admissions policy, accepting eligible students throughout the year who are 16 years of age (or turn so by December 31st in the year of admission) or older and who have attended another New York City public high school for at least one year. More detailed information can be found in the Enrollment Impact section described later in Section III.A.

Detailed information about transfer schools in general is available at <http://goingforme.org>. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office to learn more about their options. To search for City transfer schools, please refer to the Directory of High School Diploma & GED Programs available on the DOE's Web site at <http://goingforme.org>.

The proposed co-location of Research and Service High School in K455 is not expected to impact current or future student enrollment or instructional programming at Boys and Girls, the YABC, or the GED Plus program.

Impact on Students Currently Attending School in K455

The proposed co-location of Research and Service High School is not expected to impact the educational options of students currently attending Boys and Girls.

Boys and Girls currently serves general education students and students requiring special education services, including Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). The existing ICT and SC classes and SETTS will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). Current and future students with IEPs will continue to receive mandated services at Boys and Girls.

Boys and Girls also has an English as a Second Language program for its English Language Learner ("ELL") students. ELL students at Boys and Girls will also continue to receive mandated services.

In addition, Boys and Girls is organized into five small learning communities ("SLCs").¹¹ This proposal will have no impact on the SLCs and Boys and Girls will be able to maintain the small learning community structure.

¹¹ In New York City, there are over 15 large secondary schools that have been restructured into SLCs. Each SLC in a school typically has between 250-450 students that work closely with a core group of teachers and other adults. Together, they develop a personalized learning environment focused on the adults knowing the needs, interests, and aspirations of each student well, closely monitoring his or her progress, and providing the academic and other support he or she needs to succeed. SLC teachers

If this proposal is approved, Boys and Girls would continue to be open to prospective students who meet the school's selection criteria through the Citywide High School Admissions Process. Additional information about the High School Admissions Process is detailed below. This proposal is not expected to impact current or future student enrollment at August Martin.

Impact on Extra-curricular Programming and Partnerships

According to the 2012-2013 Directory of New York City Public High Schools and the school's leadership, Boys and Girls currently offers the following special programs and initiatives, extra-curricular activities, and partnerships: ¹²

- **PSAL Sports¹³ – Boys:** Varsity Baseball, Varsity Basketball, Junior Varsity Basketball, Varsity Cross Country, Varsity Football and Junior Varsity Football, Varsity Handball, Varsity Indoor Track, Varsity Outdoor Track, Soccer, Varsity Tennis, Varsity Volleyball, Wrestling, Varsity Track and Field
- **PSAL Sports – Girls:** Varsity Basketball, Junior Varsity Basketball, Varsity Cross Country, Varsity Soccer, Softball, Varsity Tennis, Varsity Volleyball, Varsity Handball, Varsity Outdoor Track, Varsity Indoor Track, Varsity Track and Field
- **PSAL Sports – Co-ed:** Bowling
- **Extracurricular Activities** – Athletic Advisory Council, Cheerleaders Dancing, Drama Club, National Honors Society, Peer Tutors of the High, Red Berets, Sophisticated Gents, Sound Production Club, Student Government, Travel Club, Video Production Club, Voices of the High, Yearbook Club, Work Study Program, Boys II Men
- **Community- Based Partnerships-** Adelaide Sanford Institute, Bed-Stuy Restoration, BGHS Clergy Council, Children's Aid Society, Children's Defense Fund, Community Mediation Services, Commenting Adolescent to Comprehensive Health Care ("C.A.T.C.H"), Department of Education SAPIS, Good Shepherd Services, High Impact Alliance, INC., Interborough Developmental Consultation Center, Long Island University

The DOE does not anticipate that the proposed co-location of Research and Service High School will impact Boys and Girls' ability to continue to offer current programming and extra-curricular activities based on student interests, available resources, and staff support for those programs. However, the co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours.

plan together and the curriculum in each SLC is structured around a theme or unifying principle to add relevance to academic subjects. Students with special needs and ELLs are part of the SLCs. There is one Principal for the school, with each SLC led by an Assistant Principal. SLC schools are supported by the Office of School Redesign under the Division of Teaching & Learning.

¹² The programming information was collected from school leadership and from the Directory of New York City Public High Schools which can be found here: <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>.

¹³ 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.

Enrollment Impact on Future High School Students- High School Admissions Process

Boys and Girls is a District 16 high school that currently enrolls students through the Citywide High School Admissions Process, described in further detail below. Boys and Girls admits students through a zoned program to students who reside in the K455 zone and through a screened academic program for students, based on a review of attendance, punctuality, grades and test scores. The screened academic program gives preference to residents or students of Brooklyn. This proposal would not impact the manner in which Boys and Girls currently admits students.

If this proposal is approved, beginning in September 2013, Research and Service High School will be located in the K455 building and will be open to prospective students through a rolling admissions policy, accepting eligible students throughout the year who are 16 years of age (or turn so by December 31st in the year of admission) or older and who have attended another New York City public high school for at least one year. To enroll, students and their parents/guardians will contact the school directly to schedule an intake appointment. Students will be asked to provide a copy of their academic transcripts at the intake interview. In order to ensure equitable access to this new option, Research and Service High School will not serve more than 15% of its students from the same sending high school. (An exception can be made to serve more than 15% of students who come from the same phasing-out or closing school.) Priority will be given to students who attended a school that is phasing out or approved to phase out or close.

Students can refer to the following Web site for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Borough Enrollment Office, where an experienced New York City public school counselor or social worker can explain options to students.

Future students who wish to apply to Boys and Girls and other New York City high schools will continue to have the opportunity to apply to high schools through the New York City Citywide High School Choice Process, with students ranking up to 12 high school programs in order of preference.

Beginning with high school admission for September 2013, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March 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/Publications/default.htm>.

High school students with IEPs, with the exception of those students recommended for a D75 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.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE Web site:

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

Enrollment Impact on Future High School Students—Over-the-Counter Placements

In addition to the High School Admissions Process, Boys and Girls has traditionally accepted students through the over-the-counter (“OTC”) process. Boys and Girls will continue to accept OTC students..

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁴ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the High School Admissions Process for some other reason.

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

There is a peak enrollment period occurring just prior to and into the opening of school 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 Division of Portfolio Planning 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.

Screened programs (those that have academic criteria) which have a two year track record of not filling 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, international schools, and alternative programs are offered through referral.¹⁵ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

¹⁴ As detailed in 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.

¹⁵ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Impact on the Young Adult Borough Center

K455 houses a YABC. YABCs are evening academic programs designed for high school students who are behind in credits, considering dropping out, or have adult responsibilities that make attending school in the daytime difficult.

The YABC will not be affected as a result of this proposal and as noted in this EIS, the YABC will maintain 0.5 full-size equivalents of designed administrative space for administrative purposes in the building.

For more information on YABCs and a list of YABCs in New York City please see the following Web site: <http://goingforme.org>.

Impact on the GED Plus Program

K455 houses a GED Plus program, which is a Citywide program that provides full-time and part-time GED services, as well as support, to students transitioning to a college and/or a career, at no cost to students between the ages of 18 and 21. Students who are 17 may enroll if there are extenuating circumstances with parent/guardian permission. Students interested in enrolling in a GED Plus program are encouraged to speak with their school counselor, visit a District 79 Referral Center, and/or contact the GED Plus program directly to schedule an intake interview.

The GED Plus program at K455 is an after-school part-time program, therefore the DOE does not anticipate that current or future students attending the GED Plus program in building K455 would be impacted by this proposal, as there would continue to be sufficient space in the building to accommodate the program. The GED Plus Program will not be affected as a result of this proposal and as noted in this EIS, the GED Plus Program will maintain 1.0 full-size room for administrative office space in the building.

More information about full and part-time GED programs may be found here: <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/FullPtGED/default.htm>

Impact on the School-Based Health Center

As noted earlier in this EIS, a SBHC is being built at K455. The DOE does not expect the proposed co-location of Research and Service High School to impact the ability of the SBHC to provide services to students in K455. The SBHC will provide primary care, preventative health services, and first aid care to all students registered in the building, and emergency care to anyone in need on school premises. In September 2013, the SBHC will be housed in 3 full-size rooms. Throughout the co-location and phase-in of Research and Service High School the SBHC will receive 3 full-size rooms.

Once Research and Service High School is fully phased in, the SBHC is expected to be able to remain in the building and continue providing services as long as there is a need and demand for the program.

B. Schools

The opening of Research and Service High School is intended to offer an additional transfer school option to District 16 and Brooklyn in general. If this proposal is approved, building K455 will house Research and Service High School, Boys and Girls, the YABC program, the GED Plus Program, and the SBHC. By 2015-2016, Research and Service High School will have fully phased in. At that point, the total projected enrollment for the schools in K455 is 1,325-1,405 and the projected target building utilization rate for K455 will be 39%-41%.

Currently, K455 has adequate space pursuant to the Citywide Instructional Footprint (the “Footprint”) to accommodate Boys and Girls, the YABC program, the GED Plus Program, and Research and Service High School. Please visit the New York City Department of Education Web site to access the Instructional Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2012_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 classes and class size a school has programmed and is confirmed by a walk-through of the building by a representative of the Office of Space Planning and a representative of the school.

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.

As in other situations where schools are co-located, the schools will 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.

According to the building walkthrough completed by a representative from the Office of Space Planning on February 8, 2013, K455 has a total of 138 full-size rooms, 27 half-size rooms, 4 quarter-size rooms, and the equivalent of 19.5 full-size rooms of designed administrative/office space. In total, building K455 has 172.0 full-size equivalent (“FSE”) rooms for instructional and administrative use. The building also has the following rooms: two cafeterias, an auditorium, a library, and two gymnasiums.

The nurse’s office is housed in 1.0 FSE of designed administrative/office space, the custodian’s office is housed in 2 half-size rooms, School Safety occupies 2 half-size rooms and 1 quarter-size room, the School Based Support Team (“SBST”) occupies 0.5 FSE rooms of designed administrative space, and the UFT’s Chapter Office occupies 1 half-size room. The GED Plus program and YABC do not receive allocations for instructional space during the day since both programs only serve students during after school hours. For administrative space, the GED Plus is allocated 1 full-size room and the YABC is allocated 0.5 FSE rooms of designed administrative office/space for daytime use. Next year, the SBHC will receive 3 full-size rooms.

Excluding the shared spaces outlined above, K455 has a total of 134 full-size classrooms, 22 half-size classrooms/spaces, 3 quarter-size spaces, and 17.5 FSE rooms of designed administrative office/space remaining, which totals 163.25 FSE rooms, that can be allocated to the co-located schools K455 per the Footprint during the proposed opening and co-location of Research and Service High School.

According to the Footprint, Boys and Girls baseline allocation is 38 full-size rooms, 18 half-size rooms, and the equivalent of 6.0 FSE of designed administrative/office space for administrative use. The instructional footprint for Boys and Girls was adjusted to include 11 additional full-size rooms in lieu of 11 half-size rooms because the half-size rooms are not suitable for self-contained instruction. The Boys and Girls adjusted footprint allocation is 49 full-size rooms, 7 half-size rooms, and the equivalent of 6.0 FSE of designed administrative/office space for administrative use. Boys and Girls current uses 130 full-size rooms, 7 half-size rooms, and the equivalent of 29.75 FSE rooms for administrative use, which totals

163.25 FSE rooms. The current allocation is 81 full-size rooms and 23.75 FSE of designed administrative space above the footprint.

The DOE is proposing to open Research and Service High School in Building K455. In 2015-2016, when Research and Service High School has reached full scale, Research and Service High School will have a baseline footprint allocation of 11 full-size instructional rooms, 1 half-size room, and 2.0 FSE rooms of administrative space. The adjusted footprint for Boys and Girls and the baseline footprint of Research and Service High School over the three years of the proposal implementation are included in the chart below. After each school has received its baseline footprint allocation, there will be 74 excess full-size rooms remaining in the building, as detailed year by year in the chart below. Any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council in conjunction with the DOE Office of Space Planning.

The table below provides the adjusted baseline and baseline Footprint allocations of full-size instructional rooms for each school throughout the phase-in of Research and Service High School:

| Adjusted Baseline and Baseline Footprint Allocation of Full-Size Classrooms | | | | | |
|---|----------------------------------|---------|---------|---------|---------|
| DBN | School Name | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| 16K445 | Boys and Girls | 49 | 49 | 49 | 49 |
| 16K669 | Research and Service High School | - | 7 | 9 | 11 |
| TOTAL | | 85 | 78 | 76 | 74 |

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, the instructional and programmatic needs of the co-located schools, the building configuration, and the physical location of the excess space within the building.

Building Safety and Security

If this proposal is approved, Research and Service High School will develop a safety and security plan for K455 prior to the first day of school in September 2013.

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

- Providing “Best Practices 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 the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

Building K455 is currently underutilized. This means that the space in the building is not being used as efficiently as possible and could be used to create new educational opportunities for District 16 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of Research and Service High School at K455 is intended to meet those goals by providing additional options for students in District 16. Additionally, the proposed co-location will provide an additional option for Brooklyn students who are over-age and under-credited.

In 2012-2013, K455 has a projected utilization rate of 33% and is thus underutilized.¹⁶ If this proposal is approved, the DOE projects the building would have a utilization rate of 36%-39% in 2013-2014, 38%-40% in 2014-2015, and 39%-41% in 2015-2016, which is still below the capacity of the building. This means that, under this proposal, the available space in K455 would be more efficiently used than in the 2012-2013 school year, and would provide 230-270 new transfer high school seats in 2015-2016. The DOE supports parent choice and strives to ensure that all families have access to schools that meet their children's needs.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K455.

¹⁶ The most recent Under-Utilized Space Memorandum and List was updated on January 12, 2012,, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

IV. Enrollment, Admissions and School Performance Information
Boys and Girls

Admissions Data

| | |
|---|---|
| Current Admissions | Citywide High School Admissions Process: Zoned and Screenshot Admissions Method |
| Admissions after the proposed phase-in of Research and Service High School | Citywide High School Admissions Process: Zoned and Screenshot Admissions Method |

Enrollment Data¹⁷

| | Total Enrollment |
|-------------------------|-------------------------|
| 2012-2013 (audited) | 1,114 |
| 2013-2014 (projections) | 1,095-1,135 |
| 2014-2015 (projections) | 1,095-1,135 |
| 2015-2016 (projections) | 1,095-1,135 |

Demographic Data¹⁸

| | |
|--|-----|
| Percentage of Students Receiving ICT or SC Services | 14% |
| Percentage of Students with IEPs | 20% |
| Percentage of ELLs | 3% |
| Percentage of Students Eligible for Free or Reduced Priced Lunch | 71% |

¹⁷ All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

¹⁸ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

| Boys and Girls | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-------------------------------|-----------|-----------|
| <i>School Performance and Progress</i> | | | |
| Overall Progress Report Grade | C | F | F |
| Progress Report Progress Grade | C | F | F |
| Progress Report Performance Grade | F | F | F |
| Progress Report Environment Grade | D | F | D |
| Progress Report College/Career Readiness Grade | N/A | N/A | F |
| Quality Review Score ¹⁹ | N/A ²⁰ | D | D |
| <i>Key Components of Performance and Progress</i> | | | |
| % 10+ Credit Accumulation in Year 1 | 54% | 63% | 48% |
| 4 Year Graduation Rate | 44% | 46% | 39% |
| 6 Year Graduation Rate | 52% | 55% | 56% |
| % Graduating with a Regents Diploma | 34% | 37% | 37% |
| Attendance Rate | 73% | 75% | 72% |
| <i>2012-2013 State Accountability Status</i> | Priority School ²¹ | | |

¹⁹ Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²⁰ Not all schools receive a Quality Review every year.

²¹ 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>.

Research and Service High School

Admissions Data

| | |
|--|---|
| Current Admissions | N/A |
| Admissions after the proposed co-location of Research and Service High School | Grades 9-12: Rolling, school-based admissions; |

Enrollment Data

| | Total Enrollment |
|----------------------------|-------------------------|
| 2012-2013 (audited) | - |
| 2013-2014 (projections) | 130-170 |
| 2014-2015 (projections) | 180-220 |
| 2015-2016 (projections) | 230-270 |

Demographic Data

There is no demographic data available for the school because Research and Service High School has not yet opened.

School Performance Data

There is no performance data available for the school because Research and Service High School has not yet opened.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocation at Boys and Girls, the YABC, or the GED Plus program.

In addition, Research and Service High School's basic operating budgets will be determined by the Fair Student Funding ("FSF") formula used at all other New York City district public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student. New district schools are provided with a fixed per-school allocation and a variable per-pupil other than personal services (OTPS) allocation of funds to cover start up costs. Based on current one-time allocations for new schools, Research and Service High School will receive a fixed allocation of \$80,000 and approximately \$61,750 - \$80,750 in new school OTPS start-up per-pupil allocations during its first year.

Please refer to the FSF Guide and FY13 School Allocation Memorandum 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. The FSF Guide is available at:

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

The FY13 School Allocation Memorandum is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam21.pdf http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html

Boys and Girls is currently participating in the federal Small Learning Community ("SLC") program, through which the school receives grant funding for the implementation of SLCs and activities to improve student academic achievement in large public high schools. Boys and Girls funding was awarded through June 2013. The U.S. Department of Education is no longer awarding new SLC grants. If this proposal is approved, there would be no impact on the school's existing SLC funding.

This proposal is not expected to impact initial costs or allocations at Boys and Girls or other programs in building K455.

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

A. Personnel Needs

Research and Service High School will need to hire teachers during each year of phase-in as the total number of students enrolled in the school increases over each of the next three years. For Research and Service High School, 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 students as enrollment grows to full scale will be determined based on annual enrollment projections available as the school grows to serve those grades.

This proposal is not expected to impact the personnel needs at Boys and Girls, YABC, the GED Plus program, or the SBHC in building K455.

B. Administration

No change in school supervisory or administrator positions at Boys and Girls, the YABC, the GED Plus program, or the SBHC is expected as a result of this proposal. Research and Service High School may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of each school's phase-in.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at Boys and Girls, the YABC, and the GED Plus program.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as Research and Service High School phases in.

VII. Building Information

| | | |
|---|---|---|
| Building | | K455 |
| Type of Building | | HS |
| Year Built | | 1976 |
| Overall BCAS rating | | 2.59 |
| 2011-2012 Target Building Utilization | | 48% |
| 2011-2012 Target Building Capacity | | 3,389 |
| FY 2012 Maintenance Costs | Labor | \$72,469 |
| | Materials | \$18,860 |
| | Maintenance and repair contracts | \$182,770 |
| | Service contracts | \$15,634 |
| | Custodial operations costs— Materials | \$31,937 |
| | Custodial operations costs— Custodial Allocation | \$724,536 |
| FY 2012 Energy Costs | Electric | \$510,189 |
| | Gas | \$1,986 |
| | Oil | \$337,289 |
| Projects completed during the current or prior school year | | Planyc Boiler Cnvrns/Climate Control, CTF-SBHC, FY13 Reso A Technology |
| Projects proposed in the capital plan | | None |
| Accessibility of the building | | Building is functionally partially programmatically accessible |
| Building attributes | | Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab |