

TO: Advocates for Justice, New York

FROM: Mary Filardo, Executive Director
21st Century School Fund

RE: Petition by Boris Litchevsky, etc. concerning proposed new co-location at I.S. 303

Date: June 14, 2011

The 21st Century School Fund has had extensive experience analyzing facility data associated with condition, design and utilization, particularly for urban schools. I have been involved in research, policy analysis and specific project planning and development for both traditional public schools and public charter schools. My most recent writing has been on joint use, with Jeff Vincent at the Center for Cities and Schools at the University of California, Berkeley.

I was asked by Advocates for Justice to examine the space utilization of I.S. 303 because of parental concerns about the potential impact of reduced space on their school. Parents are warranted in their concern about the utilization of their school facility. There is a growing body of research that indicates that the condition, design and utilization of school buildings affects educational opportunity, student outcomes and the health of the student and adult occupants of school buildings.¹ It is these same concerns about the impact of facilities on teaching, learning, and health that motivates NYC Department of Education to find adequate space for the students and educators from the Coney Island Charter School.

In a survey of strategies that influence significant change, best practice management consultants from VitalSmarts identify the power of changes in the physical environment:

Rarely does the average person conceive of changing the physical world as a way of changing human behavior. We see that others are misbehaving, and we look to change *them*, not their environment. Caught up in the human side of things, we completely miss the impact of subtle yet powerful sources such as the size of a room or the impact of a chair. Consequently, one of our most powerful sources of influence (the physical environment) is often the least used because it's the least noticeable.²

In the case of IS 303, however, the school leadership realized that changes in how the space in the school was used to deliver instruction could change the educational outcomes for their students. In 2005-2006, the school re-organized the way it delivered instruction to the 6th and 7th graders. Rather than having them change classes for each period of the day, the students remained in their grade level

¹ Impact of Facilities on Learning, Mark Schneider, 2002, National Clearinghouse for Educational Facilities; Research on the Impact of School Facilities on Students and Teachers: A Summary of Studies Published Since 2000, 21st Century School Fund, 2009.

² Influencer: The Power to Change Anything; Kerry Patterson, Joseph Grenny, David Maxfield, Ron McMillan, Al Switzler; McGraw Hill, 2008 by Vital Smarts, LLC.

homerooms except to attend special classes in specialty classrooms, such as art, music, etc. Only the 8th graders move from classroom to classroom for classes. In adding another co-located school, in addition to R.Carson HS, IS 303 will have to revert back to the traditional schedule and space model, normally used in the old junior high schools because there is inadequate space for its program delivery model. The Second Amended Educational Impact Statement acknowledges this. It says, "... I.S. 303 may determine that the space allocated to the school in the building would be better utilized by programming the school's classes as other middle schools do, rather than keeping its sixth and seventh grade students in the same classroom all day." The change in space utilization and scheduling is identified as one of the reasons the school moved from Corrective Action to Good Standing.

The change to the environment had a positive impact on this school. This is noted in the NYC Department of Education 2007 Quality Review Report, The Overall Evaluation reports:

The school is a safe and nurturing place where students work together with their teachers in small learning communities, carefully organized so that students and staff get to know each other well. The school conveys high expectations for all students and provides effective academic, social and emotional support to enable them to make good progress. There is a strong sense of collegiality among staff, evident in the consistent practice and displays seen in every classroom. All staff who work on and across grades constantly analyze data to determine trends, define areas of need and to make decisions about teaching and learning. Parents are enthusiastic about the quality of teaching in the school and give good support when they are able to do so.

The Quality Review Report goes on to describe in Quality Statement 3 (Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student) that the school has aligned its program and organization to support a rich educational program.

The school has a well-structured curriculum which ensures all subjects offered are taught in interesting ways. Common curriculum strands in mathematics, science, technology, government, economics and the arts are integrated carefully into grade-level studies. These common strands spiral vertically, offering good opportunities for the review of key concepts as studies deepen and become more challenging each year. Teachers work closely in grade-level teams to map the curriculum and develop pacing calendars which align with State and City standards. To support the curriculum, coaches and teachers have developed daily reading, writing and mathematics lessons and accompanying assessments for each grade.

Classroom management is uniformly excellent as a result of several strategic steps. For example, 6th and 7th graders work in grade level houses and, for the most part, remain in their classrooms. This reduces movement around the school, resulting in a calm, safe atmosphere which is appreciated by students, staff and parents. Students are fully engaged in learning because lessons are mostly interesting and aligned well to different needs within each class.

Staff are held accountable for improving instruction and work hard to refine teaching, particularly differentiation, so that student needs can be best addressed. The Wilson Remedial Reading Program provides good support for targeted students. Those due to graduate soon from the program expressed confidence about participating in regular classroom activities. To challenge academically advanced students, the school offers a good range of enrichment activities in fine and performing arts, digital photography and a student-generated school newspaper. However, these project-based learning activities are not offered to average and struggling students.

Budgeting decisions effectively reflect needs identified in data. For instance, to tackle weaknesses in mathematics the school has developed a resource room, well stocked with manipulatives to support teachers in diversifying their instruction of the subject. Impact has been positive. There is a drive to improve resources in other curriculum areas as a result. Teachers are carefully assigned to maximize student learning and scheduling is similarly very carefully aligned to student needs.

The following features of this school in its Quality Review are a function of the effective use of space:

- 1) “subjects offered are taught in interesting ways” – the ability to support specialty spaces for art, law, chorus, dance, and technology enables the school to engage students and enrich their educational experience.
- 2) ‘classroom management is uniformly excellent’ – the reviewer is clear that the organization of students into grade level houses and homerooms has resulted in an environment critical for making learning, not student behavior management, the centerpiece of the school.
- 3) “Staff are held accountable for improving instruction and work hard to refine teaching, particularly differentiation, so that student needs can be best addressed.” - The school put a math resource room to good use, using special materials to help teachers expand their instructional methods.
- 4) “Teachers are carefully assigned to maximize student learning and scheduling is similarly very carefully aligned to student needs.” – scheduling of time and scheduling of space are clearly an intentional part of the schools methods.

A reduction of classrooms available for IS 303 from 42 to 23 and half sized classrooms from 11 to 9 will have a significant negative impact on the quality of education available for the students at IS 303.

The current utilization of the school is efficient. The judgment by NYC Department of Education that it is highly underutilized is called into question by history of the capacity of IS 303 and current enrollment capacity standards from other districts.

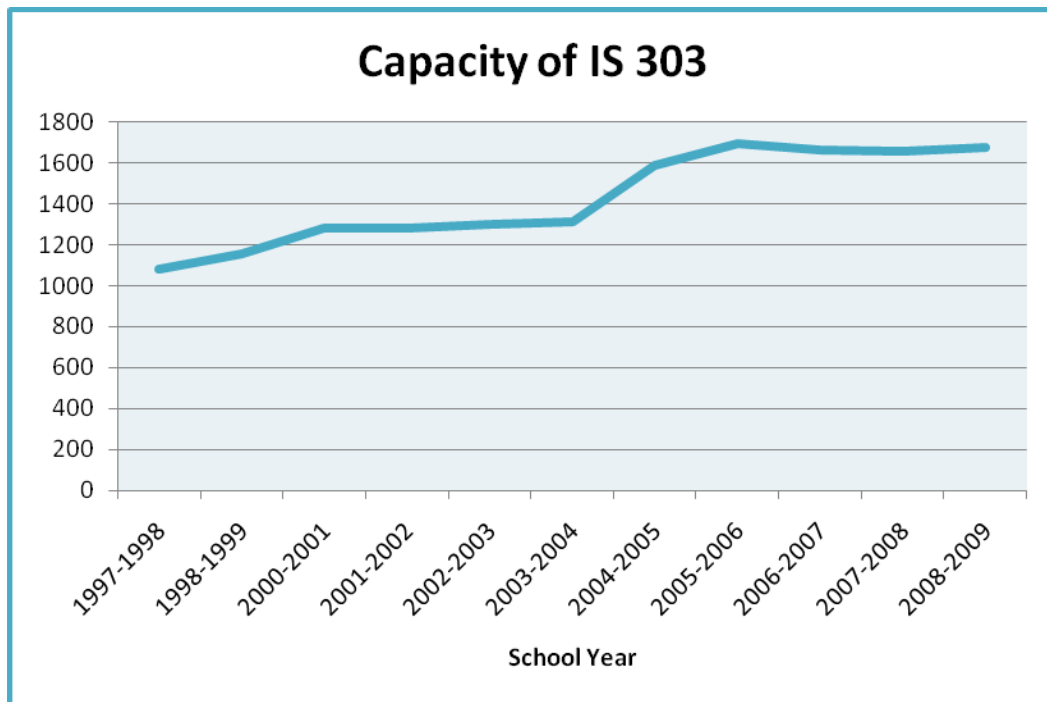
The basic formulas used to calculate the enrollment capacity of a school are based on a 1950s model of education. This includes a simple multiplication of number of rooms at or above a certain size multiplied by the maximum allowable student class size. This number then gets adjusted to reflect certain variations in program and curriculum, for example for “cluster” or resource rooms, or space for

administration, special education, student support spaces, such as nurses offices and community school spaces.

This method of allocation of capacity by size of rooms hides what is a critical measure of space equity—the density of the space use. This is why so many states and districts identify a gross square foot standard for ensuring equity in the allocation of space. It is confusing why there is such a dramatic difference of opinion on the availability of space at IS 303. Hopefully looking at the issue using a different method of analysis will clarify the issues.

Creative educators and designers align space and program to meet the needs of their population and curriculum. Enabling flexibility needed for high quality education. I use a density analysis to try to understand the basic space allocations that are taking place, hidden under enrollment capacity. Gross square feet of space per student or per capacity can give a standardized measure of space that can help mediate the confusion around number of rooms and capacity. Counting rooms does not provide a standardized comparison. After doing an analysis of capacity looking at the density of space per student at IS 303 I have found the following:

- The capacity of I.S. 303 increased by 659 students from the 1997-1998 school year to the 2009-2010 school year. In 1997-1998 the capacity was 1082 and in 2009-2010 it was 1741. I could find no explanation for why the capacity jumped so drastically after 2003-2004. There is no sign that a major addition was built at the school in 2004.



- The 2010-2011 enrollment capacity according to NYC Department of Education is 1725 students.

- At the projected maximum enrollment of 1,175 students for the 2011-2012 school year IS 303 and R. Carson will operate with 129 GSF per student—without an added co-location.
- If Coney Island public charter school is added, with 350 students, then the school will operate in crowded conditions of only 99 gross square feet per student.

The current and projected density of use without adding Coney Island public charter school is consistent with best practice for many comparable school districts and public schools in NYC. The New Jersey efficiency standards developed by the New Jersey Department of Education require that middle schools have 134 GSF per student (Attachment A); the state of Ohio, for all of its schools, including for the urban districts requires 150 GSF per student for middle grades education (Attachment B), the national average for new middle schools built in 2010 was 150 GSF per student according to School Planning and Management Construction Study.

IS 303 is not under-utilized and it does not have excess space. It seems that the real question in this case is whether the desire of Coney Island Prep administration and parents to expand outweighs the desire of parents at IS 303 to have an adequate educational program. It is for the lawyers to determine whether these are rights or desires, but it seems clear to me that IS 303 is appropriately utilized, efficiently allocated and an equitable allocation of space per student consistent with regional and national standards, including for urban districts. The classrooms currently in use by IS 303 are not “excess” but integral to the quality and character of their program and the loss of them will degrade the quality of teaching and learning at IS 303.

I have not looked at the space conditions at Coney Island public charter school and these findings are not to suggest, in any way, that the children at Coney Island public charter school should not also have adequate space. But the judgment that the significant loss of space will not harm IS 303 is just not supported by the facts.

In trying to understand the available space and its allocation, I examined the floor plans and the Building Utilization Plans, which I have included as Appendix C. The color coded floor plans of 2010-2011 space utilization were based on information from Elisa Muyl, Project Associate at Advocates for Justice from a walk through of IS 303 that she did with parents. I did not field verify this information, but it was consistent with the information from the Building Utilization Plan for the previous two years and the specific allocation of space was of less concern, than the overall density of use of space. The review of the individual space allocation supports the findings in the Quality School Review—that there is careful use, scheduling and allocation of space at IS 303.

About the 21st Century School Fund: In the District of Columbia the 21CSF has extensive experience with public private partnerships and educational facility planning. In 1995, 1997, 2000 and 2003, the District of Columbia School System (DCPS) engaged the community in a participatory master planning process. 21CSF was extensively involved in each of these processes. It provides technical advice, advocacy, information, policy analysis, and development to other districts and non-profit organizations. 21CSF has developed software to increase public engagement in school facilities planning and also provides technical assistance to charter schools on school facility issues.

Nationally, 21CSF and its Building Educational Success Together (BEST) collaborative partners have developed a joint research, constituency building and communications agenda to improve urban school facilities. The BEST partners are a diverse group of local and national leaders with experience in educational reform, community development, social justice advocacy, historic preservation, community engagement, academic research and philanthropy.

A handwritten signature in blue ink that reads "Mary Filardo". The signature is written in a cursive style with a large, looping initial "M".

Mary Filardo

Attachment A

FACILITIES EFFICIENCY STANDARDS

Middle School

Grades: 6-8
 Total Number of Seats: 748
 Utilization Factor: 90%
Full-time Equivalent Students (FTE): 675
Gross Square Feet per FTE: 134

Abbreviations and Definitions:

SF: Square feet
 Grossing Factor: 40% of total net SF for circulation, corridor/group toilet rooms, storage, receiving, mechanical, communications, electrical, etc.
 Support Space: A room dedicated to one or two rooms that is only accessed from that room(s) and not the corridor, such as an art room storage room.

Space Considerations:

Optional Capacity-Generating Classrooms: Districts may elect to attribute student capacity to select specialized spaces based upon district scheduling practices.
 Classroom Net SF and Support Spaces: Required support space(s) for each room type are noted in the comments column and underlined. The district may elect to provide additional support spaces, which can be deducted from the main room net SF allowance, provided that the program can be accommodated within the remaining SF.

Room Type	Number of Rooms	CAPACITY		SQUARE FEET		Comments
		Students per room	Total Students	Net SF per Room	Total Net SF	
F.E.S. Capacity-Generating Clrms.:						
General Classroom, Grades 6-8	31.08	23	715	800	24,864	
Self-Contained Special Education Classroom	2.75	12	33	600	1,652	
					26,516	Subtotal Net SF (includes 1.11 utilization factor)
					41%	Percentage of Total GSF
Specialized Spaces:						
Optional Capacity-Generating Clrms.:						
Visual and Performing Arts Allowance					2,400	For art and music; Also see food services/assembly allowance for performing arts
Technological Literacy Allowance					2,400	For computer literacy, CAD, etc.
Physical Education Allowance					9,900	Net SF to include <u>gym</u> , <u>locker room(s)</u> , <u>office(s)</u> , and <u>storage room(s)</u>
Science Allowance					3,975	
Other Spaces:						
Food Services/Assembly Allowance					8,100	Net SF to include <u>eating and assembly area</u> , <u>stage</u> , and <u>kitchen</u>
Media Center Allowance					6,250	Net room SF to include media center and program support spaces
Small Group Instruction Room Allowance					2,000	District to determine size and quantity based on programs and class size.
					35,025	Subtotal Net SF
					54%	Percentage of Total GSF
Administrative/Support:						
Health Services Allowance					400	Net room SF to include <u>toilet room</u> and <u>nurse's exam room</u>
Administrative/Student Services Allowance					2,275	Includes main office, principal's office, conference room, student services offices, etc.
Faculty Support Allowance					520	
					3,195	Subtotal Net SF
					5%	Percentage of Total GSF
TOTALS:						
Total Capacity (FTE)			748			
90% Utilization Rate			675			
Total Net SF					64,736	
Grossing Factor					1.40	
Total Gross Square Feet					90,630	
Gross SF per FTE					134	
Area Cost Allowance per SF					\$143	
Total Cost					\$12,960,083	

CHAPTER 2: BRACKETING

The following is an example of three sizes of middle schools.
The examples are intended to assist in the development of the summary of spaces.

EXAMPLE		450 Students	600 Students	750 Students
		SF	SF	SF
Grade Configuration: 6-8				
Number of Students		450	600	750
Square Feet Per Student		151.00	142.88	141.00
Total Gross Square Feet Funded		67,950	85,725	105,750
PROGRAM AREA				
M-AC	Academic Core Spaces	18,450	24,900	29,850
M-SE	Special Education Spaces	1,750	2,350	3,550
M-AD	Administrative Spaces	2,150	2,235	3,390
M-MC	Media Center Spaces	3,875	4,335	5,195
M-VA	Visual Arts Spaces	1,400	1,450	2,700
M-MU	Music Spaces	1,600	2,900	3,000
M-TE	Technology Education Spaces	1,450	1,450	2,750
M-FCS	Family and Consumer Science Spaces	0	1,200	1,200
M-PE	Physical Education Spaces	9,300	10,325	11,100
M-SD	Student Dining Spaces	4,150	4,450	5,850
M-FS	Food Service Spaces	1,825	2,350	2,875
M-CU	Custodial Spaces	300	400	500
M-BS	Building Services	14,958	18,874	23,302
Facility Total		61,208	77,219	95,262
Construction Factor		0.11	0.11	0.11
Gross Square Feet Developed		67,941	85,713	105,741

WORKSHEET

Enter Grade Configuration:				
Enter Student Capacity				0
Square Feet Per Student from Page 2000-3				
Total Gross Square Feet Funded				
SELECT ONE → <input checked="" type="radio"/> Single Story Building <input type="radio"/> Multistory Building				
<i>Plus Vertical Circulation (for Multistory Buildings) Area Allowable</i>				0
Total Adjusted POR Gross Square Footage				0
PROGRAM AREA				
		New SF	Existing SF*	TOTAL SF
M-AC	Academic Core Spaces	0	0	0
M-SE	Special Education Spaces	0	0	0
M-AD	Administrative Spaces	0	0	0
M-MC	Media Center Spaces	0	0	0
M-VA	Visual Arts Spaces	0	0	0
M-MU	Music Spaces	0	0	0
M-TE	Technology Education Spaces	0	0	0
M-FCS	Family and Consumer Science Spaces	0	0	0
M-PE	Physical Education Spaces	0	0	0
M-SD	Student Dining Spaces	0	0	0
M-FS	Food Service Spaces	0	0	0
M-CU	Custodial Spaces	0	0	0
M-BS	Building Services	0	0	0
Facility Total		0	0	0
Construction Factor (11% multiplied by the facility total)		0.11	na	na
Actual Gross Square Feet Developed		0	0	0
Minus existing Oversize Area from Master Plan			0	-
Adjusted Existing Area			0	-
Total Adjusted Gross Square Footage Developed (without Oversize Area)				0
Difference of SF developed from SF allowable				0

Vertical Circulation (multistory buildings) refers only to stairways/stairtowers, monumental stairs, elevators and elevator equipment rooms.

see note 1
see note 2

NOTES

1. Existing Gross Square Feet taken from assessment report.
2. Oversize Area also taken from assessment report.

* The Existing SF column is only used in projects where there are to be building additions.

Sample School District, SAMPLE MIDDLE SCHOOL
ACADEMIC CORE SPACES
M-AC

The following is an example of three sizes of middle schools.
 The examples are intended to assist in the development of the summary of spaces.

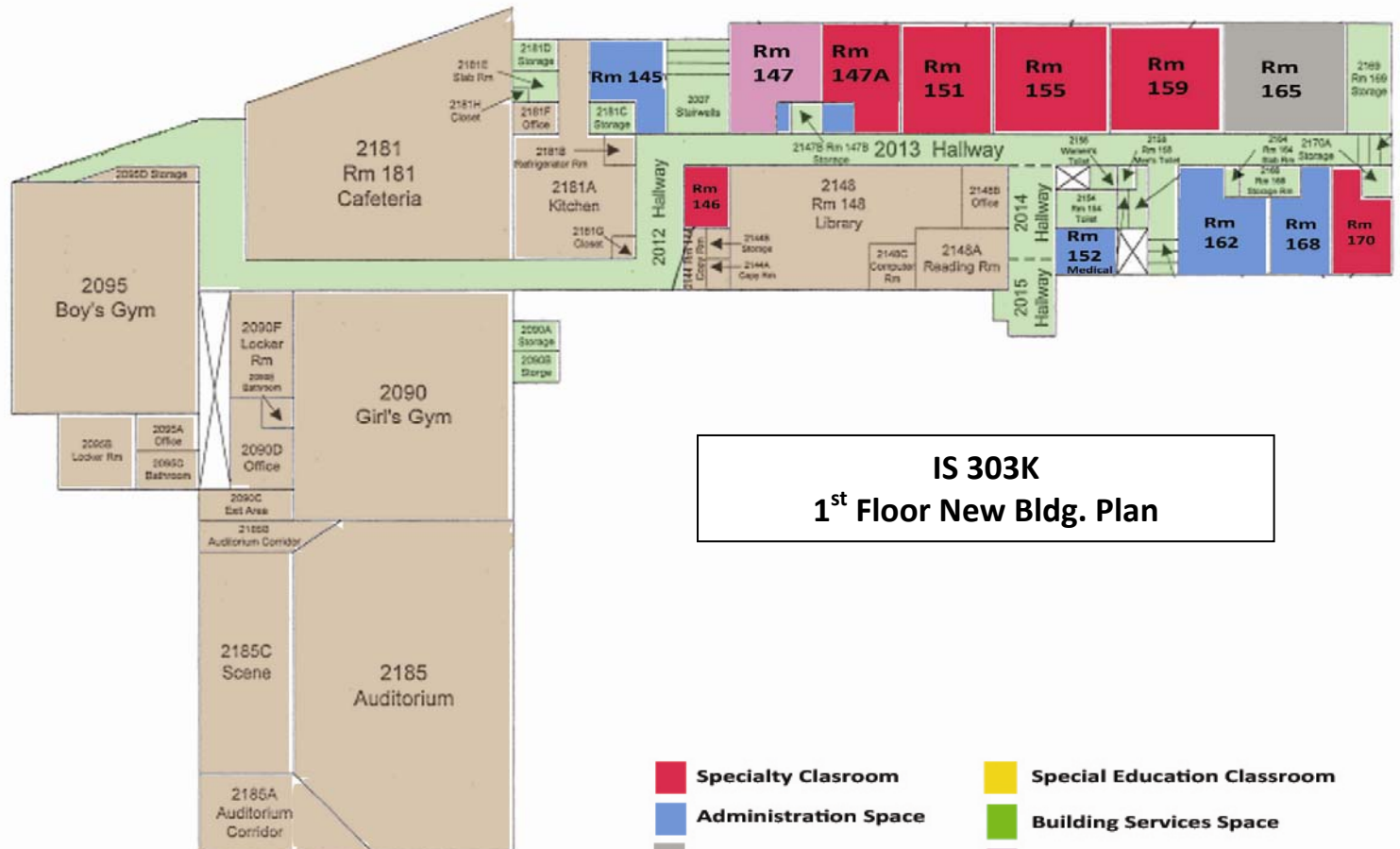
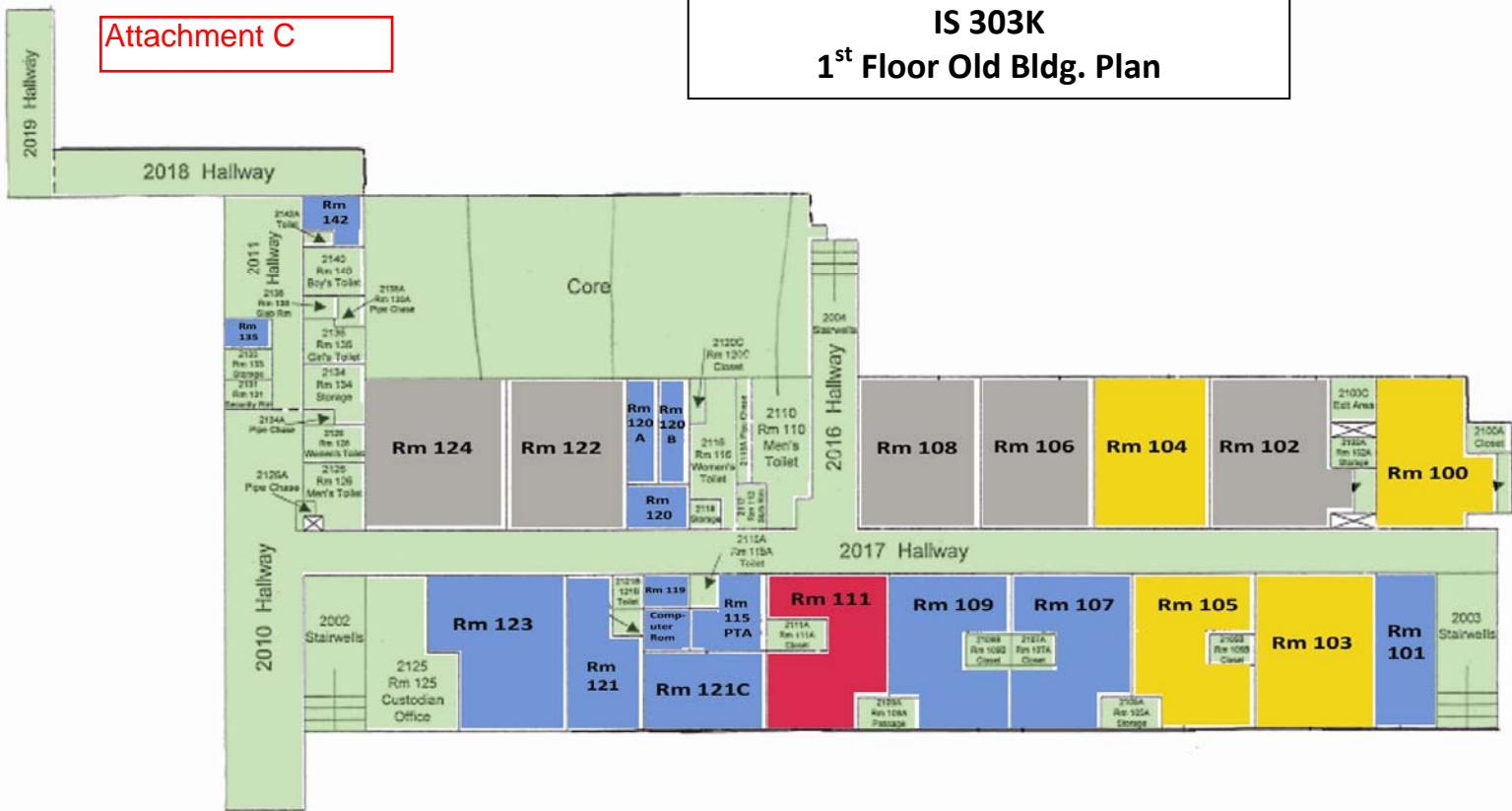
EXAMPLE Space	450 Students				600 Students				750 Students			
	Qty	SF	Area	Total	Qty	SF	Area	Total	Qty	SF	Area	Total
<i>Academic Team Cluster includes:</i>	3		6,150	18,450	3		8,300	24,900	3		9,950	29,850
M-AC-1 Middle School Classroom	5	900	4,500		6	900	5,400		8	900	7,200	
M-AC-2 Project Laboratory	1	1,100	1,100		2	1,100	2,200		2	1,100	2,200	
M-AC-3 Teacher Prep Area/Workroom	1	300	300		1	300	300		1	300	300	
M-AC-4 Individual Restroom	1	50	50		1	50	50		1	50	50	
M-AC-5 Instructional Material Storage	1	200	200		1	200	200		1	200	200	
M-AC-6 Small Group Room	0	150	0		1	150	150		0	150	0	
Academic Core Total				18,450				24,900				29,850

WORKSHEET Space	New SF				Existing SF				TOTAL SF			
	Qty	SF	Area	Total	Qty	SF	Area	Total	Qty	SF	Area	Total
<i>Academic Team Cluster includes:</i>	0		0	0	0		0	0	0		0	0
M-AC-1 Middle School Classroom	0	900	0		0	0	0		0	varies	0	
M-AC-2 Project Laboratory	0	1,100	0		0	0	0		0	varies	0	
M-AC-3 Teacher Prep Area/Workroom	0	300	0		0	0	0		0	varies	0	
M-AC-4 Individual Restroom	0	50	0		0	0	0		0	varies	0	
M-AC-5 Instructional Material Storage	0	200	0		0	0	0		0	varies	0	
M-AC-6 Small Group Room	0	150	0		0	0	0		0	varies	0	
Academic Core Total				0				0				0

The total size of the academic cluster is equal to the sum of the five different areas of the cluster.
 This number is then multiplied by the number of clusters needed, which then computes the total academic core area.

Attachment C

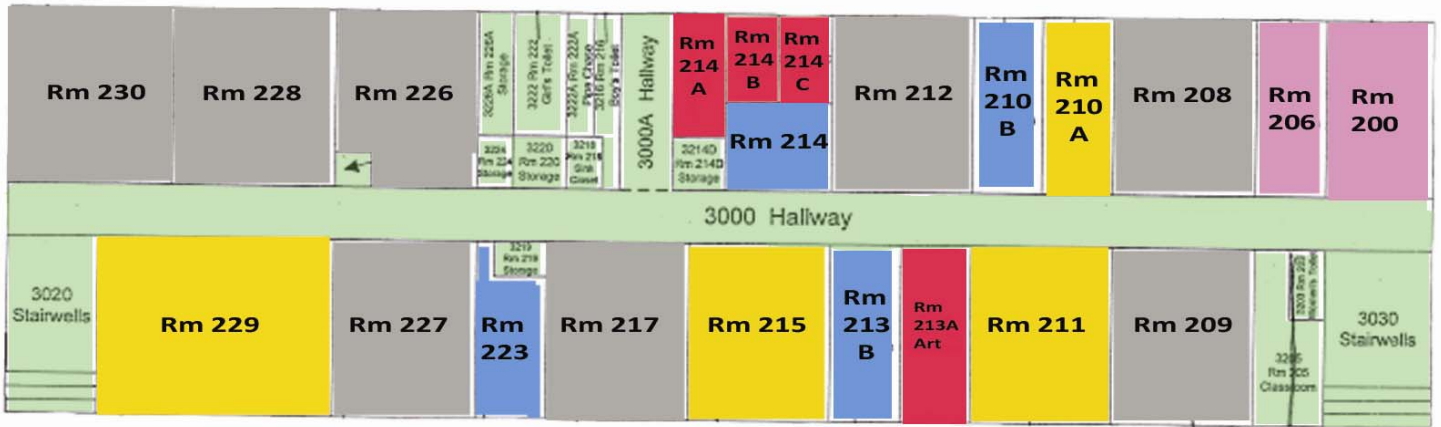
IS 303K
1st Floor Old Bldg. Plan



IS 303K
1st Floor New Bldg. Plan

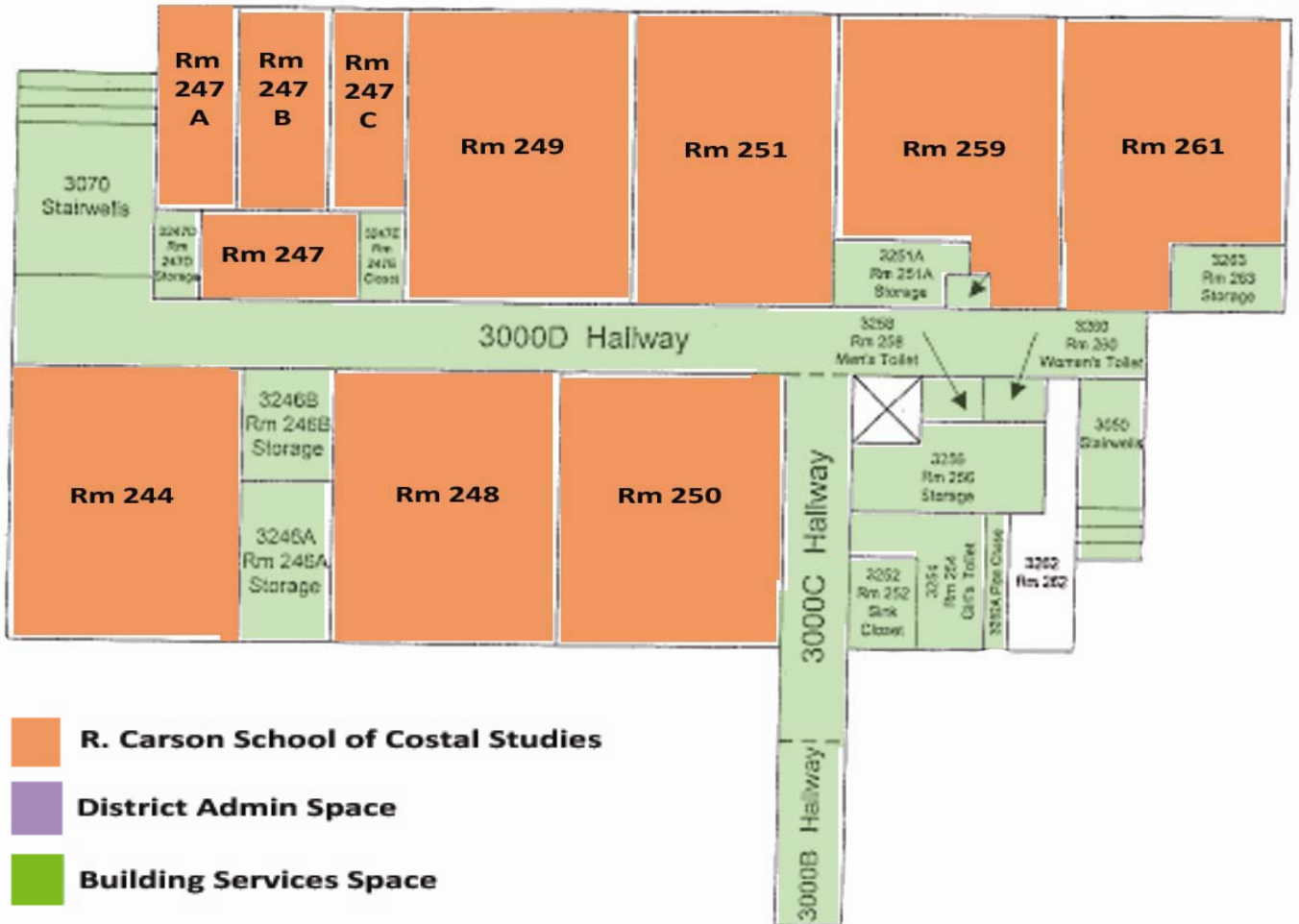
- Specialty Classroom
- Administration Space
- Regular Classroom
- Building Services Space
- Instructional Support Space
- Common Space
- Special Education Classroom

**IS 303K
2nd Floor Old Bldg. Plan**



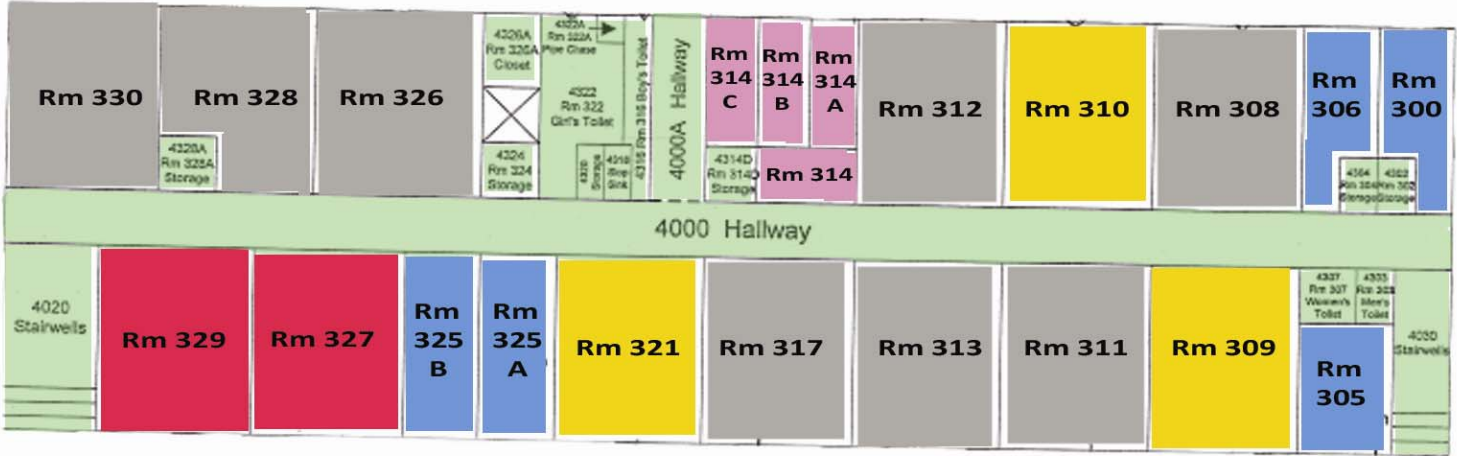
- Specialty Classroom** (Red)
- Administration Space** (Blue)
- Regular Classroom** (Grey)
- Common Space** (Brown)
- Special Education Classroom** (Yellow)
- Building Services Space** (Green)
- Instructional Support Space** (Pink)

**R. Carson School of Costal Studies (IS 303K)
2nd Floor New Bldg. Plan**



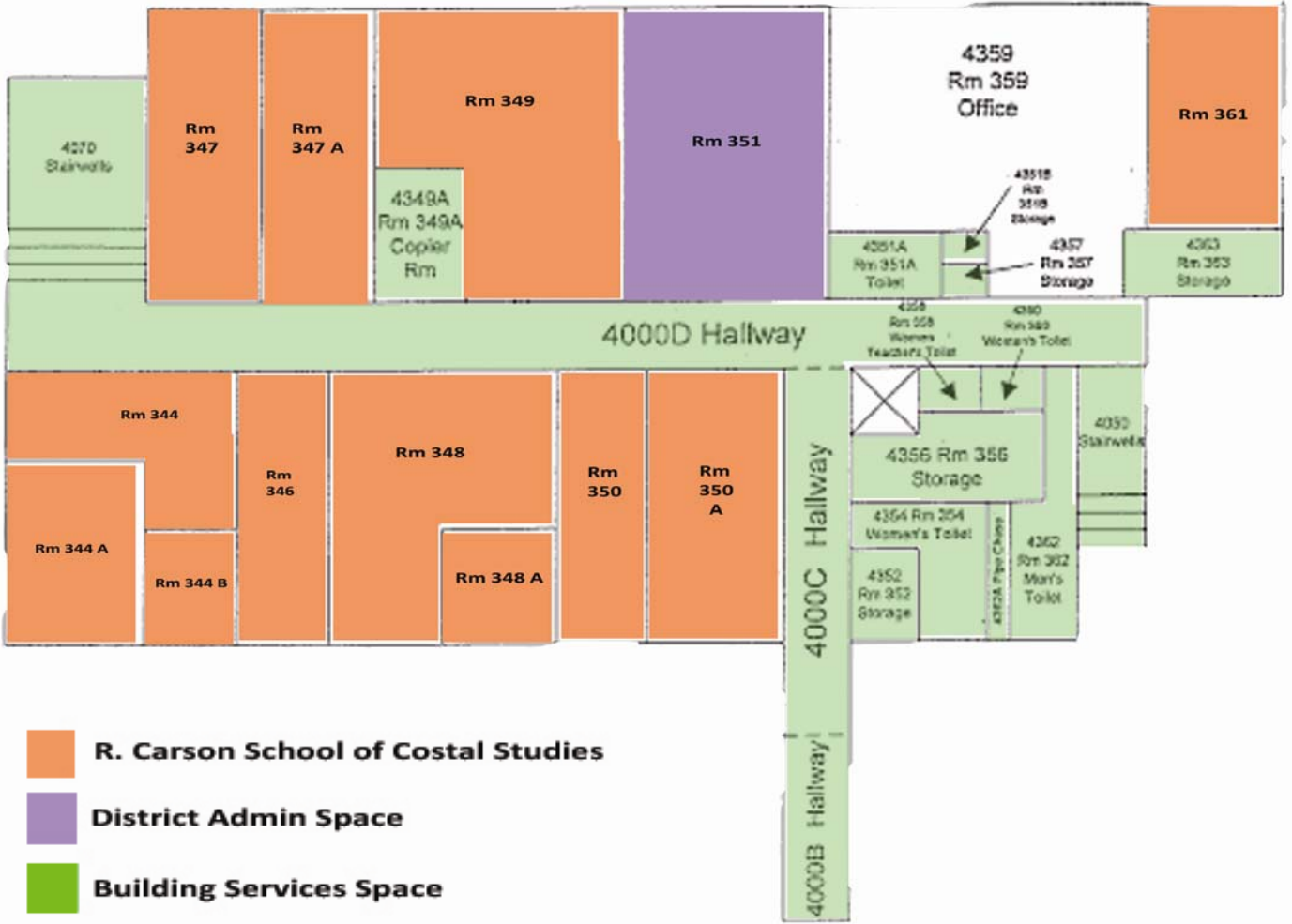
- R. Carson School of Costal Studies** (Orange)
- District Admin Space** (Purple)
- Building Services Space** (Green)

IS 303K
3rd Floor Old Bldg. Plan



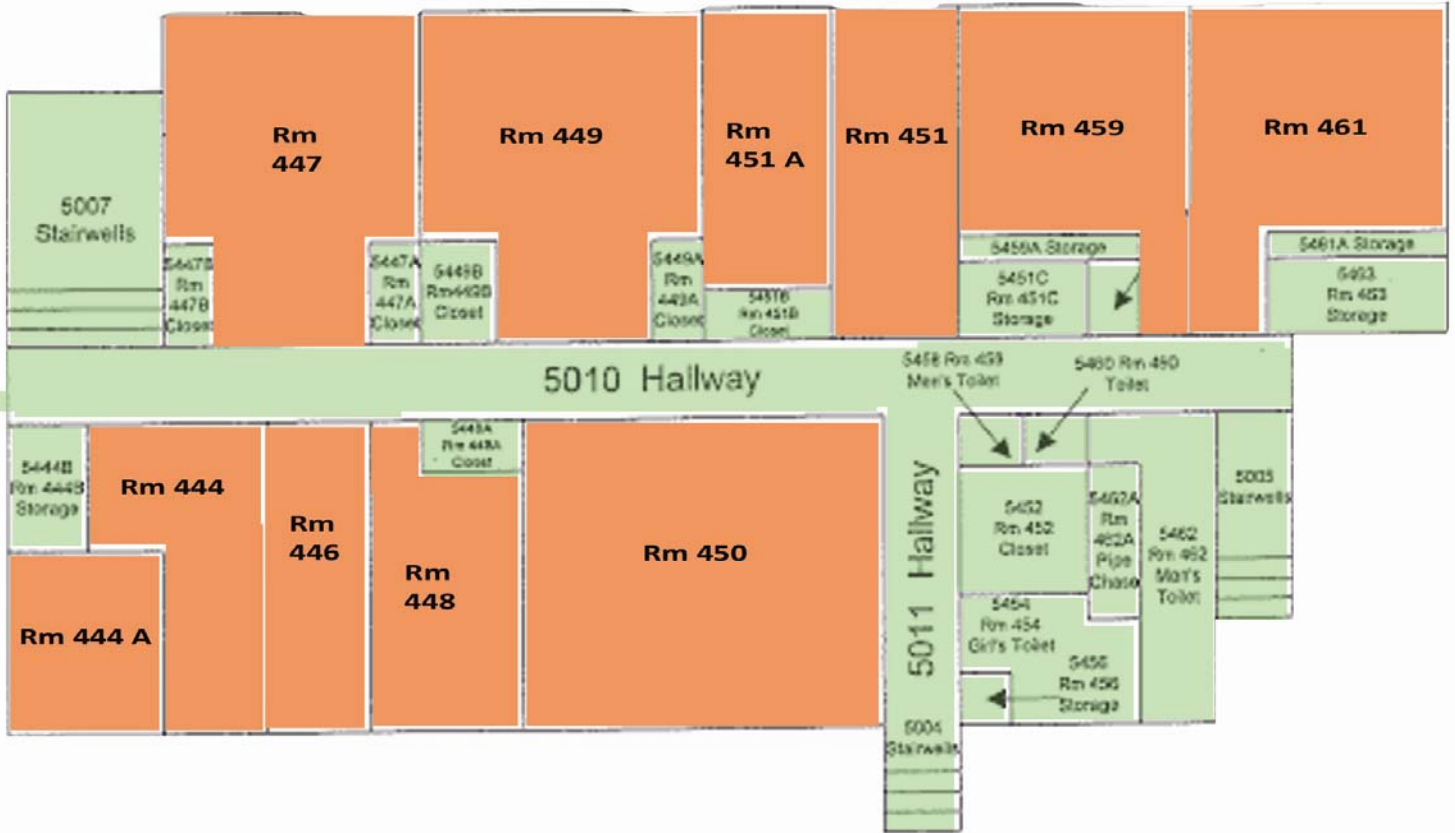
- Specialty Classroom
- Special Education Classroom
- Administration Space
- Building Services Space
- Regular Classroom
- Instructional Support Space
- Common Space

R. Carson School of Costal Studies (IS 303K)
3rd Floor New Bldg. Plan



- R. Carson School of Costal Studies
- District Admin Space
- Building Services Space

**R. Carson School of Costal Studies (IS 303K)
4th Floor New Bldg. Plan**



-  **R. Carson School of Coastal Studies**
-  **District Admin Space**
-  **Building Services Space**

Attachment D

Type Space	Room Number	Organization Name	Room SQFT	2008-09 Room Function	2009-10 Room Function	2010-2011 Room Function	# Students Served	2010-11 type space	Sharing?	Total by Type Space
Reg Cl	100	I.S. 303 - BROOKLYN	700	REGULAR CLASSROOM	REGULAR CLASSROOM	12:1:1 Special Ed, self contained	8	Sp ed	N	
Admin	101	I.S. 303 - BROOKLYN	558	AP'S OFFICE	AP'S OFFICE	AP/Dean	6th grade	Admin	N	
Reg Cl	102	I.S. 303 - BROOKLYN	650	REGULAR CLASSROOM	REGULAR CLASSROOM	English Lang Learners	34	Instr Support	N	
Reg Cl	103	I.S. 303 - BROOKLYN	750	REGULAR CLASSROOM	REGULAR CLASSROOM	Special Needs homeroom	CTT	Sp ed	N	
Reg Cl	104	I.S. 303 - BROOKLYN	750	REGULAR CLASSROOM	REGULAR CLASSROOM	12:01			N	
Sp ed	105	I.S. 303 - BROOKLYN	725	NON-D75 SPED CLASSROOM	NON-D75 SPED CLASSROOM	12:1:1 Special Ed, self contained	10	Sp ed	N	
Reg Cl	106	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	"sigma" homeroom	33	specialty cl	N	
Reg Cl	107	I.S. 303 - BROOKLYN	675	REGULAR CLASSROOM	REGULAR CLASSROOM	Staff Development room		admin	N	
Reg Cl	108	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Gifted & talented homeroom	31	specialty cl	N	
Reg Cl	109	I.S. 303 - BROOKLYN	675	REGULAR CLASSROOM	REGULAR CLASSROOM	Staff Development room		Admin	N	
Admin	111	I.S. 303 - BROOKLYN	625	REGULAR CLASSROOM	REGULAR CLASSROOM	"push in" science room	30	specialty cl	N	
Admin	120	I.S. 303 - BROOKLYN	364	GUIDANCE OFFICE	GUIDANCE OFFICE	Office		admin	N	
Admin	121	I.S. 303 - BROOKLYN	540	PRINCIPAL'S OFFICE	PRINCIPAL'S OFFICE	Principal's office/central computer room/ confidential room		admin	N	
Reg Cl	122	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	"sigma" homeroom	34		N	
Admin	123	I.S. 303 - BROOKLYN	990	GENERAL/MAIN OFFICE	GENERAL/MAIN OFFICE	Main office		Admin	N	
Reg Cl	124	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Gifted & talented homeroom		specialty cl	N	
Bld Serv	125	I.S. 303 - BROOKLYN	324	GENERAL BUILDING SUPPORT	GENERAL BUILDING SUPPORT	Custodial office		bld serv	N	1,049
Admin	145	I.S. 303 - BROOKLYN	725	TEACHER'S ROOM	TEACHER'S ROOM	teacher's lunch room		admin	N	
Instr support	146	I.S. 303 - BROOKLYN	432	FUNDED - MATH	FUNDED - MATH	classroom		reg cl instr	N	
Reg Cl	147	I.S. 303 - BROOKLYN	810	REGULAR CLASSROOM	REGULAR CLASSROOM	ESL student/specialty law/ computer room/ storage	Esl-8 (88 total)	support/admin/spec ialty room	N	
Common Space	148	I.S. 303 - BROOKLYN	4,446	LIBRARY	LIBRARY	library		common space	N	
Reg Cl	151	I.S. 303 - BROOKLYN	1,148	REGULAR CLASSROOM	REGULAR CLASSROOM	specialty chorus		specialty cl	N	
Reg Cl	155	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	specialty dance room		specialty cl	N	
Reg Cl	159	I.S. 303 - BROOKLYN	1,394	REGULAR CLASSROOM	REGULAR CLASSROOM	specialty computer room		specialty cl	N	
Instr support	162	I.S. 303 - BROOKLYN	725	FUNDED - OTHER	FUNDED - OTHER	school safety		specialty cl/instr	N	
Reg Cl	165	I.S. 303 - BROOKLYN	952	REGULAR CLASSROOM	REGULAR CLASSROOM	ESL/sigma math	ESL-2/Sigma-31	support	N	
Admin	168	I.S. 303 - BROOKLYN	725	GUIDANCE OFFICE	GUIDANCE OFFICE	Locked			N	
specialty cl	170	I.S. 303 - BROOKLYN	725	SCIENCE LAB	SCIENCE LAB	Locked			N	
Instr support	200	I.S. 303 - BROOKLYN	459	RESOURCE ROOM	RESOURCE ROOM	testing room		specialty cl	N	
Instr support	205	I.S. 303 - BROOKLYN	325	FUNDED - READING	FUNDED - READING	Staff bathrooms		common space	N	
Instr support	206	I.S. 303 - BROOKLYN	351	FUNDED - ESL	FUNDED - ESL	SETSS Resource room		specialty cl	N	
Reg Cl	208	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Sigma homeroom	30		N	

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Type Space	Room Number	Organization Name	Room SQFT	2008-09 Room Function	2009-10 Room Function	2010-2011 Room Function	# Students Served	2010-11 type space	Sharing?	Total by Type Space
Reg Cl	209	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Push in math		specialty cl	N	
Reg Cl	210	I.S. 303 - BROOKLYN	522	REGULAR CLASSROOM	REGULAR CLASSROOM	Unknown/ D72 Office		reg cl/admin	N	
Reg Cl	211	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	12:1:1 Special Ed, self contained	10	Sp ed	N	
Reg Cl	212	I.S. 303 - BROOKLYN	750	REGULAR CLASSROOM	REGULAR CLASSROOM	Sigma homeroom	28	specialty cl	N	
Admin	214	I.S. 303 - BROOKLYN	990	GUIDANCE OFFICE	GUIDANCE OFFICE	office/storage/speech and therapy room		admin/bld serv/ specialty room	N	
Reg Cl	215	I.S. 303 - BROOKLYN	750	REGULAR CLASSROOM	REGULAR CLASSROOM	12:01	13	reg cl	N	
Reg Cl	217	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Homeroom	28	reg cl	N	
Sp ed	220	K771 SPED - BROOKLYN	180	D75 SPED CLASSROOM	D75 SPED CLASSROOM	storage		blg serv	N	
Admin	223	I.S. 303 - BROOKLYN	364	OTHER OFFICE	OTHER OFFICE	parent coordinator		admin	N	
Reg Cl	226	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Homeroom	26	reg cl	N	
Reg Cl	227	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	English Lang Learners	30	Instr Support	N	
Reg Cl	228	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Homeroom	28	reg cl	N	
Reg Cl	229	I.S. 303 - BROOKLYN	1,170	REGULAR CLASSROOM	REGULAR CLASSROOM	CTT room	27		N	
Reg Cl	230	I.S. 303 - BROOKLYN	800	REGULAR CLASSROOM	REGULAR CLASSROOM	Sigma homeroom	31		N	
Reg Cl	244	R. CARSON SCL OF COASTAL ST-K	884	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Admin	246	R. CARSON SCL OF COASTAL ST-K	725	GUIDANCE OFFICE	GUIDANCE OFFICE				N	
Reg Cl	247	R. CARSON SCL OF COASTAL ST-K	960	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Admin	248	I.S. 303 - BROOKLYN	918	PRINCIPAL'S OFFICE	PRINCIPAL'S OFFICE				N	
specialty cl	249	I.S. 303 - BROOKLYN	1,025	ART ROOM	ART ROOM				N	1,943
Reg Cl	250	R. CARSON SCL OF COASTAL ST-K	864	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	251	R. CARSON SCL OF COASTAL ST-K	975	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	259	R. CARSON SCL OF COASTAL ST-K	899	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	261	R. CARSON SCL OF COASTAL ST-K	837	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Admin	300	I.S. 303 - BROOKLYN	504	AP'S OFFICE	AP'S OFFICE	8th grade assistant principal/dean		admin	N	
Admin	305	I.S. 303 - BROOKLYN	325	TEACHER'S ROOM	TEACHER'S ROOM	Students' office		admin	N	
Admin	306	I.S. 303 - BROOKLYN	364	ATTENDANCE OFFICE	ATTENDANCE OFFICE	Attendance		admin	N	
Reg Cl	308	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	sigma creative writing	33		N	
Reg Cl	309	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	12:1:1 Special Ed, self contained	5	Sp ed	N	
Reg Cl	310	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	12:1:1 Special Ed, self contained	13	Sp ed	N	
Reg Cl	311	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	push in sigma media		specialty cl	N	
Reg Cl	312	I.S. 303 - BROOKLYN	750	REGULAR CLASSROOM	REGULAR CLASSROOM	push in science		specialty cl	N	
Reg Cl	313	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Language arts		specialty cl	N	
Sp ed	314	I.S. 303 - BROOKLYN	990	SPECIAL ED SUPPORT	SPECIAL ED SUPPORT	Reading work			N	2,465
Reg Cl	317	I.S. 303 - BROOKLYN	780	REGULAR CLASSROOM	REGULAR CLASSROOM	Push in italian			N	
Reg Cl	321	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	CTT			N	

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Type Space	Room Number	Organization Name	Room SQFT	2008-09 Room Function	2009-10 Room Function	2010-2011 Room Function	# Students Served	2010-11 type space	Sharing?	Total by Type Space
Instr support	325	I.S. 303 - BROOKLYN	450	FUNDED - ESL	FUNDED - ESL	offices		admin	N	
Reg Cl	326	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Homeroom		reg cl	N	
Reg Cl	327	I.S. 303 - BROOKLYN	750	REGULAR CLASSROOM	REGULAR CLASSROOM	science lab		specialty cl	N	
Reg Cl	328	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM	Homeroom sigma			N	
Reg Cl	329	I.S. 303 - BROOKLYN	750	REGULAR CLASSROOM	REGULAR CLASSROOM	science lab		specialty cl	N	
Reg Cl	330	I.S. 303 - BROOKLYN	800	REGULAR CLASSROOM	REGULAR CLASSROOM	push in math			N	
Instr support	347	R. CARSON SCL OF COASTAL ST-K	725	FUNDED - ESL	FUNDED - ESL				N	6,430
Admin	348	R. CARSON SCL OF COASTAL ST-K	837	COACH'S OFFICE	COACH'S OFFICE				N	
Reg Cl	349	R. CARSON SCL OF COASTAL ST-K	1,968	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	350	R. CARSON SCL OF COASTAL ST-K	816	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Admin	351	DISTRICT OFFICE #21 - BROOKLYN	1,025	OTHER ORGANIZATION	OTHER ORGANIZATION				N	
Common Space	361	FOOD SERVICES - K	837	SCIENCE PREP ROOM	SCIENCE PREP ROOM				N	
Reg Cl	444	R. CARSON SCL OF COASTAL ST-K	1,116	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	446	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	447	R. CARSON SCL OF COASTAL ST-K	1,485	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	448	R. CARSON SCL OF COASTAL ST-K	1,080	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	449	I.S. 303 - BROOKLYN	1,485	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	450	R. CARSON SCL OF COASTAL ST-K	1,404	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	451	I.S. 303 - BROOKLYN	1,350	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Common Space	459	FOOD SERVICES - K	725	FOOD SERVICES	FOOD SERVICES				N	
Common Space	461	FOOD SERVICES - K	837	FOOD SERVICES	FOOD SERVICES				N	9,091
Reg Cl	147A	I.S. 303 - BROOKLYN	725	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	210B	I.S. 303 - BROOKLYN	540	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Instr support	213A	I.S. 303 - BROOKLYN	325	FUNDED - MATH	FUNDED - MATH				N	
Admin	213B	I.S. 303 - BROOKLYN	325	DEAN'S OFFICE	DEAN'S OFFICE				N	
Instr support	325B	I.S. 303 - BROOKLYN	450	RESOURCE ROOM	RESOURCE ROOM				N	
Reg Cl	344/346	R. CARSON SCL OF COASTAL ST-K	1,512	REGULAR CLASSROOM	REGULAR CLASSROOM				N	
Reg Cl	349B	R. CARSON SCL OF COASTAL ST-K	984	TENTH GRADE	TENTH GRADE				N	48,780
Admin	361A	DISTRICT OFFICE #21 - BROOKLYN	372	OTHER ORGANIZATION	OTHER ORGANIZATION				N	16,277
Common Space	AUD	I.S. 303 - BROOKLYN	4,752	AUDITORIUM	AUDITORIUM	Halls, stairwells, toilets,bldg			N	
Bld Serv	Circulation	Building support	49,465	Halls, stairwells, toilets,bldg services	services				Y	
Common Space	GYM.1	I.S. 303 - BROOKLYN	5,346	GYMNASIUM	GYMNASIUM				N	
Common Space	GYM.2	I.S. 303 - BROOKLYN	5,220	GYMNASIUM	GYMNASIUM				N	
Common Space	PCAF	I.S. 303 - BROOKLYN	9,450	STUDENT CAFETERIA	STUDENT CAFETERIA				N	

152,000