

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of Leadership Preparatory Charter School 4's (84KTBD) K-4 Grades with Existing School I.S. 211 John Wilson (18K211) in Building K211 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to co-locate¹ Leadership Preparatory Charter School 4's (84KTBD, "Leadership Prep 4") kindergarten through fourth grade ("K-4") students in building K211 ("K211"), located at 1001 East 100 Street, Brooklyn, NY 11236, in Community School District 18 beginning in 2013-2014. If this proposal is approved, Leadership Prep 4's K-4 grades will be co-located in K211 with I.S. 211 John Wilson (18K211, "I.S. 211"), an existing middle school that serves students in sixth through eighth grade. I.S. 211 offers a District 18 Astral program for gifted and talented students.² Building K211 also provides space to a community based organization ("CBO"), Champions, and the United Federation of Teachers' District 18 Training Center.

Leadership Prep 4 is a new public charter school that will serve students in kindergarten through eighth grade at full scale. The DOE recognizes that K211 does not have sufficient space to serve all of Leadership Prep 4's kindergarten through eighth grade students. Thus, in a separate Educational Impact Statement ("EIS") published in April 2012, the DOE has proposed to co-locate Leadership Prep 4's fifth through eighth grade students with P.S. 279 Herman Schreiber (18K279, "P.S. 279") in building K279 ("K279"), located at 1070 East 104 Street, Brooklyn, NY 11236, in Community School District 18 beginning in 2013-2014.³

Leadership Prep 4 will enroll students through the charter lottery process as mandated by the New York State charter law.⁴ Additional information about Leadership Prep 4's charter lottery process can be found in Section III.A.

According to the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"), K211 has the capacity to serve 1,499 students. In 2011-2012, I.S. 211 is serving 764 students.⁵ This yields a target utilization rate of approximately 51%.⁶ This means that the building is "underutilized" and has space to accommodate additional students. If this proposal is approved, in the 2013-2014 school year, Leadership

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 The Astral program is an accelerated program for sixth through eighth grade gifted and talented students. The Astral program admits students based on the applicants' state-administered fourth grade English Language Arts and mathematics scores and the applicants' results on the Otis-Lennon School Ability Test.

³ A copy of that EIS is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/May2012Proposals.htm>.

⁴ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's Web site: <http://schools.nyc.gov/community/planning/charters/For+Parents>. Applicants who reside in the district in which a charter is located receive preference for admission. More details are provided in Section III.A below in this proposal.

⁵ Based on the 2011-2012 audited register.

⁶ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year are based on audited enrollment and do not include Long Term Absences ("LTA") students who have been absent continuously for 30 days or more as of October 31, 2011. 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.

Prep 4 will serve 128-166 kindergarten and first grade students and will expand to serve 350-439 K-4 students in K211 in the 2016-2017 school year. There would thus be approximately 1,055-1,174 students served in K211 in the 2016-2017 school year, which yields a projected utilization rate of 70%-78%.

Background on the DOE’s Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. In determining the optimal way to distribute space to schools, the DOE is proposing to co-locate Leadership Prep 4’s K-4 students in K211.

Leadership Prep 4’s charter was authorized by the State University of New York (“SUNY”) Charter Schools Institute and it will be managed by Uncommon Schools (“Uncommon”), a Charter Management Organization (“CMO”). Uncommon currently manages a total of 11 charter schools in New York City, all located in Brooklyn. The available school performance data of Uncommon’s other schools is as follows:

- Bedford Stuyvesant Collegiate Charter School (84K648), located in District 16, received an overall A grade on both the 2009-2010 and 2010-2011 Progress Reports;
- Brownsville Collegiate Charter School (84K710), located in District 23, received an overall A grade on its 2010-2011 Progress Report;
- Williamsburg Collegiate Charter School (84K355), located in District 14, has earned four consecutive overall A grades on its Progress Reports since 2007-2008, with A grades across all sub-categories;
- Kings Collegiate Charter School (84K608), located in District 18, received an overall B grade on its most recent Progress Report, preceded by two overall A grades in 2008-2009 and 2009-2010; and
- Leadership Preparatory Bedford Stuyvesant (84K517), located in District 13, received an overall B grade on both the 2009-2010 and 2010-2011 Progress Reports.

If this proposal is approved, Leadership Prep 4 will open in 2013-2014 and will admit students in kindergarten, first grade, and fifth grade. Leadership Prep 4’s kindergarten and first grade students will be served in K211, where Leadership Prep 4’s K-4 grades will be co-located with I.S. 211 at full scale. If the proposal regarding the co-location of Leadership Prep 4’s fifth through eighth grades is approved, Leadership Prep 4’s fifth grade students will be served in K279, where Leadership Prep 4’s fifth through eighth grades will be co-located with P.S. 279 at full scale. The school will grow to scale by phasing in one grade level per academic year until it reaches its full grade span of kindergarten through eighth grade in the 2016-2017 school year.

The DOE believes in Uncommon’s record of success and supports Leadership Prep 4’s placement in District 18 in order to provide excellent educational opportunities for students and families.

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans served by each of the co-located schools in K211 will be as follows:

Grades Spans							
DBN	School Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-16	2016-17
84KTBD	Leadership Prep 4	-	-	K-1	K-2	K-3	K-4
18K211	I.S. 211	6-8	6-8	6-8	6-8	6-8	6-8

According to the Blue Book, K211 has the capacity to serve 1,499 students. In 2011-2012, I.S. 211 is serving 764 students, thereby yielding a target utilization rate of approximately 51%. (The concepts of “capacity” and “utilization rate” are described below.) If this proposal is approved, beginning in the 2013-

2014 school year, Leadership Prep 4’s K-4 grades will begin phasing in. In 2016-2017, once Leadership Prep 4’s K-4 grades have fully phased in and the school has reached full scale, Leadership Prep 4 is projected to serve 350-439 K-4 students and I.S. 211 is projected to serve 705-735 students for a total of 1,055-1,174 students. This would yield a target building utilization rate of approximately 70%-78%.

The table below demonstrates the enrollment and projected enrollment of each school and the building’s target utilization rates:^{7,8}

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
Leadership Prep 4	N/A	N/A	128 - 166	206 - 266	279 - 359	350 - 439
I.S. 211	764	715 - 745	705 - 735	705 - 735	705 - 735	705 - 735
Total Building Enrollment	764	715 - 745	833 - 901	911 – 1,001	984 - 1,094	1,055 - 1,174
Utilization	51%	48% - 50%	56% - 60%	61% - 67%	66% - 73%	70% - 78%

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s 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 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 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 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 standard for goal 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.

⁷ All projections referenced for Leadership Prep 4 for the 2013-2014 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

⁸ All projections referenced for I.S. 211 for 2012-2013 and beyond are based on the 2011-2012 audited register.

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

A. Students

The proposed co-location of Leadership Prep 4's K-4 grades with I.S. 211 is not expected to impact current or future student enrollment or instructional programming at I.S. 211. If this proposal is approved, Leadership Prep 4's K-4 grades will be co-located in K211 and the school will enroll kindergarten and first grade students through its charter lottery beginning in 2013-2014. The charter lottery will provide a preference for District 18 students.

Impact on Students Attending I.S. 211

I.S. 211 is a zoned middle school that also offers three academic screened programs and the Astral program for gifted and talented students, all of which are open to District 18 students through the District 18 Middle School Choice Process.⁹ The academic screened programs admit students based on a review of applicants' grades and test scores and a student essay or writing sample, while the Astral program admits students based on the applicants' state-administered fourth grade English Language Arts and mathematics scores and the applicants' results on the Otis-Lennon School Ability Test. Each of the three screened academic programs has a different focus. One focuses on business and community relations; the second focuses on communication arts; and the third focuses on cultural arts. This proposal will not impact I.S. 211's ability to continue to offer these programs nor will it affect I.S. 211's admissions processes. The Astral program will continue to admit students through a process managed by the Office of Student Enrollment.

I.S. 211 currently offers Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). The existing ICT and SC special education classes and SETSS services 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 appropriate services at I.S. 211.

In accordance with DOE policy, English Language Learner ("ELL") students and students receiving English as a Second Language services are admitted to middle schools in the same manner as their peers who are not ELL students. I.S. 211 also has an English as a Second Language ("ESL") program for ELL students. ELL students at I.S. 211 will also continue to receive mandated services.

I.S. 211 currently offers the following special programs and classes:¹⁰

- Living Environment;
- Drama;
- Music;
- Journalism;
- Rites of Passage;
- Champion Club;
- Leadership Club;
- French and Spanish classes; and
- Regents courses in French, Integrated Algebra, and Spanish.

⁹ Additional information regarding the District 18 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>.

¹⁰ Compiled from the 2011-2012 Middle School Directory and school-reported data.

The DOE does not anticipate that this proposal will impact the special programs and classes offered at I.S. 211.

I.S. 211 currently has the following partnerships:

- Lincoln Center for the Performing Arts;
- Brooklyn Center for the Urban Environment; and
- Junior Achievement.

The DOE does not anticipate that this proposal will impact I.S. 211's partnerships.

I.S. 211 currently offers the following extracurricular activities and sports:

- Extracurricular Activities – Junior Achievers, cheerleading, art and design, international club, chess club, dance club, and business club.
- Sports – Boys basketball, boys football, boys soccer, girls basketball, girls cheerleading, boys and girls track and field, and boys and girls volleyball.

The DOE does not anticipate that this proposal will impact I.S. 211's extracurricular activities and sports and believes that I.S. 211 could continue to offer these extracurricular programs and sports 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 extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Admissions Impact for Future Elementary School Students in District 18

If this proposal is approved, the co-location of Leadership Prep 4's K-4 grades in K211 will provide District 18 students with an additional elementary school option. Beginning in Spring 2013, all incoming kindergarten students and current kindergarten students residing in District 18 will have the opportunity to participate in the charter application lottery to enter kindergarten and first grade at Leadership Prep 4 in September 2013.

If the proposal to co-locate Leadership Prep 4's fifth through eighth grades in K279 is also approved, for the 2013-2014 school year, Leadership Prep 4 will accept applications via the charter lottery application process for kindergarten, first grade, and fifth grade seats. Applications will be available on Leadership Prep 4's Web site. Neither the deadline to submit an application for Leadership Prep 4's lottery nor the date of the lottery has been set yet.

Leadership Prep 4 will give the following preferences in admissions:

- First preference is given to students who attended the school the previous year and are returning to the school;¹¹
- Second preference is given to siblings of students already enrolled in the school;
- Subsequent preferences will be applied via weighting, or the number of cards each child receives in the lottery. An individual applicant may have up to four cards in the lottery:
 - One card for submitting a timely and complete application;
 - One card if the applicant resides in Leadership Prep 4's Community School District;
 - Up to two cards if the applicant is designated as "at risk of academic failure," defined as:
 - Family income is sufficiently low that the student is eligible for free or reduced-price lunch under the income guidelines for the academic year during which the lottery takes place (i.e., the academic year preceding the one for which the lottery is being held) – **one card**

¹¹ The preference for returning students would not apply in 2013-2014.

- Family income is sufficiently low that the family resides in a New York City Housing Authority public housing development and/or is enrolled in Supplemental Nutrition Assistance Program or Temporary Assistance for Needy Families – **one (additional) card**

If siblings participate in the same lottery, they share all cards (one, two, three or four), and if that card is selected the siblings will occupy the next available spots on the list in alphabetical order by first name.

Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn and according to the admissions preference listed above.

Admissions Impact for Future Middle School Students

As stated above, the DOE has proposed, in a separate EIS, to co-locate Leadership Prep 4’s fifth through eighth grades with P.S. 279 in K279. Leadership Prep 4 will admit fifth grade students through the charter lottery through the 2016-2017 school year, after which it will only admit kindergarten students through the charter lottery.

I.S. 211 is a DOE zoned middle school and will continue to enroll students who are zoned to it through the District 18 Middle School Choice Process. A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes, please visit the DOE Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/MS+Admissions+Glossary.htm>. I.S. 211 also admits students residing in District 18 to its academic screened programs and its Astral program. As stated above, the academic screened programs admit students based on a review of applicants’ grades and test scores and a student interview, while the Astral program admits students based on the applicants’ state-administered fourth grade English Language Arts and mathematics scores and the applicants’ results on the Otis-Lennon School Ability Test.

There are several other middle schools that are available to District 18 students and families. Through the District 18 Middle School Choice Process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district’s Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. Please note that this directory is updated yearly.

Besides I.S. 211, there are currently eight schools serving middle grades in District 18.

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ¹²	Admissions Method
18K066	P.S. 66	K-8	K-8	769	District-wide School-Based Application
18K068	I.S. 68 Isaac Bildersee	6-8	6-8	885	Screened, Test Outcome, Zoned
18K235	P.S. 235 Lenox School	K-8	K-8	1,299	Boroughwide School-Based Application
18K285	I.S. 285 Meyer Levin	6-8	6-8	928	Screened, Test Outcome, Zoned

¹² Audited enrollment as of October 31, 2011.

18K366	The Science And Medicine Middle School	6-8	6-8	256	Limited Unscreened
18K581	East Flatbush Community Research School	6-8	6-8	280	Limited Unscreened
18K588	Middle School For Art And Philosophy	6-8	6-8	372	Limited Unscreened
18K598	Middle School Of Marketing And Legal Studies	6-8	6-8	357	Limited Unscreened

Under the District 18 Middle School Choice process, students will rank their preferences from among District 18 choice middle schools.¹³ These options include:

- Un-zoned middle schools with a screened application process;¹⁴
- Un-zoned middle schools with unscreened¹⁵ or limited-unscreened application¹⁶ processes;
- A zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school).

Through the Middle School Choice Process, students receive priority admission into their zoned middle school when they rank that school on their District 18 Middle School Choice application. If students do not rank their zoned school at all, they lose their zoned-student priority status. After a zoned school admits all zoned students matched during the middle school choice process, the school's remaining spaces are open to out-of-zone District 18 students who indicated a preference for that school.

Students with IEPs will participate in the middle school admissions process in the same manner as their non-disabled peers. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process will apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the zoned middle school or the choice school to which they are matched.

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Students who are ELL students are placed according to the same criteria as their English-speaking peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

If students do not participate in the Middle School Choice process, their placements are determined by the DOE's over-the-counter ("OTC") process. This is the method of enrolling students who need school assignments because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. 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; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁷ or

¹³ <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

¹⁴ Screened schools admit students based on specific criteria they designate for admission.

¹⁵ Unscreened schools admit all students who are eligible to apply to the school.

¹⁶ Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

¹⁷ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one

- Did not participate in the middle school admissions process for some other reason.

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

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an over-the-counter placement are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

In addition, screened and audition middle schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Future rising sixth grade students will continue to have access to a broad range of middle school options through the District 18 Middle School Choice process. Should this proposal to co-locate Leadership Prep 4 in K211 be approved, there will be no impact on the admissions processes at I.S. 211.

Additionally, as demonstrated in the table in Section III.C, there are several other charter schools that are also available to District 18 students and families that will serve some middle school grades when they are at full scale. These charter schools give preference to District 18 students in their respective lotteries and District 18 students will continue to have the option to participate in the lotteries. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE's Web site here:

<http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm>.

Impact on Community Based Organizations

K211 houses a CBO, Champions, and the United Federation of Teachers' District 18 Training Center.

Champions provides after school enrichment programs to students in the community. Champions is not expected to lose any space or reduce the services it offers as a result of this proposal.

The United Federation of Teachers' District 18 Training Center is not expected to lose any space or reduce the services it offers as a result of this proposal.

Champions and the United Federation of Teachers' District 18 Training Center will continue to operate in K211 subject to interest and demand.

B. Schools

As discussed above, K211 has adequate capacity to accommodate I.S. 211 and Leadership Prep 4's K-4

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.

grades at full scale. Collectively, the two schools are projected to enroll an estimated 1,055-1,174 students in 2016-2017. At that point, Leadership Prep 4's K-4 grades will be at full scale in K211, and the projected utilization rate for K211 will be approximately 70%-78%. This means that the building has adequate capacity to accommodate the two schools that will be co-located in K211.

The estimated enrollments for I.S. 211 and Leadership Prep 4 are shown in Section IV below.

As described in more detail in the attached Building Utilization Plan ("BUP") that accompanies this EIS, if this proposal is approved, there will be sufficient space to accommodate I.S. 211 and Leadership Prep 4's K-4 grades pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Leadership Prep 4 gradually phases in. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools.¹⁸

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 would 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 elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. 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.

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 would be made by the Building Council, consisting of principals from all co-located schools. A Shared Space Committee would also meet a minimum of four times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

C. Community

K211 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 18 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet

¹⁸ The Footprint is available at: <http://schools.nyc.gov/community/planning/default.htm> under "Key Documents."

their children’s needs. The proposed co-location of Leadership Prep 4 is intended to meet those goals by providing an additional middle school choice option for students in District 18.

The DOE believes in Uncommon’s record of success and supports the permanent placement of an Uncommon charter school in District 18 in order to continue providing excellent educational opportunities for students and families. If this proposal is approved, Leadership Prep 4 will add approximately 350-439 K-4 seats in District 18.

If this proposal is approved, Leadership Prep 4 will join five existing charter schools in District 18:

District Charter Options

DBN	School	Grade Span 2011-2012	Grade Span at Scale	2011-2012 Total Enrollment ¹⁹	Admissions Method
84K379	Explore Excel Charter School	K-3	K-7	229	Lottery
84K608	Kings Collegiate Charter School	5-9	5-12	318	Lottery
84K652	Brooklyn Ascend Charter School	K-5	K-6	531	Lottery
84K792	Cultural Arts Academy Charter School at Spring Creek	K-2	K-5	166	Lottery
84K797	New Hope Academy Charter School	K-3	K-5	233	Lottery

Detailed information about charter schools will also be published annually and would be available in print or on the DOE’s Web site here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K211. This proposal is not expected to impact the functional site accessibility of K211.

IV. Enrollment, Admissions and School Performance Information

I.S. 211

Admissions Data

Current Admissions	Grades 6-8: District 18 Middle School Choice
Admissions After the Implementation of the Co-location	Grades 6-8: District 18 Middle School Choice

¹⁹ Based on the charter headcount as of October 1, 2011.

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (audited)	242	250	272	764
2012-2013 (proj.)	235 - 245	235 - 245	245 - 255	715 - 745
2013-2014 (proj.)	235 - 245	235 - 245	235 - 245	705 - 735
2014-2015 (proj.)	235 - 245	235 - 245	235 - 245	705 - 735
2015-2016 (proj.)	235 - 245	235 - 245	235 - 245	705 - 735
2016-2017 (proj.)	235 - 245	235 - 245	235 - 245	705 - 735

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁰	13%
Percentage of Students with IEPs ²¹	18%
Percentage of ELL Students ²²	4%
Percentage of Students Eligible for Free or Reduced Lunch ²³	76%

School Performance Data

I.S. 211	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	A
Progress Report Progress Grade	A	B	A
Progress Report Performance Grade	A	C	B
Progress Report Environment Grade	A	B	B
Quality Review Score	N/A ²⁴	N/A	WD ²⁵

²⁰ Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register.

²¹ Students with IEPs as percentage of total students from the 2011-2012 audited register.

²² ELL students as percentage of total students from the 2011-2012 audited register.

²³ Percentage of students Eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

²⁴ Not all schools receive a Quality Review each year.

²⁵ Quality Reviews evaluate how well schools are organized to support student learning, and schools can receive the following ratings: Underdeveloped (“U”), Developing (“D”), Proficient (“P”), and Well Developed (“WD”).

Performance Data²⁶			
English Language Arts % Proficient (Levels 3 and 4)	57%	28%	34%
Math % Proficient (Levels 3 and 4)	75%	46%	57%
Other Key Performance Indicators			
Attendance Rate	92.8%	92.4%	92.3%

2010-2011 State Accountability Status²⁷	In Good Standing
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Leadership Prep 4

Admissions Data

Current Admissions	N/A
Admissions After in the Implementation of the Co-location	Kindergarten-Fourth Grade: Choice (Lottery)

Enrollment Data²⁸

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2011-2012 (audited)	-	-	-	-	-	-
2012-2013 (proj.)						
2013-2014 (proj.)	78-100	50-66	-	-	-	128-166
2014-2015 (proj.)	78-100	78-100	50-66	-	-	206-266
2015-2016 (proj.)	78-100	78-100	78-100	45-59	-	279-359
2016-2017 (proj.)	78-100	78-100	78-100	73-86	43-53	350-439

²⁶ In 2010, the New York State Education Department adjusted the “cut scores” on annual math and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ scale scores on the tests remained largely unchanged relative to the prior year.

²⁷ Please refer to the New York State Education Department’s Web site for information on its accountability statuses: <http://www.p12.nysed.gov/irs/accountability/>.

²⁸ Enrollment data is for students who will be served in K211 only. Leadership Prep 4 will also enroll students in fifth through eighth grades, but they will be served in K279 if the proposal to co-locate those grades there is approved.

Demographic Data

There is no demographic data available for the school because Leadership Prep 4 has not yet opened.

School Performance Data

There is no performance data available for the school because Leadership Prep 4 has not yet opened.

V. Initial Costs and Savings

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

At present, K211 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

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

A. Personnel Needs

The proposed co-location of Leadership Prep 4 in K211 is not expected to change the number of personnel positions assigned to I.S. 211, nor is it expected to significantly alter the duties of current staff in K211. Leadership Prep 4 may hire additional personnel to support its phase-in.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at I.S. 211. The basic operating budget for those schools is determined by the same 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. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil allocation for middle schools is \$4,412.45. In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools are entitled to receive an additional \$1,633.71 per pupil for each ELL student and middle schools receive an additional \$2,043.69 per pupil for each ELL student they enrolled. At the elementary level, supplemental funds are awarded for each student who is an ELL student, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an ELL student, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, I.S. 211 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the

proportion of low-income students they enroll. I.S. 211 is currently eligible for Title I funding. Assuming it continues to meet Title I criteria, the size of its Title I funding award would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. I.S. 211 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal also should not impact the projected budget or operating costs for Leadership Prep 4. The General Education Charter School per-pupil rate is determined by the New York State Education Department, and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures by Total Allowable Pupil Units. Special education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

This proposal will not affect the costs of instruction at I.S. 211.

C. Administration

No change in school supervisory or administrator positions at I.S. 211 is expected as a result of this proposal.

Leadership Prep 4 may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

D. 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 I.S. 211.

E. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as Leadership Prep 4 phases in.

VII. Building Information

Building	K211
Type of Building	Junior High-Intermediate-Middle

Year Built		1958
Overall BCAS rating		3.01
2010-2011 Target Building Utilization		56%
2010-2011 Target Building Capacity		1,499
FY 2011 Maintenance Costs	Labor	\$20,485
	Materials	\$9,558
	Maintenance and repair contracts	\$302,123
	Service contracts	\$9,720
	Custodial operations costs—Materials	\$10,051
	Custodial operations costs—Custodial Allocation	\$302,672
FY 2011 Energy Costs	Electric	\$106,482
	Gas	\$4,153
	Oil	\$139,244
Projects completed during the current or prior school year		Walk-in Freezer Replacement, Low Volt Elec System, Roofs/Parapets
Projects proposed in the capital plan		Aux. Signal/bell system, Fire alarm system, Public address system, Sprinklers, Exterior: Roofing
Accessibility of the building		Fully programmatic accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, and Science Laboratories