

EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Knowledge and Power Preparatory Academy VII Middle School (13K596) Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase-out and close Knowledge and Power Preparatory Academy VII Middle School (13K596, “KAPPA VII”), an existing middle school located at 300 Willoughby Avenue, Brooklyn, NY 11205, in Community School District 13, in Building K117 (“K117”), because of its low performance and its inability to turn around quickly to better support student needs.

KAPPA VII is currently “co-located” in building K117 with Brooklyn Community High School of Communication, Arts and Media (13K412, “BCAM”), an existing high school that admits ninth grade students through the High School Admissions Process, and Brooklyn High School for Leadership and Community Service (13K616, “Leadership and Community Service”) a transfer high school that admits students through a referral process described in further detail in section III.^{1,2} There is also a District 75 school (75K369, (“P369K@I117K”)) that has an inclusion program in building K117, which serves sixth through eighth grade students with a range of disabilities who attend KAPPA VII’s general education classes and receive Special Education Teacher Support Services (“SETSS”).³ P369K@I117K also serves students in grades 6-12 who require a 12:1:1 educational setting.⁴

KAPPA VII currently serves students in sixth through eighth grades and admits students through the District Middle School Choice Process. If this phase-out proposal is approved, KAPPA VII would no longer admit sixth grade students after the conclusion of the 2011-2012 school year. One grade would then be phased out in each subsequent year. KAPPA VII would close after June 2014. Current students will continue to be served and supported by KAPPA VII as they progress toward completion of middle school. Current eighth grade students will be supported through the Citywide High School Admissions Process (“High School Admissions Process”) as they select a

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 Transfer schools are small, academically rigorous high schools designed to reengage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over-age and under-credited”). These schools provide a personalized learning environment and connections to career and college opportunities. Students graduate with a high school diploma from their transfer high school.

³ 75K369 is located at 9 sites: P369K @ Coy L. Cox School located at 383 State Street, Brooklyn, NY 11217; P369K @ P056K located at 170 Gates Avenue, Brooklyn, NY 11238; P369K @ P067K located at 51 St. Edwards Street Brooklyn, NY 11205; P369K @ I103 Satellite Three located at 170 Gates Avenue Brooklyn, NY 11238; P369K @ I117K located at 300 Willoughby Avenue Brooklyn, NY 11205; P369K@H605 Westinghouse HS located at 105 Tech Place, Brooklyn NY 11201; P369K@HB69-Adams St High School located at 283 Adams Street, 11201; P369K @ P261K located at 314 Pacific Street Brooklyn, NY 11201; and P369K @ P005K located at 820 Hancock Street, Brooklyn NY 11233. This proposal will only impact P369K @ I117K. All references to enrollment will refer to P369K @ I117K only.

⁴ 12:1:1 refers to the ratio of students to teachers and para-paraprofessionals.

high school.

In a separate EIS posted in December 2011, the DOE has also proposed to co-locate a new middle school, (13K395, “I.S. 395”), which would serve students in sixth through eighth grade when it reaches full scale in K117 in 2014-2015.⁵ This new middle school would admit sixth grade students through the District Middle School Choice Process with a limited unscreened selection method. If the proposal to phase out KAPPA VII and the proposal to open I.S. 395 are both approved, P369K@I117K’s inclusion program currently associated with KAPPA VII would continue to exist as KAPPA VII phases out and would be associated with the new middle school as it phases in, so that the inclusion program will continue to be provided in the K117 building. The 12:1:1 classes offered by P369K@I117K would also continue to be provided.

If the proposal to co-locate I.S. 395 in K117 is approved, it would provide a new middle school option for District 13 families and replace the seats lost by the proposed phase out of KAPPA VII. I.S. 395 would be co-located in K117 with KAPPA VII, BCAM, P369K@I117K, and Leadership and Community Service as KAPPA VII phases out and I.S. 395 phases in.

The DOE does not anticipate that this proposal will affect the admissions processes, academic programs, extracurricular activities, or partnerships currently offered at BCAM, Leadership and Community Service, and P369K@I117K. Students with disabilities and English Language Learners (“ELLs”) will receive all mandated services

Background on the DOE’s Decision-Making Process

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.⁶ Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms and talk with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest. A school’s Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criterion leads to a phase-out decision.

KAPPA VII earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, KAPPA VII earned a D grade, and on the 2008-2009 Progress Report, KAPPA VII earned a C grade.

⁵ <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>

⁶ Elementary schools that have average math and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earned a Well Developed or Outstanding rating on the quality review, which received an A or B on the 2010-2011 Progress Report or which are receiving a Progress Report for the first time are not considered for phase-out.

As a result, the DOE initiated a comprehensive review of KAPPA VII with the goal of determining what intensive supports and interventions would best benefit the KAPPA VII community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of KAPPA VII—will best serve students and the community. Phasing out and closing KAPPA VII will allow for new school options to develop in the K117 building that are intended to provide better options for families.

Performance and School Environment at KAPPA VII

KAPPA VII has struggled for years, and the school's performance during the 2010-2011 school year confirmed the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs.

- The majority of KAPPA VII students remain below grade level in English and Math. Last year, only 10% of students were performing on grade level in English – putting the school in the bottom 6% of middle schools Citywide in terms of English proficiency. Only 18% of students were performing on grade level in Math last year – putting the school in the bottom 4% of middle schools Citywide in terms of Math proficiency.
- In 2009-2010, KAPPA VII received an overall D on its Progress Report. Only 15 % of students were performing on grade level in English, putting the school in the bottom 15% of middle schools Citywide in terms of English proficiency. Only 13% of students were performing on grade level in Math, putting the school in the bottom 3% of middle schools Citywide in terms of Math Proficiency.
- In 2008-2009, KAPPA VII received an overall C on its Progress Report, and 44 % of students were performing on grade level in English, putting the school in the bottom 12% of middle schools Citywide in terms of English proficiency. Only 32% of students were performing on grade level in Math, putting the school below the 1st percentile of middle schools Citywide in terms of Math proficiency.
- KAPPA VII is not adequately helping students to make progress. KAPPA VII is in the bottom 4% of middle schools Citywide in terms of learning growth in English and the bottom 3% of middle schools Citywide in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If these outcomes persist, KAPPA VII students will fall farther behind their peers in other schools.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. KAPPA VII earned an overall F grade on its 2010-11 Progress Report, including F grades for Student Progress and Student Performance and a C grade for School Environment. KAPPA VII was the only school in District 13 to earn an F grade on its 2010-2011 Progress Report.

- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, underdeveloped) to measure how well a school is organized to support student achievement.⁷ On its most recent two Quality Review in 2009-2010 and 2008-2009 KAPPA VII was rated “Underdeveloped with Proficient Features,” indicating deficiencies in the way that the school is organized to support student learning.⁸
- District 13 middle schools admit students through the Middle School Choice process. During the 2010-2011 school year, only 32% of students who applied to KAPPA VII ranked it in their top three choices, compared to the District 13 average of 40%. Additionally, only 9% of students who applied to KAPPA VII ranked it as their first choice.
- The school’s attendance rate is one of the lowest among middle schools Citywide. The 2010-11 attendance rate was 87% compared to the Citywide middle school average of 93%, putting KAPPA VII in the bottom 5% of New York City middle schools in terms of attendance.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 58 % of teacher respondents agreed that discipline and order were maintained at KAPPA VII. Additionally, only 57% of student respondents agreed that they felt safe at school.

All of these concerns suggest that the school is ill-equipped to turn around quickly to better support students. The chart below summarizes key performance data for KAPPA VII over the past three years.

KAPPA VII	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Progress Report Progress Grade	D	C	F
Progress Report Performance Grade	B	F	F
Progress Report Environment Grade	C	D	C
Quality Review Score ⁹	UPF	UPF	NA
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	44%	15%	10%
Math % Proficient (Levels 3 and 4)	32%	13%	18%
Other Key Performance Indicators			
Attendance Rate	90%	89%	87%
2010-2011 State Accountability Status¹⁰	In Good Standing		

Overview of Past Strategic Improvement Efforts at KAPPA VII

⁷ <http://schools.nyc.gov/NR/ronlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>.

⁸ http://schools.nyc.gov/OA/SchoolReports/2009-10/Quality_Review_2010_K596.pdf.

⁹ WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Under-developed.

¹⁰ <http://www.p12.nysed.gov/irs/accountability/>.

Staff members have worked hard to improve KAPPA VII, but even with support the school has not produced adequate outcomes for the students. To help the school's efforts to improve performance, the DOE offered numerous supports. The DOE:

Leadership Support:

- Provided extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school.
- Coached and trained leadership on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.
- Coached and trained administration on elements of distributive leadership to build capacity of school staff.

Instructional Support:

- Supported and trained teachers in improvement strategies for addressing the various needs and learning styles of English Language Learner students and students with disabilities.
- Facilitated training for teachers in assessment design and the improvement in nonfiction writing strategies.
- Provided professional development opportunities for teachers on best practices for addressing the needs of various learners through differentiated instruction and co-teaching.
- Trained staff in successful ways to increase student outcomes through data analysis and various tools to understand student progress.
- Offered professional development opportunities for teachers on numeracy and the development of best practices within math curriculum.
- Facilitated on-site training to leadership and staff on organization consistency and effective implementation of Citywide instructional initiatives.
- Conducted walk-throughs of classrooms and provided targeted feedback on ways to raise academic rigor and increase student engagement.

Operational Support:

- Advised school staff on budgeting, human resources, teacher recruitment, and building management.

Student Support:

- Trained the school staff in comprehensive analysis of student needs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Trained leaders in strategies and interventions for attendance improvements.

- Supported in identifying resources and strategies for the improvement of school culture and safety through training and professional development opportunities for staff.

Despite the availability of these supports, it is apparent that KAPPA VII has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the KAPPA VII community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association (“PTA”) and the School Leadership Team (“SLT”) on October 11, 2011, to discuss possible outcomes for KAPPA VII due to its continued poor performance. The meeting was attended by approximately 40 people. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public:

(<http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=23>).

While many members of the KAPPA VII community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school’s longstanding performance struggles and the low demand for seats at the school. The DOE will incorporate community feedback as it continues to support current KAPPA VII students working toward promotion and as it develops plans to replace KAPPA VII with other schools that better meet student and community needs.

The DOE also welcome community feedback, while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

II. Proposed or Potential Use of Building

The building in which KAPPA VII is located, K117, has the capacity to serve 1,290 students.¹¹ K117 is not an accessible building for students with physical disabilities. In 2010-2011—the most recent year for which audited enrollment data is available—the building served only 877 total students¹² yielding a target utilization rate of just 68%.¹³ In 2011-2012, the building is serving 895 total students, yielding a target utilization rate of 69%.¹⁴ This is one indicator that the building is “underutilized” and has extra space to accommodate additional students.¹⁵

¹¹ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

¹² 2011-2012 unaudited register as of October, 31, 2011.

¹³ 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 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

¹⁴ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment 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.

¹⁵ The concepts of enrollment and capacity are discussed later in this section.

In a separate EIS that was posted in December 2011 the DOE proposed the co-location of a new middle school, I.S. 395, in K117. ¹⁶Over the next four years, the proposed grade spans for the schools in the building are as follows:

DBN	School Name	2011-12	2012-13	2013-14	2014-15
13K596	KAPPA VII	06-08	07-08	08	-
13K395	I.S. 395	-	06	06-07	06-08
75K369	P369K@I117K	06-12	06-12	06-12	06-12
13K412	BCAM	09-12	09-12	09-12	09-12
13K616	Leadership And Community Service	09-12	09-12	09-12	09-12

The table below demonstrates current and projected enrollment across all existing organizations and I.S. 395 during the course of the phase-out of KAPPA VII and the phase-in of I.S. 395.¹⁷

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
KAPPA VII	178	155	85 - 105	40 - 50	0
I.S. 395	-	-	85 - 95	170 - 190	255 - 285
P369K@I117K	47	59	55 - 72	55 - 72	55 - 72
BCAM	447	465	445 - 480	445 - 480	445 - 480
Leadership And Community Service	205	216	195 - 235	195 - 235	195 - 235
Total Building Enrollment	877	895	865 - 987	905 - 1,027	950 - 1,072
Utilization	68%	69%	67% - 77%	70% - 80%	74% - 83%

In 2014-2015, once KAPPA VII has phased out, and I.S. 395 is phased in, there would be approximately 950-1,072 total students served in the building. The projected utilization for K117 at that point would be approximately 74-83%. This means that K117 has adequate capacity to accommodate the new middle school.

As described in more detail in the Enrollment, Capacity, Utilization Report (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 maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the

¹⁶ <http://schools.nyc.gov/AboutUs/Leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>

¹⁷ Enrollment projections for I.S. 395 are based on a standard phase-in plan for new district schools of 3 General Education and 1 Self Contained section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

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. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 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 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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 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

Enrollment Options for Current KAPPA VII Students

If this proposal is approved, KAPPA VII would be phased out gradually over the next several years and would no longer admit new sixth-grade students after the end of this school year. Current sixth and seventh grade students would be supported at KAPPA VII as they progress towards completion of middle school and transition to high school. Current eighth grade students who meet promotional requirements would apply for high school through the citywide High School Admissions Process.

If this proposal is approved, in 2012-2013, KAPPA VII would only serve students in seventh and eighth grades and in 2013-2014, KAPPA VII would only serve students in eighth grade. KAPPA VII would close after June 2014.

Students who do not meet promotional requirements during the phase-out would continue to have access to appropriate courses to support their progress toward promotion and will continue to be enrolled at KAPPA VII. For example, if a current sixth grade student does not meet promotional standards to enter seventh grade in 2012-13, he or she will continue enrollment as a sixth grade student at KAPPA VII even though the school would not admit any incoming sixth-grade students. Students who do not meet promotional requirements will be provided with the appropriate support and instruction needed to meet promotion requirements, and this may include

accommodating those students in existing classes, bridge classes, or pull-out classes.¹⁸ Specific instructional decisions on how to serve students who do not meet promotion requirements are made by school administrators and instructional staff. In June 2014 (the final year of phase-out), any student who does not meet graduation requirements would be placed at another District 13 middle school, or a middle school in the district in which the student resides.

Impact on Academic, Extracurricular Programs, and Community Partnerships at KAPPA VII

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered at KAPPA VII. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, KAPPA VII would continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

The DOE remains focused on helping KAPPA VII students to succeed. If this proposal is approved, KAPPA VII would be provided with targeted, customized, and intensive supports aimed at the unique needs of the school and its students. These supports would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement, and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

KAPPA VII currently offers Integrated Co-Teaching (“ICT”) classes, Self Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). The existing ICT, SC, and SETSS classes would continue to be provided as KAPPA VII phases out, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Program (“IEPs”). As noted elsewhere in this document, building K117’s accessibility will remain the same. Current students at KAPPA VII who receive ELL services will continue to receive ELL services as the school phases out.

According to the District 13 Middle School Directory, KAPPA VII currently offers the following

¹⁸ A bridge class refers to instances where a small number of students from multiple grade levels are combined and served in the same class or period by 1 or more teachers. A pull out class refers to instances where a small group of students may be provided with targeted instruction apart from their peers for a class period. Instructional decisions are made by school leaders.

special programs and initiatives, extracurricular activities, and partnerships.¹⁹

Leadership & Support: Ambassador’s Program, Teacher –Student Mentorship Program, Student Government

Academic: Spanish Language Instruction, Tutoring

Artistic: Art Program

Clubs: Ezra Jack Keets Book Making Club, Math Club

Athletics: Basketball, Double Dutch, Fencing, Football and Soccer, Championship/Competitive Double-Dutch, Step Team, Dance Team, NBA Fitness Program, Drum Corps

Partnerships: Metropolitan Museum of Art, City University of New York (CUNY), Hunter College, St. Francis College, Bedford-Stuyvesant YMCA, Sports and Arts (SASF), Churchill School and Center, Teaching Matters, Ramapo for Children

KAPPA VII would continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

As outlined in the Middle School Directory, other District 13 middle schools currently offer or have partnerships with similar sports or fitness organizations, such as the YMCA, Creative Outlet Dance Theater Brooklyn, and the New York Junior Tennis League. Other District 13 middle schools also have community partnerships offering a range of literacy, music, and educational technology programs, such as Joyce Theater Company, American Museum of Natural History, Marquis Studios, Urban Word, MOUSE Squad, Brooklyn Museum, Brooklyn-Queens Conservatory of Music, and the Mark Morris Dance Theater Company. Other partnerships promoting college awareness and readiness currently offered in District 13 middle schools include: PACE University, Duke University, CUNY, Medgar-Evars College, Long Island University, New York University, and Polytechnic University. Therefore, residents of District 13 will continue to have access to partnerships like those currently offered at KAPPA VII at other District 13 middle schools.

As the school phases out, the DOE will work with KAPPA VII staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out period. The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported KAPPA VII students in the past. As appropriate, the DOE will work with KAPPA VII to introduce or expand partnerships with the community organizations that currently support KAPPA VII students and other District 13 middle school students.

Admission Impact on Current and Future Students at Existing Schools in K117

The DOE does not anticipate that the proposed phase-out and eventual closure of KAPPA VII will impact admissions, current or future student enrollment, or instructional programming at

¹⁹ <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>.

P369K@I117K, BCAM, and Leadership and Community Service. As described previously, P369K@I117K has an inclusion program in building K117 which serves sixth through eighth grade students with a range of disabilities who attend KAPPA VII's general education classes and receive SETSS. If the proposal to phase out KAPPA VII and the proposal to open I.S. 395 are both approved, P369K@I117K's inclusion program currently associated with KAPPA VII would continue to exist as KAPPA VII phases out and would be associated with the new middle school as it phases in, so that the inclusion program will continue to be provided in the K117 building. P369K@I117K also serves students in grades 6-12 who require a 12:1:1 educational setting which would continue to exist in the building K117 as well.

The impact of the proposed co-location of I.S. 395 in the K117 building is described in detail in a separate EIS that was posted in December 2011. Please visit the DOE website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

Admissions Impact for Future Middle School Students

KAPPA VII is a middle school that admits students through the District 13 Middle School Choice process, where fifth grade students rank in order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. If this proposal is approved, students would continue to have access to a broad range of middle school options through the District 13 Middle School Choice process, as outlined in the tables at the end of this section.

Middle school admissions applications were due on December 16, 2011. If this proposal is approved by the PEP, the school will be removed from the matching process for the 2011-2012 District 13 middle school choice application process, and no current fifth-grade students would be matched to KAPPA VII for the 2012-2013 school year. For example, if a current fifth-grade student has submitted his or her application and selected KAPPA VII as a third-choice school, the matching process will automatically skip to the fourth-choice school, and so on and so forth. Additionally, new middle schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider. After the PEP votes on the proposals to open new schools, students will have the opportunity to submit a "new schools" application.

In District 13, where there is middle school choice, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or city-wide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. 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>. In District 13 Middle School Choice, students rank their preferences from among District 13 choice middle schools. These options include:

- choice middle schools with a screened application process (entrance is based on criteria designated by the school);
- choice middle schools with an unscreened or limited-unscreened application processes (unscreened schools do not apply any criteria for admission; limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session).

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools in 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 is expected to develop a program to meet the student's needs. This process applies to students with IEPs transitioning to middle school in the same manner as it applies to all other students. All students with IEPs will continue to receive mandated services at the choice school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Thus, students who are ELLs are placed according to the same placement criteria as their English-speaking peers.

Admissions Impact for Over-the-Counter Students

Over-the-counter ("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 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);²⁰ or
- Students who did not participate in the Middle School or High School Admissions Process for some other reason.

When a middle school eligible student arrives for an OTC placement, his/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. When middle schools are unzoned, as is the case in District 13, 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 limited unscreened, educational option, or unscreened.²¹ Should a zoned school reach capacity, the school may be "capped," in which case OTC arrivals may be directed

²⁰ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

²¹ Educational Option ("Ed Opt") applies to high schools only and refers to a type of admission method where a program has a certain portion of seats based on scores attained on the seventh grade ELA reading exam for student high, middle, and low reading levels. If a student scores in the top 2% on the previous year's English Language Arts reading exam and lists an Ed Opt program as a first choice on the application, students are guaranteed a match to that program. High school admissions information is available online: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory>.

to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if the student so chooses.

Approximately 20 students were admitted to sixth grade through the Middle School Choice process at KAPPA VII during the 2010-2011 school year for September 2011 enrollment. Eleven students were held over from the previous year, and approximately 20 sixth-grade students were admitted to KAPPA VII through the OTC placement process. Similarly, 6 OTC students were admitted to KAPPA VII for seventh grade and 14 OTC students were admitted for eighth grade.

During the 2011-2012 school year, 14 schools in District 13 accepted a total of 330 students in grades 6-8 through the OTC placement process, reflecting an average of approximately 24 students per school. Since I.S. 395 will also accept OTC students, all OTC arrivals will continue to be accommodated.

Future sixth-grade students will continue to have access to a broad range of middle school options through the District 13 Middle School Choice process, and Borough-wide and City-wide middle school options. The table below outlines District 13, Borough-wide, and City-wide middle schools' performance, the percentage of special education students ("SE"), the percentage of ELLs, the admissions process, target organizational capacity, target utilization rate, total enrollment, and site accessibility.²² Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.²³

DBN	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
DISTRICT Choice											
13K103 ²⁴	Satellite Three	K056	170 GATES AVENUE	06-08	06-08	67%	D	11%	8%	Screened	Not functionally accessible
13K113	M.S. 113 Ronald Edmonds Learning Center	K113	300 ADELPHI STREET	06-08	06-08	70%	D	11%	3%	Screened	Fully Programmatically accessible
13K265	Dr. Susan S. McKinney Secondary School of the Arts	K265	101 PARK AVENUE	06-12	06-12	48%	B	14%	5%	Screened	Not functionally accessible
13K266	M.S. K266 - Park Place Community Middle School	K902	62 PARK PLACE	06-08	06-08	75%	C	13%	3%	Screened	Not functionally accessible

²² Target Organizational Capacity and Target Utilization Rates are from the 2010-2011 Blue Book.

²³ <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

²⁴ In a separate EIS, the DOE is proposing the phase out of Satellite Three beginning in the 2012-2013 school year.

13K282	P.S. 282 Park Slope	K282	180 6 AVENUE	0K-08	0K-08	109%	C	3%	1%	Limited Unscreened	Not functionally accessible
13K301	Satellite East Middle School	K305	344 MONRO E STREET	06-08	06-08	74%	B	10 %	5%	Screened	Not functionally accessible
13K313	Satellite West Middle School	K307	209 YORK STREET	06-08	06-08	54%	A	20 %	6%	Screened	Not functionally accessible
13K492	Urban Assembly Academy of Arts and Letters	K020	225 ADELPH I STREET	0K- 01,06- 08	0K-08	69%	B	8%	1%	Screened	Not functionally accessible
13K571 ²⁵	M.S. 571	K009	80 UNDER HILL AVENUE	07-08	Closed	64%	N/A	11 %	20%	Screened	Partially Programmatically accessible
13K691	FORT GREENE PREPARAT ORY ACADEMY	K046	100 CLERM ONT AVENUE	06-07	06-08	75%	N/A	4%	18%	Screened	N/A
BOROUGH-WIDE Choice											
13K336 ²⁶	Academy of Business and Community Developmen t	K258	141 MACON STREET	06-12	06-12	55%	D	13 %	3%	Screened	Fully Programmatically accessible
13K527	Urban Assembly Institute of Math and Science for Young Women	K313	283 ADAMS STREET	06-11	06-12	100%	B	13 %	1%	Screened	Not functionally accessible
13K592 ²⁷	Khalil Gibran International Academy	K287	50 NAVY STREET	07-08	09-12	55%	N/A	9%	21%	Screened	Not functionally accessible
14K614	Young Women's Leadership School of Brooklyn	K049	223 GRAHA M AVENUE	06-09	06-12	65%	A	10 %	3%	Limited Unscreened	Not functionally accessible
17K543	Science, Technology and Research Early College High	K465	911 FLATBU SH AVENUE	06-12	06-12	81%	B	2%	0%	Screened	Fully Programmatically accessible

²⁵ M.S. 571 is phasing out and will close at the end of the 2012-2013 school year

²⁶ In a separate EIS, the DOE is proposing the closure of Academy of Business and Community Development at the end of the 2011-2012 school year.

²⁷ Khalil Gibran International Academy will be re-sited to District 15 at the close of the 2011-2012 school year. They will also be phasing in to serve high school grade levels only.

	School at Erasmus										
17K590	Medgar Evers College Preparatory School	K590	1186 CARROLL STREET	06-12	06-12	114%	C	0%	0%	Screened	Fully Programmatically accessible
18K235	P.S. 235 Lenox School	K235	525 LENOX ROAD	0K-08	0K-08	88%	A	2%	1%	Screened	Partially Programmatically accessible
20K609	Urban Assembly School for Criminal Justice	K223	4200 16 AVENUE	06-10	06-12	66%	A	13%	15%	Unscreened	Not functionally accessible
22K555	Brooklyn College Academy	K555	2900 BEDFORD AVENUE	07-12	07-12	222%	A	0%	0%	Screened	Fully Programmatically accessible
23K493 ²⁸	Brooklyn Collegiate: A College Board School	K055	2021 BERGEN STREET	06-12	06-12	65%	F	5%	2%	Screened	Fully Programmatically accessible
23K518	Kappa V	K275	985 ROCKAWAY AVENUE	06-08	06-08	70%	A	19%	2%	Screened	Not functionally accessible
23K522	Mott Hall IV	K271	1137 HERKIMER STREET	06-08	06-08	52%	F	2%	5%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 HERKIMER STREET	06-09	06-12	52%	B	3%	16%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	K175	226 BRISTOL STREET	06-12	06-12	89%	B	2%	7%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	05-08	05-08	77%	B	1%	4%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0%	Screened	Not functionally accessible

²⁸ In a separate EIS, the DOE is proposing the truncation of middle school grades beginning in the 2012-2013 school year

02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	2%	0%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	3%	0%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	1%	0%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	1%	2%	Test Outcome	Not functionally accessible

In addition, District 13 students have several charter middle school options. The table below lists charter schools currently located in District 13 that serve middle school grades, admit students through a lottery application process, and provide a preference for District 13 students.²⁹ All students in District 13 will continue to have the opportunity to participate in these respective charter lotteries.

DBN	School Name	Address	Current Grade Span (2011-12)	Grade Span at Scale	Admissions Method	Extracurricular Activities
84K780	Brooklyn East Collegiate Charter School	80 Underhill Avenue	05-06	05-12	5 th grade Lottery	Sports, extended day and extended year
84K702	COMMUNITY PARTNERSHIP CHARTER SCHOOL	ES grades: 241 Emerson Place MS grades: 114 Kosciusko Street	0K-07	0K-08	Kindergarten Lottery	After school program, Music, Art, Drama, Chess, Tap, CAMBA, Extended day
84K517	LEADERSHIP PREP BEDFORD STUYVESANT CHARTER SCHOOL	141 Macon Street	0K-06	0K-08	Kindergarten Lottery, back-fill from waitlist for all other grades	Music, drama, dance and fitness, extended year & day
84K508	ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL	510 Waverly Avenue	0K-1,05-10	0K-12 ³⁰	Kindergarten, first & fifth grade lottery	REACH Club, African Drumming, Dance, Extended day & year

²⁹ 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 website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

³⁰ High school grades of Achievement First endeavor Charter School are served in district 17.

In some cases, charter schools offer programs comparable to those currently offered at KAPPA VII. Detailed information about charter schools will be published annually and will be available in print or online: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

B. Schools

KAPPA VII currently enrolls 155 sixth through eighth grade students.³¹ If this proposal is approved, KAPPA VII will phase out gradually, but the middle school seats lost as a result of that phase-out will be replaced as I.S. 395 phases into K117. As described in a separate EIS, the DOE is proposing to open and co-locate I.S. 395 in K117 beginning in 2012-2013. The proposal is available online:<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>

In 2014-2015, once KAPPA VII has phased out, and I.S. 395 is at full scale, there would be approximately 950-1,072 total students served in the building. The projected utilization for K117 at that point is approximately 74-83%. This means that K117 has adequate capacity to accommodate the new middle school. The estimated enrollment for all organizations over a four-year period are shown below:

KAPPA VII:³²

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	46	48	61	155
2012-13 (proj.)	-	40 - 50	45 - 55	85 - 105
2013-14 (proj.)	-	-	40 - 50	40 - 50
2014-15 (proj.)	-	-	-	-

I.S. 395:³³

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (proj.)	-	-	-	-
2012-13 (proj.)	85 - 95	-	-	85 - 95
2013-14 (proj.)	85 - 95	85 - 95	-	170 - 190
2014-15 (proj.)	85 - 95	85 - 95	85 - 95	255 - 285

P369K@I117K:³⁴

	Total Enrollment (Grades 6-12)
2011-12 (unaudited)	59
2012-13 (proj.)	55 - 72
2013-14 (proj.)	55 - 72
2014-15 (proj.)	55 - 72

³¹ 2011-2012 unaudited register, as of October 31, 2011 and excludes District 75 inclusion students.

³² All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

³³ Enrollment projections are based on a standard phase-in plan for new district middle schools of 3 General Education sections and 1 Self Contained ("SC") section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

³⁴ All District 75 projections referenced for the 2012-13 school year and beyond assume that total enrollment on November 17, 2011 will be sustained.

BCAM:³⁵

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	465
2012-13 (proj.)	445 - 480
2013-14 (proj.)	445 - 480
2014-15 (proj.)	445 - 480

Leadership and Community Service:³⁶

	Total Enrollment (Grades 9-12)
2011-12 (unaudited)	216
2012-13 (proj.)	195 - 235
2013-14 (proj.)	195 - 235
2014-15 (proj.)	195 - 235

If this proposal to phase out KAPPA VII and the proposal to open and co-locate I.S. 395 in K117 are approved, there would be sufficient space to serve KAPPA VII, I.S. 395, P369K@I117K, BCAM, and Leadership and Community Service pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while KAPPA VII phases out and while I.S. 395 gradually phases in until 2014-2015, when I.S. 395 reaches full scale. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building where he/she is accompanied by a school representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. 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 excess space will be allocated by the Building Council.

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools.

³⁵ All high school projections referenced for the 2012-13 school year and beyond assume that enrollment figures at each grade level, based on the unaudited October 31, 2011 register will be sustained.

³⁶ All transfer school projections referenced for the 2012-13 school year and beyond assume that total enrollment by grade, based on the unaudited October 31, 2011 register, will be sustained.

The details of the proposal to open and co-locate I.S. 395 in K117 are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

C. Community

KAPPA VII has struggled with low performance despite the supports that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, the K117 building will remain open, but will offer a new educational option that is intended to better support the learning needs of future middle school students in District 13. The DOE is proposing to open a new middle school in K117, which would better serve the needs of the community and replace the seats lost by the phase out of KAPPA VII.

The DOE supports parent choice and strives to ensure that all families have access to high-quality middle schools that meet their children's needs. The seats eliminated by KAPPA VII's phase-out and eventual closure in District 13 would be recovered by the phase-in of I.S. 395. As a result, the proposal to phase out KAPPA VII is not expected to yield a net loss of middle school seats in K117 or in District 13.

- Excluding the seats currently available at KAPPA VII, there are 1,624 total sixth-grade seats in District 13 choice middle schools.³⁷ In 2011-2012, there are only 1,331 sixth-grade students enrolled in District 13 middle schools.³⁸ Therefore, even after excluding the seats that would have been offered at KAPPA VII, there is still an excess of sixth grade seats in District 13 middle schools.
- Based on the October 31, 2011 unaudited enrollment register, KAPPA VII is currently serving 46 sixth-grade students. The proposed opening of I.S. 395 in K117 is projected to create 85-95 sixth grade seats in District 13. The projected 46 sixth-grade seats in District 13 eliminated by KAPPA VII's phase-out and eventual closure would be recovered through the phase-in of I.S. 395.
- With the proposed opening of I.S. 395 in K117, the DOE estimates that 85-95 new sixth grade seats will be created in District 13 during the 2012-2013 school year. At full scale, I.S. 395 is projected to enroll 255-285 sixth through eighth grade students.
- In short, the proposal to phase out KAPPA VII is not expected to yield a net deficit of seats in K117 or in District 13. There will continue to be an excess seat capacity in District 13 middle schools.

Additionally, KAPPA VII is one of three schools in District 13 that the DOE has proposed to phase out this year:

- The DOE will be moving forward with a proposal to close the Academy and Business Community Development (13K336, "ABCD"), located in building K258 at the end of the 2011-2012 school year.
- The DOE will be moving forward with a proposal to phase out Satellite Three Middle School (13K103, "Satellite Three") located in building K056, beginning in 2012-2013.

There are no current plans to co-locate any organizations in the K258 or K056 buildings at this

³⁷ Includes charter schools located in District 13

³⁸ Includes enrollment in charter schools located in District 13

time. The DOE will continue to assess seat capacity and needs in District 13 and across the borough to determine the most optimal use of space that would be vacated by the proposed closure of ABCD and phase out of Satellite Three. Any proposed changes in building utilization for the 2012-2013 school year will follow procedures outlined in Chancellor's Regulation A-190.

In total, if the proposals to phase-out KAPPA VII and Satellite Three along with the closure of ABCD are all approved, there will continue to be an excess in seat capacity in District 13 middle schools.

- As stated above, in 2011-2012, there are only 1,331 sixth-grade students enrolled in all District 13 middle schools.
- Excluding the seats currently available at KAPPA VII, ABCD, and Satellite Three, there are 1,391 total sixth-grade seats in District 13 choice middle schools. Therefore, even after excluding the 6th grade seats that would have been offered at KAPPA VII, ABCD, and Satellite Three, there is still excess seat capacity in District 13 middle schools.
- Additionally, in a separate EIS posted on December 1, 2011, the DOE proposed the co-location of the middle school grades of Community Roots Charter School (84K536, "CRCS) at building K287.³⁹ If this proposal is approved, District 13 will increase its middle school seat capacity by approximately 50 sixth grade seats for a total of approximately 150 sixth through eighth grade seats once at scale.
- With the proposed opening of I.S. 395 in K117, the DOE estimates that 85-95 new sixth grade seats will be created in District 13 during the 2012-2013 school year. At full scale, I.S. 395 is projected to enroll 255-285 sixth through eighth grade students at scale.
- Therefore, if the proposal to open and co-locate I.S. 395 in K117, and to co-locate CRCS's middle school grades in K287 are approved, approximately 135-145 new sixth grade seats will be added to District 13.

Moreover, community residents may enroll in a District 13 middle school through the District 13 Middle School Choice Process or apply to other public charter schools in District 13 or City-wide. As a result, the proposal to phase out KAPPA VII is not expected to yield a lack of adequate capacity of seats in District 13.

³⁹ <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Jan2012Proposals>.

There is one new District 13 middle school, and several charter schools are in the process of phasing in that will serve middle school grades at full scale. These schools are listed in the table below:

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	Admissions Method	Extracurricular Activities
13K691	FORT GREEN PREPARATORY ACADEMY	100 Clermont Avenue	06-07	06-08	Screened; District 13 MS Choice	Art, Drama, Chess, Robotics, Step Team, Double Dutch, Boys and Girls sports
84K780	BROOKLYN EAST COLLEGIATE CHARTER SCHOOL	80 Underhill Avenue	05-06	05-12	5 th grade Lottery	Sports, extended day & year
84K702	COMMUNITY PARTNERSHIP CHARTER SCHOOL	ES grades: 241 Emerson Place MS grades: 114 Kosciusko Street	0K-07	0K-08	Kindergarten Lottery	After school program, Music, Art, Drama, Chess, Tap, CAMBA, Extended day
84K517	LEADERSHIP PREP BEDFORD STUYVESANT CHARTER SCHOOL	141 Macon Street	0K-06	0K-08	Kindergarten Lottery, back-fill from waitlist 1-6	Music, drama, dance and fitness, extended year & day
84K508	ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL	510 Waverly Avenue	K-1, 5-10	K-12	Kindergarten, first & fifth grade lottery	REACH Club, African Drumming, Dance, Extended day & year

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K117. This proposal is not expected to impact the site accessibility of K117.

IV. Enrollment, Admissions, and School Performance Information

KAPPA VII

Admissions Data

Current Admissions	District 13 Middle School Choice Application Process – Screened Selection Method
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Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	46	48	61	155
2012-13 (proj.)	-	40 - 50	45 - 55	85 - 105
2013-14 (proj.)	-	-	40 - 50	40 - 50
2014-15 (proj.)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ⁴⁰	13%
Percentage of Students with Individual Education Plans ⁴¹	14%
Percentage of English Language Learner Students ⁴²	10%
Percentage of Students Eligible for Free or Reduced Lunch ⁴³	76%

School Performance Data

KAPPA VII	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Quality Review Score	UPF	UPF	0
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	44%	15%	10%
Math % Proficient (Levels 3 and 4)	32%	13%	18%
Other Key Performance Indicators			
Attendance Rate	89.6%	88.8%	86.9%
2010-2011 State Accountability Status⁴⁴	In Good Standing		

⁴⁰ Students Receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

⁴¹ Students with Individual Education Plans as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

⁴² English Language Learner students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

⁴³ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

⁴⁴ <http://www.p12.nysed.gov/irs/accountability/>

P369K@I117K

Admissions Data

Current Admissions	D75 Placement Process
Admissions after Phase out of KAPPVA VII	D75 Placement Process

Enrollment Data

	Total Enrollment
2011-12 (unaudited)	59
2012-13 (proj.)	55 - 72
2013-14 (proj.)	55 - 72
2014-15 (proj.)	55 - 72

Demographic Data

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individual Education Plans	99%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	89%

School Performance Data

75K369⁴⁵	2008-2009	2009-2010 ⁴⁶	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	B
Quality Review Score	P	P	NA
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	29.1%	31.8%
Percentage of Standard Assessment Students at Level 2 or Above in Math	N/A	36.7%	38.7%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	92.9%	89.2%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	86.9%	91.9%
Other Key Indicators			
Attendance Rate	N/A	85%	87%
2010-2011 State Accountability Status⁴⁷	N/A		

⁴⁵ Source: 2009-2010 District 75 Progress Report.

⁴⁶ 2009-2010 is the first year in which District 75 schools received Progress Reports.

⁴⁷ <http://www.p12.nysed.gov/irs/accountability/>

BCAM

Admissions Data

Current Admissions	Limited Unscreened, High School Admissions Process
Admissions after Phase out of KAPPA VII	Limited Unscreened, High School Admissions Process

Enrollment Data

	Total Enrollment
2011-12 (unaudited)	465
2012-13 (proj.)	445 - 480
2013-14 (proj.)	445 - 480
2014-15 (proj.)	445 - 480

Demographic Data

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individual Education Plans	19%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data

BCAM	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	C	C
Quality Review Score	P	-	-
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	59%	74%	77%
4 Year Graduation Rate	-	64%	66%
6 Year Graduation Rate	-	-	-
% Graduating with a Regents Diploma	-	43%	49%
Attendance Rate	85%	84%	84%
2010-2011 State Accountability Status⁴⁸	Improvement (year 1) Basic		

⁴⁸ <http://www.p12.nysed.gov/irs/accountability/>

Leadership and Community Service

Admissions Data

Current Admissions	Referrals, Transfer high school process
Admissions after Phase out of KAVVA VII	Referrals, Transfer high school process

Enrollment Data

	Total Enrollment
2011-12 (unaudited)	216
2012-13 (proj.)	195 - 235
2013-14 (proj.)	195 - 235
2014-15 (proj.)	195 - 235

Demographic Data

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individual Education Plans	9%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	72%

School Performance Data

High School for Leadership and Community	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	C	B
Quality Review Score	-	-	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	-	-	-
4 Year Graduation Rate	-	-	-
6 Year Graduation Rate	-	52%	56%
% Graduating with a Regents Diploma	-	-	-
Attendance Rate	-	-	-
2010-2011 State Accountability Status⁴⁹	In Good Standing		

⁴⁹ <http://www.p12.nysed.gov/irs/accountability/>

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to KAPPA VII, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the KAPPA VII roster as the phase-out is implemented, the school is expected to receive approximately \$4,412.45 less in base per pupil funding annually for middle school grade students. These estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are subject to annual variation. 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 a result of the phase-out, the total number of students enrolled at KAPPA VII will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the collocation of KAPPA VII with I.S. 395.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at KAPPA VII would be excessed over the course of the phase-out.⁵⁰ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school’s staffing needs will naturally be reduced.

⁵⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in KAPPA VII may enroll in I.S. 395 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire no less than 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

There is no anticipated impact on the personnel needs of the other existing organizations in the building.

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at KAPPA VII will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools were allocated \$2,043.69 per pupil for each English Language learner they enrolled.

As with all other schools citywide, KAPPA VII 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. KAPPA VII is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to

meet the needs of their students with disabilities as defined by their IEPs. Even as KAPPA VII is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction for the other existing organizations in the building.

C. Administration

All school supervisor and/or administrator positions assigned to KAPPA VII would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

There is no anticipated impact on the administration of the other existing organizations in the building.

D. Transportation

There will be no change to existing transportation practices at KAPPA VII throughout its phase-out.

Transportation will be provided according to Chancellor's Regulation A-801:

<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There is no anticipated impact on the transportation of the other existing organizations in the building.

E. Other Support Services

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

VII. Building Information

Building		K117
Type of Building		High school
Year Built		1955
Overall BCAS rating		2.85
2010-2011 Target Building Utilization		70%
2010-2011 Target Building Capacity		1,290
FY 2011 Maintenance Costs	Labor	\$25,079
	Materials	\$8,001
	Maintenance and repair contracts	\$62,517
	Service contracts	\$0
	Custodial operations costs—Materials	\$10,553
	Custodial operations costs—Custodial Allocation	\$308,016
FY2011 Energy Costs	Electric	\$121,260
	Gas	\$7,630
	Oil	\$103,986
Projects completed during the current or prior school year		FY10 Reso A - Outdoor Track, CIP - electrical systems, IEH PO18- Bathroom #119,127,140 & rooms 335A,335B, 334A
Projects proposed in the capital plan		System Replacements- Electrical systems, IP surveillance camera installation
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Auditorium, Cafeteria, Computer room, Gymnasium, Library, Nurse's office and Science Labs (CRs)