EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Satellite Three Middle School (13K103) Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to phase-out and close Satellite Three Middle School (13K103, "Satellite Three"), an existing middle school located at 170 Gates Avenue, Brooklyn, NY 11238, in Community School District 13, in Building K056 ("K056") because of its low performance and its inability to turn around quickly to better support student needs. Satellite Three currently serves students in sixth through eighth grades and admits students through the District 13 Middle School Choice Process. If this phase-out proposal is approved, Satellite Three 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. Satellite Three will close after June 2014. Current students will continue to be served and supported by Satellite Three 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 high school.

Satellite Three is currently "co-located" [1] in building K056 with the following schools: 75K369,[2] a District 75 inclusion program (75K369, "P369K@I103 Satellite Three"); 75K369,[3] a District 75 Program (75K369, "P369K@P056"); and P.S. 056 Lewis H. Latimer (13K056, "P.S. 56"). P369K@I103 Satellite Three is a D75 inclusion program for students in grades kindergarten through five; its students are enrolled in Satellite Three's general education classes, and depending on their individual needs receive Special Education Teacher Support Services ("SETSS"). P.S. 56 is an existing zoned elementary school that serves students in Kindergarten through fifth grade; P.S. 56 also offers a pre-kindergarten program. P369K@P056 is a D75 inclusion program for students in grades kindergarten through five; its students are enrolled in P.S. 56's general education classes, and depending on their individual needs receive SETSS.

The DOE does not anticipate that the proposed phase-out and eventual closure of Satellite Three will impact admissions, current or future student enrollment, or instructional programming or extracurricular program offerings at P369K@P056K or P.S. 56.

In a separate Educational Impact Statement ("EIS") posted in December 2011, the DOE has also proposed to co-locate a new middle school, M.S. 351 (13K351, "M.S. 351"), which would serve students in sixth through eighth grade when it reaches full scale in K056 in 2014-2015.[4] This new middle school would admit sixth grade students through the District 13 Middle School Choice Process with a limited unscreened selection method. If the proposal to phase out Satellite Three and the proposal to open M.S. 351 are both approved, P369K@I103 Satellite Three's inclusion program currently associated with Satellite Three

[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] 75K369 is located at 9 sites in addition to K580: 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@I103Sattelite Three. All references to enrollment will refer to P369K@P056K and P369K@I103Sattelite Three only.
[3] Ibid.
[4] http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals

would continue to exist as Satellite Three phases out and would be associated with M.S. 351 as it phases in, so that the inclusion program will continue to be provided in K056.

If the proposal to co-locate M.S. 351 in K056 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 Satellite Three. M.S. 351 would be co-located in K056 with Satellite Three, P369K@I103 Satellite Three, P369K@P056, and P.S. 56 as Satellite Three phases out and M.S. 351 phase in.

The DOE does not anticipate that this proposal will affect the admissions processes, academic programs, extracurricular activities, or partnerships currently offered at P369K@I103 Satellite Three, P369K@P056, and P.S. 56. Students with disabilities and English Language Learners ("ELLs") will all receive 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.[5] 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. To identify the appropriate action that will best serve the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, as well as gathers community feedback.

Satellite Three has steadily declined in performance over the last few years. Satellite Three earned an overall D grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, Satellite Three earned a C grade, and on the 2008-2009 Progress Report, Satellite Three earned a B grade.[6]

As a result, the DOE initiated a comprehensive review of Satellite Three with the goal of determining what intensive supports and interventions would best benefit the Satellite Three 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 Satellite Three —will best serve students and the community. Phasing out and closing Satellite Three will allow for new school options to develop in K056 that are intended to provide better options for families.

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[5] 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 2010-11 Progress Report or which are receiving a Progress Report for the first time are not considered for phase-out."

[6] 84% of elementary/middle schools Citywide received an A (97% received an A or B) on the 2008-09 Progress Report. This school's 2008-09 Progress Report overall score was in the bottom 7% Citywide.

Performance and School Environment at Satellite Three

Satellite Three has struggled to improve and its performance during the last few years confirms the DOE's assessment that the school lacks the capacity to turn around quickly to better support student needs.

- Low student performance at Satellite Three has been a persistent trend. In 2010-2011, a majority of Satellite Three students remained below grade level in English and Math. In 2010-2011, only 19% of students were performing on grade level in English – putting the school in the bottom 26% of middle schools Citywide in terms of English proficiency. Only 34% of students were performing on grade level in Math – putting the school in the bottom 29% of middle schools Citywide in terms of Math proficiency.
    - English proficiency has declined steadily over the last few years. In 2008-2009, 59% of students were performing on grade level in English. In 2009-2010, only 27% of students of students were performing on grade level in English.
    - The similar trend of overall decline applies to Math proficiency as well—in 2008-2009, 67% of students of students were performing on grade level in Math. In 2009-2010, 31% of students were performing on grade level in Math. As noted above, Math proficiency remained at a similarly low level in 2010-2011.
- In 2010-2011, Satellite Three was not adequately helping students to make progress as demonstrated by the fact that Satellite Three was in the bottom 9% of middle schools Citywide in terms of learning growth in English and the bottom 23% in terms of learning growth in Math. Learning growth measures annual student growth on State English Language Arts ("ELA") and Math tests relative to similar students. Thus, if these results persist, Satellite Three students will fall further behind their peers in other schools.
- Safety issues have been a major point of concern at the school. On the 2011 New York City School Survey, only 12% of teacher respondents agreed that discipline and order were maintained at Satellite Three and only 3% of parent respondents agreed that they felt that their child was safe at Satellite Three.
- The 2010-2011 attendance rate was 90% compared to the Citywide middle school average of 93%, which puts Satellite Three in the bottom 25% of New York City middle schools in terms of attendance.
- In addition, demand for seats at Satellite Three is very low. District 13 middle schools admit students through the Middle School Choice process. During the 2010-2011school year, only 19% of students who applied to Satellite Three ranked it as their top choice.[7] This indicates that Satellite Three is not a desirable school option to rising sixth grade students in District 13.
- 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 Satellite Three over the past three years.

Satellite Three	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	D
Progress Report Progress Grade	C	C	D
Progress Report Performance Grade	B	D	D
Progress Report Environment Grade	C	B	D

[7] 2010-2011 fifth grade applicants applying to middle school for the 2011-2012 school year.

Quality Review Score	N/A[8]	P[9]	N/A
Performance Data[10]			
English Language Arts % Proficient (Levels 3 and 4)	59%	27%	19%
Math % Proficient (Levels 3 and 4)	67%	31%	34%
Other Key Performance Indicators			
Attendance Rate	93%	92%	90%
2010-2011 State Accountability Status[11]	In Good Standing		

Overview of Past Strategic Improvement Efforts at Satellite Three

We recognize that Satellite Three staff members have worked hard to improve the school, but the school has not turned around. Over the previous years, the DOE has offered numerous supports to Satellite Three, including:

Leadership Support:

- Extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan and Language Allocation Plan.

- Coaching and training of leadership on implementation of plans in support of Citywide instructional initiatives and teacher effectiveness.

- Training and supporting leadership in developing and improving diagnostic, mid-year, and end-of-year assessments as a way to measure student achievement and improve teacher practice.

Instructional Support:

- Supporting and training teachers in creating curriculum maps, strategies aimed at addressing various students' entry points into content, and other instructional tools to raise teacher practice and improve student achievement.

- Training teachers in assessment design and the creation of rigorous tasks and rubrics aligned to Citywide instructional initiatives.

- Professional development opportunities for teachers on literacy instruction and the development of best practices within the English Language Arts curriculum, including lesson models, questioning strategies, and lesson planning.

- Professional development opportunities for teachers on numeracy and the development of best practices within the math curriculum.

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[8] Not all schools receive a Quality Review each year.
[9] Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.
[10] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percentage of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percentage 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.
[11] http://www.p12.nysed.gov/irs/accountability/.

- Working with teacher teams to deepen practice around English Language Learner student instruction and support.

- Coaching teachers on the use of periodic assessments as an instructional tool, as a way to combine classroom-friendly assessments, instructional resources, and reporting.

Operational Support:

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

Student Support:

- Training the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.

- Developing meaningful and comprehensive relationships with community organizations in order to offer sports and language classes to students.

Despite the availability of these supports, it is apparent that Satellite Three 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 Satellite Three 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 Satellite Three due to its continued poor performance. The meeting was attended by approximately 39 people. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated Web site to provide information to the public: http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=22.

While parents had some positive comments about the school's recent change in leadership, programs offered after school, and an improvement in the overall school atmosphere, they had concerns about a number of issues such as:

- high teacher turnover rate;
- changes in administration;
- there is a lack of books for students;
- high student to teacher ratio;
- there is a desire for more adult leadership in the building.

Staff and parents did express positive feedback about the school leadership and the school structure, and while many members of the Satellite Three 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 very low demand for seats at the school. The DOE will incorporate community feedback as we continue to support current Satellite Three students working toward promotion, and as we develops plans to replace Satellite Three with other schools that are intended to better meet student and community needs.

We also welcome community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Potential Use of Building

The building in which Satellite Three is located, K056, has the capacity to serve 883 students.[12] K056 is a fully 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 590[13] total students yielding a target utilization rate of just 67%.[14] In 2011-2012, the building served 552[15] total students, yielding a target utilization rate of 63%.[16] This is one indicator that the building is "underutilized" and has extra space to accommodate additional students.[17]

In a separate EIS that was posted in December 2011 the DOE proposed the co-location of a new middle school, M.S. 351, in K056.[18] Over the next four years, the proposed grade spans for the schools in K056 are as follows:

		Grade Spans			
DBN	**School Name**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
13K103	Satellite Three	06-08	07-08	08	-
13K351	M.S. 351	_	06	06-07	06-08
75K369	P369K@I103	06-08	06-08	06-08	06-08
13K056	P.S. 056 Lewis H. Latimer	0K-05	0K-05	0K-05	0K-05
75K369	P369K@P056	0K-05	0K-05	0K-05	0K-05

The table below demonstrates current and projected enrollment across all existing organizations and M.S. 351 during the course of the phase-out of Satellite Three and the phase-in of M.S. 351.[19]

[12] 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book").
[13] 2010-2011 audited register.
[14] 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.
[15] 2011-2012 unaudited register as of October 31, 2011.
[16] 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.
[17] The utilization rate reported here may differ from that published in the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book") because the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates is 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.
[18] http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals
[19] Enrollment projections for M.S. 351 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.

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
Satellite Three	272	266	165 - 185	85 - 95	-
M.S. 351	-	-	85 - 95	170 - 190	255 - 285
P369K@I103	12	8	6 - 12	6 - 12	6 - 12
P.S. 056 Lewis H. Latimer	290	259	223 - 283	218 - 278	213 - 273
P369K@P056	16	19	15 - 25	15 - 25	15 - 25
Total Building Enrollment	590	552	494 - 600	494 - 600	489 - 595
Utilization	67%	63%	56% - 68%	56% - 68%	55% - 67%

The concept of "target utilization rate" is explained below.

In 2014-2015, once Satellite Three has phased out and M.S. 351 has phased in, there would be approximately 489-595 total students served in the building. The projected utilization for K056 at that point is approximately 55-67%.

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 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 2010-2011 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 Satellite Three Students

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

If this proposal is approved, in 2012-2013, Satellite Three would only serve students in seventh and eighth grades. In 2013-2104, Satellite Three would only serve students in eighth grade. Satellite Three 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 Satellite Three. 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 Satellite Three 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.[20] 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 Satellite Three

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered at Satellite Three. 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, Satellite Three 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 Satellite Three students to succeed. If this proposal is approved, Satellite Three will be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support will be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

[20] 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.

- 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.

Satellite Three currently offers Self Contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program for ELLs. The existing SC and SETSS classes will continue to be provided as Satellite Three phases out and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). As noted elsewhere in this document, K056 will continue to be fully accessible. Current students at Satellite Three who receive ELL services will continue to receive ELL services as the school phases out.

According to the District 13 Middle School Directory, Satellite Three currently offers the following special programs and initiatives, and extracurricular activities:[21]

Special Programs & Initiatives: Studio Art, Technology, Saturday Academy
Enrichment Classes: Algebra I
Regents Classes: Integrated Algebra
Language Classes: Spanish
Clubs: After-School Tutorial Services
Athletics: Basketball, Football

Satellite Three will 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 Satellite Three at other District 13 middle schools.

As the school phases out, the DOE will work with Satellite Three staff to 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 Satellite Three students in the past. As appropriate, the DOE will work with Satellite Three to introduce or expand partnerships with the community organizations that currently support Satellite Three students and other District 13 middle school students.

[21] http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm.

Admission Impact on Current and Future Students at Existing Schools in K056

The DOE does not anticipate that the proposed phase-out and eventual closure of Satellite Three will impact admissions, current or future student enrollment, or instructional programming at P369K@I103, P369K@P056K or P.S. 56. As described previously, P369K@I103 has an inclusion program in K056, which serves sixth through eighth grade students with a range of disabilities who attend Satellite Three's general education classes and, depending on their individual needs, receive SETSS. If the proposal to phase out Satellite Three and the proposal to open M.S. 351 are both approved, P369K@I103's inclusion program currently associated with Satellite Three would continue to exist as Satellite Three 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 K056.

The impact of the proposed co-location of M.S. 351 in K056 is described in detail in a separate EIS that was posted in December 2011. Please visit the DOE's Web site to access that EIS: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

P.S. 56 is an existing zoned elementary school that serves students in kindergarten through fifth grade; P.S. 56 also offers a pre-kindergarten program. As with all pre-kindergarten programs, the continuation of the program at P.S. 56 depends on continued funding availability. P369K@P056 is a D75 inclusion program for students in grades kindergarten through five; its students are enrolled in P.S. 56's general education classes, and depending on their individual needs, receive SETSS.

Admissions Impact for Future Middle School Students

Satellite Three 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 will 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 in February 2012, 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 will be matched to Satellite Three for the 2012-2013 school year. For example, if a current fifth-grade student has submitted his or her application and selected Satellite Three 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 Citywide 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).

The existing District 13 middle school with an admissions method (screened academic) comparable to that of Satellite Three is Satellite East Middle School (13K301); additional information on this school is provided in the charts below in this section. In addition, limited screened and audition middle schools exist and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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.

New incoming sixth grade students would seek placement through the District 75 placement process. District 75 middle school students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability.[22]This proposal is not anticipated to impact the District 75 admissions process for District 75 middle school students.

Impact on Future Over-the-Counter Enrollment—Middle School 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:

- Students new to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students who are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);[23] 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. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor

[22] To learn more about this process, as well as the choices available to students, please visit the Directory of District 75 SETSS Programs, available on-line at: http://schools.nyc.gov/documents/d75/inclusion/COMPLETE%20DIRECTORY%2010-11%202%202.pdf.

[23] 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.

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.[24] 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 the student so chooses.

Approximately 71 students were admitted to sixth grade through the Middle School Choice process at Satellite Three during the 2010-2011 school year for September 2011 enrollment. In the 2011-2012 school year, seven students were held over from the previous year, and approximately 13 sixth-grade students were admitted to Satellite Three through the OTC placement process. Similarly, nine OTC students were admitted to Satellite Three for seventh grade and six 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 students through the OTC placement process, reflecting an average of approximately 24 students per school. Since M.S. 351 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 Citywide middle school options. The table below outlines District 13, Borough-wide, and Citywide middle schools' grade span, building utilization, performance, the percentage of special education students ("SE"), the percentage of ELLs, the admissions process, and site accessibility.[25] Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.[26]

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											
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	K902	62 PARK PLACE	06-08	06-08	75%	C	13%	3%	Screened	Not functionally accessible

[24] 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.
[25] Target Organizational Capacity and Target Utilization Rates are from the 2010-2011 Blue Book.
[26] http://schools.nyc.gov/ChoicesEnrollment/Middle.

	Middle School										
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 MONROE 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 ADELPHI STREET	0K-01,06-08	0K-08	69%	B	8%	1%	Screened	Not functionally accessible
13K571[27]	M.S. 571	K009	80 UNDERHILL AVENUE	07-08	Closed	64%	N/A	20%	11%	Screened	Partially Programmatically accessible
13K596[28]	Knowledge and Power Preparatory Academy VII Middle School	K117	300 WILLOUGHBY AVENUE	06-08	06-08	70%	F	13%	10%	Limited Unscreened	Not functionally accessible
13K691	FORT GREENE PREPARATORY ACADEMY	K046	100 CLERMONT AVENUE	06-07	06-08	75%	N/A	18%	4%	Screened	Not functionally accessible
BOROUGH-WIDE Choice											
13K336	Academy of Business and Community Development[29]	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	Khalil Gibran International Academy[30]	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 GRAHAM AVENUE	06-09	06-12	65%	A	10%	3%	Limited Unscreened	Not functionally accessible
17K543	Science, Technology and Research Early College High School at	K465	911 FLATBUSH AVENUE	06-12	06-12	81%	B	2%	0%	Screened	Fully Programmatically accessible

[27] M.S. 571 is in the process of phasing out.
[28] In a separate EIS, the DOE is proposing to phase out13K596 at the end of the 2011-2012 school year: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.
[29] In a separate EIS, the DOE is proposing to close 13K336 at the end of the 2011-2012 school year: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.
[30] Khalil Gibran International Academy will be re-sited to building K806 in District 15 beginning in the 2012-2013 school year.

	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	Brooklyn Collegiate: A College Board School[31]	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	5%	2%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 HERKIMER STREET	06-09	06-12	52%	B	16%	3%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	K175	226 BRISTOL STREET	06-12	06-12	89%	B	7%	2%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	05-08	05-08	77%	B	4%	1%	Screened	Fully Programmatically accessible
CITYWIDE 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
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	0%	2%	Screened	Not functionally accessible

[31] In a separate EIS, the DOE is proposing to truncate grades six through eight at 13K493: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	0%	3%	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	0%	1%	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	2%	1%	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.[32] 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	5th 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[33]	Kindergarten, first & fifth grade lottery	REACH Club, African Drumming, Dance, Extended day &year

In some cases, schools offer programs comparable to those currently offered at Satellite Three. Detailed information about charter schools will be published annually and will be available in print or on the DOE's website here: http://schools.nyc.gov/community/planning/charters/For+Parents.

Impact on Future Over-the-Counter Enrollment—Elementary School Students

P.S. 56 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site: www.nyc.gov/schools/choicesenrollment/elementary.

[32] 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.
[33] High school grades of Achievement First endeavor Charter School are served in District 17.

When a student seeks to enroll in a New York City public school, his or her elementary school assignment is determined by his or her home address. New students may simply report to their zoned elementary school at any time during the year. The proposed opening and co-location of M.S. 351 in K056 will not have any impact on the zoned admissions process at P.S. 56.

Should a zoned elementary school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

If in the coming years more zoned students choose to attend P.S. 56 than attended in the past, the school building has the capacity to accommodate them. The building has the capacity to serve 883 students, and the DOE projects that K056 will have a 55-67% utilization rate when M.S. 351 has fully phased in and achieved full scale and Satellite Three has completed its phase-out. If both the proposal to phase out Satellite Three, and the proposal to open and co-locate M.S. 351 in K056 are approved, P.S. 56 will continue to accept and serve all students zoned for P.S.56 including new students and students requiring SC or ICT classes.

B. Schools

Satellite Three currently enrolls 266 sixth through eighth grade students.[34] If this proposal is approved, Satellite Three will phase out gradually, but the middle school seats lost as a result of that phase-out will be replaced as M.S. 351 phases into K056. As described in a separate EIS, the DOE is proposing to open and co-locate M.S. 351 in K056 beginning in 2012-2013. The proposal is available on the DOE's Web site at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

In 2014-2015, once Satellite Three has phased out and M.S. 351 is at full scale, there would be approximately 489-595 total students served in the building. The projected utilization for K056 at that point is approximately 55-67%. The estimated enrollment for all organizations over a four-year period is shown below:

Satellite Three:[35]

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	91	85	90	266
2012-13 (proj.)	-	85 - 95	80 - 90	165 - 185
2013-14 (proj.)	-	-	85 - 95	85 - 95
2014-15 (proj.)	-	-	-	-

P369K@I103 Satellite Three:[36]

Total Enrollment

[34] 2011-2012 unaudited register.
[35] All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited 2011-2012 register as of October 31, 2011 for the base year.
[36] All District 75 projections referenced for the 2012-13 school year and beyond assume that total enrollment on November 17, 2011 will be sustained.

2011-12 (unaudited)	8
2012-13 (proj.)	3-8
2013-14 (proj.)	0-5
2014-15 (proj.)	-

P.S. 56:

	PK[37]	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	19	24	35	45	47	43	46	259
2012-13 (proj.)	18	20 - 30	35 - 45	30 - 40	40 - 50	40 - 50	40 - 50	223 - 283
2013-14 (proj.)	18	20 - 30	35 - 45	35 - 45	30 - 40	40 - 50	40 - 50	218 - 278
2014-15 (proj.)	18	20 - 30	35 - 45	35 - 45	35 - 45	30 - 40	40 - 50	213 - 273

P369K@P056:

	Total Enrollment
2011-12 (unaudited)	19
2012-13 (proj.)	15 - 25
2013-14 (proj.)	15 – 25
2014-15 (proj.)	15 – 25

M.S. 351:

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-
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

If this proposal to phase out Satellite Three and the proposal to open and co-locate M.S. 351 in K056 are approved, there would be sufficient space to serve Satellite Three, P369K@I103, P.S. 56, and P369K@P056 pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Satellite Three phases out and while M.S. 351 gradually phases in until 2014-2015, when M.S. 351 reaches full scale. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm.

[37] Pre-Kindergarten ("PK") is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

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

For 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 rooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

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

C. Community

Satellite Three has struggled with low performance despite the considerable support 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, K056 will remain open, but it 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 K056, which is intended to better serve the needs of the community and replace the seats lost by the phase out of Satellite Three.

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 Satellite Three's phase-out and eventual closure in District 13 would be recovered by the phase-in of I.S. 35.1 As a result, the proposal to phase out Satellite Three is not expected to yield a net loss of middle school seats in K056 or in District 13.

- Excluding the seats currently available at Satellite Three, there are 1,624 total sixth-grade seats in District 13 choice middle schools.[38]
- In 2011-2012, there are only 1,331 sixth-grade students enrolled in District13 choice middle schools and District 13 charter middle schools. Therefore, even after excluding the seats that would have been offered at Satellite Three, there is still an excess in seat capacity in District 13 middle schools.
- Based on the 2011-2012 unaudited enrollment register, as of October 31, 2011, Satellite Three is currently serving 91 sixth grade students. The proposed opening of M.S. 351 in K056 is projected to create 85-95 sixth grade seats in District 13. The projected 91 sixth grade seats in District 13

[38] Includes charter schools located in District 13

eliminated by Satellite Three's phase-out and eventual closure would be recovered through the phase-in of M.S. 351.

- With the proposed opening of M.S. 351 in K056, 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, M.S. 351 is projected to enroll 255-285 sixth through eighth grade students.
- In short, the proposal to phase out Satellite Three is not expected to yield a net deficit of seats in K056 or in District 13. There will continue to be an excess seat capacity in District 13 middle schools.

Satellite Three is one of three schools in District 13 that the DOE has proposed to phase out this year:

- In December 2011, the DOE proposed to close the Academy and Business Community Development (13K336, "ABCD"), located in building K258 at the end of the 2011-2012 school year. There are no current plans to co-locate any organizations in K258 at this time. The DOE will continue to assess seat capacity and needs in District 13 and across Brooklyn to determine the most optimal use of space that would be vacated by the proposed closure of ABCD. Any proposed changes in building utilization for the 2012-2013 school year will follow procedures outlined in Chancellor's Regulation A-190.
- In December 2011, the DOE proposed to phase out Knowledge and Power Preparatory Academy VII Middle School (13K596, "KAPPA VII"), located in building K117, beginning in 2012-2013. In a separate Educational Impact Statement ("EIS") published in December 2011, the DOE proposed to open and co-locate a New Middle School (13K395) with Existing Schools Knowledge and Power Preparatory Academy VII Middle School (13K596), Brooklyn Community High School of Communication, Arts and Media (13K412), Brooklyn High School for Leadership and Community Service (13K616), and a District 75 Inclusion Program (P369K@I117K) in Building K117, Beginning in 2012-2013

Additionally, the DOE is proposing to expand middle school seat capacity in District 13 with the following proposed grade expansions:

- In a separate EIS posted in December 2011, the DOE proposed the co-location of the middle school grades of Community Roots Charter School (84K536, "CRCS") in 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.
- In December 2011, the DOE plans to move forward with a proposal to implement a "grade expansion" of P.S. 8 Robert Fulton (13K008, "P.S. 8") and co-locate it with George Westinghouse Career and Technical Education High School (13K605), City Polytechnic High School of Engineering, Architecture, and Technology (13K674), and a District 75 School (75K369@K580) in building K580 beginning in 2012-2013. If this proposal is approved, District 13 will increase its middle school seat capacity by approximately 70-80 sixth grade seats for a total of approximately 245-275 sixth through eighth grade seats once at scale.

In total, if the proposals to phase out KAPPA VII and Satellite Three, the proposal to close ABCD, and the proposals to expand P.S. 8 and CRCS are 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 District13 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

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

sixth 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.

- 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.
- With the proposed opening of M.S. 351 in K056, 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, M.S. 351 is projected to enroll 255-285 sixth through eighth grade students.
- Therefore, if the proposal to open and co-locate I.S. 395 in K117, the proposal to open and co-locate M.S. 351 in K-56, the proposal to expand P.S. 8 and co-locate it with existing schools in building K580, and the proposal to co-locate CRCS's middle school grades in K287 are approved, there will still be excess sixth grade seat capacity in 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 Citywide. As a result, the proposal to phase out Satellite Three is not expected to yield a lack of adequate capacity of seats in District 13.

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 below table:

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	5th 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 Bed Stuy	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	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 K056. This proposal is not expected to impact the site accessibility (fully accessible) of K056.

IV. Enrollment, Admissions and School Performance Information

Satellite Three

Admissions Data

Current Admissions	District 13 Middle School Choice Application Process – Screened Selection Method
Admissions after Phase out of Satellite Three	N/A

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	91	85	90	266
2012-13 (proj.)	-	85 - 95	80 - 90	165 - 185
2013-14 (proj.)	-	-	85 - 95	85 - 95
2014-15 (proj.)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services[40]	11%
Percentage of Students with Individual Education Plans[41]	19%
Percentage of English Language Learner Students[42]	8%
Percentage of Students Eligible for Free or Reduced Lunch[43]	93%

School Performance Data

Satellite Three	2008-2009	2009-2010[44]	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	D

[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] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City's students' raw scores on the tests remained largely unchanged relative to the prior year.

Quality Review Score	N/A[45]	P[46]	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	59%	27%	19%
Math % Proficient (Levels 3 and 4)	67%	31%	34%
Other Key Performance Indicators			
Attendance Rate	93%	92%	90%
2010-2011 State Accountability Status	In Good Standing		

P369K@I103 Satellite Three

Admissions Data

Current Admissions	D75 Placement Process
Admissions after Phase out of Satellite Three	D75 Placement Process

Enrollment Data

	Total Enrollment
2011-12 (unaudited)	8
2012-13 (proj.)	6-12
2013-14 (proj.)	6-12
2014-15 (proj.)	6-12

Demographic Data[47]

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individual Education Plans	100%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	75%

[45] Not every school receives a Quality Review score yearly.
[46] Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.
[47] These percentages are not site specific, and they represent 75K369 as a whole.

Performance Data

75K369[48]	2008-2009	2009-2010[49]	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	B
Quality Review Score	P	P	
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	84.92%	86.9%
2010-2011 State Accountability Status	N/A		

P369K@P056K

Admissions Data

Current Admissions	D75 Placement Process
Admissions after Phase out of Satellite Three	D75 Placement Process

Enrollment Data

	Total Enrollment
2011-12 (unaudited)	19
2012-13 (proj.)	15 - 25
2013-14 (proj.)	15 - 25
2014-15 (proj.)	15 - 25

Demographic Data

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individual Education Plans	100%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced Lunch	44%

[48] Source: 2009-2010 District 75 Progress Report.
[49] 2009-2010 is the first year in which District 75 schools received Progress Reports.

Performance Data

75K369[50]	2008-2009	2009-2010[51]	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	B
Quality Review Score	P	P	
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 Status	N/A		

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Admissions Data

Current Admissions	Zoned Elementary
Admissions after Phase out of Satellite Three	Zoned Elementary

Enrollment Data

	PK[52]	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	19	24	35	45	47	43	46	259
2012-13 (proj.)	18	20 - 30	35 - 45	30 - 40	40 - 50	40 - 50	40 - 50	223 - 283

[50] Source: 2009-2010 District 75 Progress Report.
[51] 2009-2010 is the first year in which District 75 schools received Progress Reports.
[52] Pre-Kindergarten ("PK") is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

2013-14 (proj.)	18	20 - 30	35 - 45	35 - 45	30 - 40	40 - 50	40 - 50	218 - 278
2014-15 (proj.)	18	20 - 30	35 - 45	35 - 45	35 - 45	30 - 40	40 - 50	213 - 273

Demographic Data

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individual Education Plans	14%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	94%

School Performance Data

P.S. 56	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	B	A
Quality Review Score	N/A	WD	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	51%	37%	47%
Math % Proficient (Levels 3 and 4)	76%	47%	61%
Other Key Performance Indicators			
Attendance Rate	92%	91%	91%

2010-2011 State Accountability Status	In Good Standing

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to Satellite Three, 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 Satellite Three 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 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 Satellite Three 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 co-location of M.S. 351 with Satellite Three, P.S. 56, P369K@I103 Satellite Three, and P369K@P056.

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 Satellite Three would be excessed[53] over the course of the phase-out. 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.

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.

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 Satellite Three 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

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

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 received an additional $2,043.69 per pupil for each English Language learner they enrolled.

As with all other schools Citywide, Satellite Three 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. Satellite Three 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 Satellite Three 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 Satellite Three 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 Satellite Three 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 at 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	K056
Type of Building	Elementary
Year Built	1966
Overall BCAS rating	2.59

2010-2011 Target Building Utilization		67%
2010-2011 Target Building Capacity		883
FY 2011 Maintenance Costs	**Labor**	$602
	Materials	$996
	Maintenance and repair contracts	$21,882
	Service contracts	$0
	Custodial operations costs—Materials	N/A
	Custodial operations costs—Custodial Allocation	$254,394
FY2011 Energy Costs	**Electric**	$122,847
	Gas	$935
	Oil	$12,371
Projects completed during the current or prior school year		CIP - PLANYC climate/boiler control. Lighting fixture
Projects proposed in the capital plan		N/A
Accessibility of the building		Fully Programmatically accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Nurse's office, Science lab