

EDUCATIONAL IMPACT STATEMENT: The Proposed Extension of the Co-location of Invictus Preparatory Charter School (84K386) in Building K218 with Existing Schools J.H.S. 218 James P. Sinnott (19K218) and The School for Classics: An Academy of Thinkers, Writers and Performers (19K683) Beginning in 2014-2015

I. Summary of Proposal

Invictus Preparatory Charter School (84K386, “Invictus”) is an existing public charter school that currently serves grades five through seven, and is in the process of phasing in to serve students in grades five through eight, in building K218 (“K218”) located at 370 Fountain Avenue Brooklyn, NY 11208 in Community School District 19 (“District 19”). Invictus is co-located with J.H.S. 218 James P. Sinnott (19K218, “J.H.S. 218”), an existing middle school that serves students in sixth through eighth grades, and The School for Classics: An Academy of Thinkers, Writers and Performers (19K683, “The School for Classics”), an existing high school that currently serves students in ninth through twelfth grades. Building K218 also provides space to Beacon, a community-based organization (“CBO”), which runs an after school program.

On June 27, 2011 the Panel for Educational Policy (“PEP”) approved a revised proposal, issued on May 26, 2011, to co-locate Invictus at K218 from the 2011-2012 through 2014-2015 school years.^{1,2} The approved proposal stated that the DOE would evaluate the space available in K218 and other District 19 locations and issue a new Educational Impact Statement (“EIS”) for the long-term siting of Invictus, based on the most appropriate space available for the 2015-2016 school year and beyond. The DOE has determined that K218 is the most appropriate space for a long-term siting for this school. This proposal to co-locate Invictus in K218 permanently supersedes the temporary co-location proposal approved by the PEP on June 27, 2011.

Invictus is a public charter school that is authorized by the State University of New York’s Trustees (“SUNY”) to serve students in fifth through eighth grades. As stated previously, Invictus currently serves students in fifth through seventh grades and is phasing in to serve fifth- through eighth- grade students at full scale in 2014-2015. The school admits students via the charter lottery application process, with a preference given to District 19 residents and siblings of current students.³

J.H.S. 218 admits students through the District 19 Middle School Choice Process into two middle school programs: the James P. Sinnott (J.H.S. 218) Zoned Program and the James P. Sinnott (J.H.S. 218) screened application Program. Additional information about the District 19 Middle School Choice Process and J.H.S. 218’s admissions processes is provided in Section III.A of this proposal.

¹ Originally, the DOE issued an Educational Impact Statement (“EIS”) and Building Utilization Plan (“BUP”) on January 31, 2011. On March 15, 2011, the DOE amended the EIS to correct a typographical error. The amended EIS and BUP can be found here at: http://schools.nyc.gov/NR/ronlyres/208CA814-2B5A-48DE-B81A-A7587DE6C022/0/EIS_K218Invictus_vfinal.pdf. On March 23, 2011 the PEP approved this proposal.

² On May 26, 2011, the DOE issued a revised EIS and revised BUP concerning the temporary co-location of Invictus in K218. The revised EIS included Invictus’ District Borough Number and clarified the shared spaces in K218. The BUP was revised in the following manner: the proposed shared space schedule was adjusted and the DOE clarified the rationale for the amount of time that each co-located school was allocated in the shared spaces under this proposal. The revised EIS and BUP can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/June2011Proposals>.

³ 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/default.htm>.

The School for Classics enrolls students through the Citywide High School Admissions Process and uses a limited unscreened admissions method.

According to the 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”), K218 has a target capacity to serve 1,253 students. In 2013-2014 the building is serving approximately 993 students,⁴ yielding a building utilization rate of 79%.^{5,6} If this proposal is approved, in 2014-2015, once Invictus’ fifth through eighth grades have fully phased in and the school has reached full scale, Invictus is projected to serve approximately 320-420 students. J.H.S. 218 is projected to serve approximately 380-410 students, and The School for Classics is expected to serve approximately 280-320 students, for a total of approximately 980-1,150 students served in K218, yielding a building utilization rate of approximately 78%-92%. As detailed in the attached Building Utilization Plan (“BUP”), all schools will receive space that meets their instructional needs, and the building has space to accommodate Invictus, J.H.S. 218 and The School for Classics.

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans served in K218 will be as follows:

DBN	School Name	Grade Spans	
		2013-2014	2014-2015
84K386	Invictus	5-7	5-8
19K218	J.H.S. 218	6-8	6-8
19K683	The School for Classics	9-12	9-12

The table below demonstrates the current and projected enrollments of each school, as well as the current and projected building utilization rates:

⁴ Based on charter headcount projections as of June 28, 2013 and the 2013-2014 Budget Register Projections.

⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter projections as of June 2013 and the 2013-2014 Budget Register Projections. 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.

⁶ The Under-Utilized Space Memorandum was published on the DOE’s Web site on October 24, 2012 and updated on February 1, 2013. The updated memorandum can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/138473/UUMemorandumAddendumlanguage2013POsTER2114.pdf>. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment
84K386	Invictus	233	320 - 420
19K218	J.H.S. 218	462	380 - 410
19K683	The School for Classics	298	280 - 320
Total Building Enrollment		993	980 - 1,150
Utilization		79%	78% - 92%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms, as reported by principals during an annual facilities survey; the DOE's standards for goal classroom capacities, which are lower than the United Federation of Teachers ("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 DOE's projected utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 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 high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity would increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

If this proposal is approved, Invictus will remain co-located with J.H.S. 218 and The School for Classics on a long-term basis. Invictus will continue to enroll students through its charter lottery. The charter lottery will continue to provide a preference for District 19 students. This proposal is not anticipated to impact instructional programming, admissions, enrollment, or extracurricular activities at J.H.S. 218, The School for Classics, or Invictus.

Impact on Students Currently Enrolled at J.H.S. 218

As stated previously, J.H.S. 218 is a district middle school that serves sixth through eighth-grade students. J.H.S. 218 admits students through the middle school application process through zoned and screened admissions methods. J.H.S. 218 first admits students who reside in the K218 zone into its zoned program. J.H.S. 218 also admits students into its application program using a screened admissions method.

J.H.S. 218 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes, students enrolled in Self-Contained (“SC”) classes, and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Upon admission, the school works with parents of students requiring special education services to develop an Individualized Education Program (“IEP”) that reflects the resources that the school can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. If this proposal is approved, these students at J.H.S. 218 will continue to receive special education services in accordance with their IEPs.

In addition, students classified as English Language Learner (“ELL”) students are enrolled at J.H.S. 218 and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at J.H.S. 218 will continue to receive their mandated services.

According to the District 19 Middle School Directory, J.H.S. 218 currently offers the following special programs, extracurricular activities and partnerships:⁷

- **Regents Classes:** Earth Science, Integrated Algebra
- **Extracurricular Activities:** Umoja Steppers, Sinnott Dance Ensemble, Sinnott Chorus, iSquad, Warriors Basketball Team, CHAMPS, Boys Basketball, Dance, Girls Rugby, Girls Flag Football, Co-ed Indoor and Outdoor Track
- **Partnerships:** St. Francis College, LIU Brooklyn College, iTech/iLearn, CHAMPS

There are no proposed changes to the extracurricular programs currently offered at J.H.S. 218. If this proposal is approved, J.H.S. 218 will continue to offer these extracurricular programs, subject to student interest, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify

⁷ The District 19 Middle School Directory can be found here: <http://schools.nyc.gov/NR/rdonlyres/12D1803B-D5F9-4679-AC80-169301413EA9/0/201213D19MSD.pdf>

extracurricular offerings based on student demand and available resources.

Impact on Students Currently Enrolled at The School for Classics

The School for Classics is an existing high school that serves ninth through twelfth grade students in K218. The School for Classics admits students through the Citywide High School Admissions Process through a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the High School Fairs.

The School for Classics serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes, students enrolled in Self-Contained (“SC”) classes, and students receiving Special Education Teacher Support Services (“SETSS”) and related services. The School for Classics also has an ESL program for ELL students. All students will continue to receive all mandated services in accordance with their IEPs. ELL students will also continue to receive their mandated services.

According to school-reported information, The School for Classics currently offers the following:⁸

- **Extracurricular Activities:** Advisory, Student Government, Leadership, Young Men’s Initiative, Girl’s Leadership, Math, Creative Writing, Homework Help, Student Newspaper, Peer Tutoring, College Readiness, Dance, Music, Art, Drama, Spring Drama Production, Fall Drama Production, Stage Management Theater Elective, Technical Theater Elective, Performance Theater Elective, Culinary, Yearbook, Afterschool Credit Recovery
- **Clubs:** Spoken Word, Open Gym,
- **School Sports:** Boys Basketball, Girls Volleyball

There are no proposed changes to the extracurricular programs currently offered at The School for Classics. If this proposal is approved, The School for Classics will continue to offer these extracurricular programs, subject to student interest, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extracurricular offerings based on student demand and available resources.

Impact on Students Currently Enrolled at Invictus

If this proposal is approved, Invictus will remain co-located with J.H.S. 218 and The School for Classics in K218.

As mandated by New York State Charter Law, Invictus currently enrolls students through a lottery and will continue to do so if this proposal is approved. Invictus accepts students in fifth and sixth grades. Invictus’ lottery prioritizes applicants in the following order:

- Returning Students;
- Siblings of students already enrolled in the school;
- Students residing in CSD 19;

⁸ The Directory of New York City High Schools can be found: http://schools.nyc.gov/NR/ronlyres/778A0275-CA64-4311-8338-5735608DC449/0/BrooklynHighSchools_2013.pdf

- Students outside of CSD 19.

Currently, Invictus Prep offers a wide variety of extracurricular and academic enrichment programs. Saturday Academy sessions provide one-on-one tutoring to students that need extra assistance, in addition to the weekly tutoring that is offered during the school day. All students are given the opportunity to choose their preferred enrichment program from an array of options including Dance, Yoga, Photography, Visual Art and Sculpture, Music (Instrumental and Vocal), and Martial Arts.

If this proposal is approved, Invictus will continue to offer these extracurricular programs, subject to student interest, available resources, and staff support for those programs. The proposed long-term co-location will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for all City students as all schools annually modify extracurricular offerings based on student demand and available resources.

If the proposal is approved, students at Invictus will continue to share common spaces such as the cafeteria, auditorium, and gymnasium. The proposed Shared Space Plan in the attached BUP demonstrates that these spaces can accommodate all schools equitably.

Impact on the Beacon Program

Building K218 also houses Beacon, an after-school program. Beacon's after school programming incorporates a variety of activities, such as homework help and recreational activities. The DOE does not expect this proposal will impact this organization or its programming.

Impact on Future Middle School Students in District 19

This proposal is not expected to impact the admissions process or enrollment at J.H.S. 218. J.H.S. 218 currently admits students to a zoned program and a screened program (which both focus on health careers) through the middle school application process.

J.H.S. 218's zoned program is open to students who reside in the zoned area.

The school's screened program has the following selection criteria:

- Essay/Writing Sample
- Review of Attendance and Punctuality
- Review of Grades and Test Scores
- Student Interview

Through the middle school application process, students will be 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 Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school application process, students rank their preferences from among their eligible

choices which are pre-populated on each student’s customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened⁹ or limited-unscreened admissions method (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);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with a screened or unscreened admissions method for middle school students;
- 6-12 schools with a limited unscreened or screened admissions method for middle school students; and
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth graders to submit middle school applications for the 2014-2015 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a “new schools” application. Information about middle school application deadlines will be available at the following link:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a D75 school,¹⁰ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Enrollment Impact for Future High School Students—High School Admissions Process

The School for Classics admits students through the Citywide High School Admissions Process, described in further detail below. The School for Classics’s admissions policies will not be impacted by this proposal.

In New York City, high school admissions is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to eight of the Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as up to six studios at LaGuardia High School.

For high school admissions for the 2014-2015 school year, there are two rounds in the High School Admissions Process:

⁹ Unscreened schools admit all students who are eligible to apply to the school.

¹⁰ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

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

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results in May.

For more information about the High School Admissions Process, please visit:
<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a D75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The School for Classics admits students through a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the High School Fairs.

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at:
<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Enrollment Impact for Future Middle School and High School Students—Over-the-Counter Placements

In addition to the Middle School and High School Admissions Processes, some students may receive a placement through the over-the-counter ("OTC") process. The School for Classics and J.H.S. 218 have traditionally accepted OTC students and will continue to do so if this proposal is approved. Invictus admits students through their specific charter application process, noted earlier in this proposal, and per state law cannot serve OTC students. This proposal is not expected to impact the placement of OTC students in building K218.

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. Most of these students fall into one of four categories:

- New to the New York City school system; or

- Left the New York City school system and have returned;¹¹ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

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

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

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹² international schools, and alternative programs are offered through referral.¹³ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Brooklyn, the number of schools that admit students during this period increased from 144 to 175.

B. Schools

Collectively, Invictus, J.H.S. 218 and The School for Classics are projected to enroll approximately 980 – 1,150 students in 2014-2015. At that point, Invictus will have reached full scale and the projected utilization rate for K218 will be approximately 78%-92%.

¹¹ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

¹² Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

¹³ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

The estimated enrollments for all three schools are shown in Section IV below.

As described in more detail in the attached BUP that accompanies this EIS, if this proposal is approved, there will be sufficient space to accommodate J.H.S. 218, The School for Classics, Invictus, and Beacon in K218 over the long-term, pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s Web site to access the Footprint: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size would remain constant. A representative from the Office 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 are programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

As in other situations where schools are co-located, the schools share large common and specialty rooms in the building, such as the cafeteria and the gymnasium. Specific decisions regarding the allocation of the shared spaces will continue to be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning. A Shared Space Committee will also continue to meet a minimum of four times a year and report back to the Building Council regarding the BUP and shared space questions.

There are no other proposed uses for K218 at this time.

C. Community

The DOE supports parent choice and strives to ensure that families have access to high-quality schools that meet the needs of all children. Invictus serves existing students in grades five through seven and is phasing in to serve students in grades five through eight. Students in this school anticipate being able to continue through eighth grade. This co-location extension ensures that these students can continue their education as expected.

The state Charter Schools Act requires that charter schools demonstrate good faith efforts to attract and retain English Language Learners (“ELLs”), students with disabilities, and students eligible for free or reduced lunch at rates comparable to those of the Community School District as determined by SED.

Detailed information about New York City charter schools is published annually and is available in print or on the DOE’s Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K218. This proposal is not expected to impact the current site accessibility (Not Functionally -Fully Programmatically Accessible) of K078.

IV. Enrollment, Admissions and School Performance Information

Invictus

Admissions Data

Current Admissions	Grades 5-7: Charter Lottery Application Process (Students Admitted Grades 5- 6)
Admissions After the Proposed Long-term Co-location of Invictus at K218	Grades 5-8: Charter Lottery Application Process (Students Admitted Grades 5- 6)

Enrollment Data¹⁴

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	72	83	78	-	233
2014-2015 (projections)	80-105	80-105	80-105	80-105	320-420

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	1%
Percentage of Students with IEPs	16%
Percentage of ELL Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	86%

¹⁴ All figures represent charter projections as of June 28, 2013.

¹⁵ All figures are as a percentage of total students as of October 26, 2012.

Performance Data

Invictus Preparatory Charter School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A ¹⁶	N/A	N/A
Quality Review Score ¹⁷	N/A ¹⁸	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	30%
Math % Proficient (Levels 3 and 4)	N/A	N/A	43%
Other Key Performance Indicators			
Attendance Rate	N/A	N/A	95%
2012-2013 State Accountability Status	N/A ¹⁹		

J.H.S. 218

Admissions Data

Current Admissions	Admissions Methods: Zoned, Screened
Admissions After the Proposed Long-term Co-location of Invictus at K218	Admissions Methods: Zoned, Screened

Enrollment Data²⁰

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	127	143	192	462
2014-2015 (projections)	120-130	120-130	140-150	380-410

¹⁶ Invictus is completing to phase into the building in 2013-2014, and has therefore not received a progress report yet.

¹⁷ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

¹⁸ Not all schools receive a Quality Review every year.

¹⁹ SED has not released report cards for the 2012-2013 year which contains the State Accountability Status.

²⁰ All figures are from the 2013-2014 Budget Register Projections.

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with IEPs	20%
Percentage of ELL Students	15%
Percentage of Students Eligible for Free or Reduced Lunch	92%

School Performance Data

J.H.S. 218 James P. Sinnott	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	B	B	C
Quality Review Score ²²	N/A ²³	UD	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	27%	28%	25%
Math % Proficient (Levels 3 and 4)	45%	48%	41%
Other Key Performance Indicators			
Attendance Rate	90%	89%	90%
2012-2013 State Accountability Status	Focus School ²⁴		

²¹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

²² Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

²³ Not all schools receive a Quality Review every year.

²⁴ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

The School for Classics

Admissions Data

Current Admissions	Grades 9-12: Citywide High School Application Process Admissions Method: Limited Unscreened
Admissions After the Proposed Long-term Co-location of Invictus at K218	Grades 9-12: Citywide High School Application Process Admissions Method: Limited Unscreened

Enrollment Data²⁵

	Total Enrollment
2013-2014 (projections)	298
2014-2015 (projections)	280-320

Demographic Data²⁶

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with IEPs	20%
Percentage of ELL Students	11%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

²⁵ All figures are from the 2013-2014 Budget Register Projections.

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

The School for Classics: An Academy of Thinkers, Writers and Performers	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	N/A ²⁷	N/A	A
Quality Review Score ²⁸	N/A ²⁹	N/A	WD
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	96%	85%	89%
4 Year Graduation Rate	N/A	N/A	85%
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	85%
Attendance Rate	89%	87%	85%
2012-2013 State Accountability Status	In Good Standing		

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at Invictus, J.H.S. 218 or The School for Classics.

The General Education Charter School per-pupil rate is determined by the State Education Department (“SED”), and is based on a formula used for all traditional public school districts. The formula divides the district’s Approved Operating Expenditures (“AOE”) by Total Allowable Pupil Units (“TAPU”). Special Education funding is an allocation that Charter Schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

²⁷ The School For completed phase in at the end of the 2011-2012 school year. Therefore, The School For Classics did not receive a overall progress report grade in 2009-2010 and 2010-2011..

²⁸ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

²⁹ Not all schools receive a Quality Review every year.

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

At present, K218 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds as a result of this proposal. Thus, the DOE does not believe that the proposal will incur any initial costs.

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

A. Personnel Needs

The proposed long-term co-location of Invictus in K218 is not expected to change the number of personnel positions assigned to J.H.S. 218 or The School for Classics, nor is it expected to significantly alter the duties of current staff in K218.

Invictus is expected to hire additional staff in 2014- 2015 as the school adds an additional grade. The precise number of positions needed for the 2014-2015 school year and subsequent school years will be determined by the charter school's management. Those decisions will be made at the school based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrative positions at J.H.S. 218 or The School for Classics is expected as a result of this proposal.

If this proposal is approved, Invictus may hire school supervisors and/or administrative personnel on an as-needed basis throughout the course of the school's phase-in.

C. Transportation

Transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Invictus, J.H.S. 218 or The School for Classics as a result of this proposal.

D. Other Support Services

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

VII. Building Information

Building		K218
Type of Building		MIDDLE
Year Built		1964
Overall BCAS rating		2.61
2011-2012 Target Building Utilization		80%
2011-2012 Target Building Capacity		1,253
FY 2012 Maintenance Costs	Labor	\$23,057
	Materials	\$10,475
	Maintenance and repair contracts	\$114,843
	Service contracts	\$0
	Custodial operations costs—Materials	\$10,840
	Custodial operations costs—Custodial Allocation	\$308,417
FY 2012 Energy Costs	Electric	\$181,037
	Gas	\$58,787
	Steam	\$0
	Oil	\$0
Projects completed during the current or prior school year		FY13 Reso A Playground Redevelopment
Projects proposed in the capital plan		Science Lab Upgrade, Walk-in Freezer Replacement
Accessibility of the building		Building is not Functionally Fully Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab