

EDUCATIONAL IMPACT STATEMENT: The Proposed Re-siting of Leadership Preparatory Brownsville Charter School's (84K711) K-3 Grades and Co- location of Leadership Preparatory Brownsville Charter School's K-4 Grades with Existing Schools Knowledge and Power Preparatory Academy V (23K518), Metropolitan Diploma Plus High School (23K647), and Brooklyn Democracy Academy (23K643) in Building K275 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to re-site Leadership Preparatory Brownsville Charter School's (84K711, "LPBV") kindergarten through third grade ("K-3") from building K284 ("K284"), located at 213 Osborn Street, Brooklyn, NY 11212 in Community School District 23, to building K275 ("K275"), located 985 Rockaway Avenue, Brooklyn, NY 11212 in Community School District 23. LPBV is an existing public charter school that currently serves 245 K-3 students¹ and is phasing in to serve students in kindergarten through eighth grade. In 2012-2013, LPBV will expand to serve students in kindergarten through fourth grade ("K-4"). If this proposal is approved, its students in K-4 will be served in K275. In a separate Educational Impact Statement ("EIS"), the DOE has proposed to split-site² and co-locate LPBV's future fifth through eighth grades in K284.

LPBV is currently co-located³ in K284 with P.S. 284 Lew Wallace (23K284, "P.S. 284"), an existing zoned elementary school serving students in kindergarten through fifth grade and offering a full-day pre-kindergarten program.⁴ If this proposal is approved, in K275, LPBV will be co-located with an existing middle school, Knowledge and Power Preparatory Academy V (23K518, "KAPPA V"), and two existing transfer high schools: Metropolitan Diploma Plus High School (23K647, "Metropolitan Diploma Plus") and Brooklyn Democracy Academy (23K643, "Brooklyn Democracy") beginning in the 2012-2013 school year. Metropolitan Diploma Plus and Brooklyn Democracy serve students between the ages of 16 and 21 who have fallen behind academically and are more than two years away from graduation.⁵

K275 also currently houses a District 75 program (75K140, "P140K@KAPPA V") that serves kindergarten through eighth grade students who have an Individualized Education Program ("IEP") classification of emotionally disturbed. In a separate EIS posted in January 2012, the DOE proposed re-siting

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

² A "split-site" means that a single organization serves some grade levels in one building and other grade levels in another building.

³ 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.

⁴ The DOE's pre-kindergarten programs are maintained based on available funding and student enrollment. The DOE does not anticipate that P.S. 284's pre-kindergarten program will be affected by this proposal.

⁵ Transfer schools are small, academically rigorous high schools designed to reengage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over-age and under-credited"). These schools provide a personalized learning environment and connections to career and college opportunities. Students graduate with a high school diploma from their transfer high school.

75K140@Kappa V from K275 to building K258 (“K258”), which is located 141 Macon Street, Brooklyn, NY 11216.⁶ If the proposal to re-site P140K@KAPPA V is approved, it will be re-sited to K258 before the start of the 2012-2013 school year and, therefore, will not be impacted by this proposal. If the proposal to re-site P140K@KAPPA V is not approved, the DOE will re-evaluate space availability at K275 and issue a revised EIS regarding LPBV’s proposed re-siting, if necessary.

K275 also provides space to three Community Based Organizations (“CBOs”), specifically Beacon, CAMBA, and the Jewish Child Care Association.

In 2012-2013, LPBV will expand to serve students in K-4 as outlined in its charter, which was authorized by the State University of New York Charter School Institute. Thus, if this proposal is approved, LPBV will serve approximately 331-423 K-4 students in K275 starting in the 2012-2013 school year.

In the following years, LPBV would expand by one grade each year until it reaches full scale and serves approximately 595-760 kindergarten through eighth grade students. The DOE recognizes that K275 does not have sufficient space for LPBV to serve its kindergarten through eighth grade students. Thus, in a separate EIS, the DOE is also proposing to split-site and co-locate LPBV’s fifth through eighth grade students with P.S. 284 in K284.⁷ If that proposal is approved, beginning in 2013-2014, LPBV would serve approximately 45-58 fifth grade students in K284. In the following years, LPBV would expand by one grade each year until it reaches full scale in K284 and serves approximately 215-274 fifth through eighth grade students in K284 in 2016-2017.

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), K275 had a target capacity to serve 1,209 students. However, in 2011-2012 it serves only 763 students,⁸ which yields a target utilization rate of 63%.⁹ This means that the building is “underutilized” and has space to accommodate additional students. If this proposal and the proposal to re-site P140K@KAPPA V are approved, there will be approximately 871-1,073 students served in K275 in 2012-2013, which yields a projected utilization rate of 72%-89%. Thus, K275 has adequate capacity to accommodate the co-location of LPBV’s K-4 students, KAPPA V, Metropolitan Diploma Plus, and Brooklyn Democracy.

Background on the DOE’s Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. In determining the optimal way to distribute space to schools, the DOE is setting forth this proposal.

LPBV opened in 2009 and currently serves 245 K-3 students. Because LPBV is serving third grade students for the first time in 2011-2012, no performance data is available. However, LPBV is managed by Uncommon Schools (“Uncommon”), a Charter Management Organization (“CMO”). Uncommon currently manages a total of 11 charter schools, all located in Brooklyn. The available school performance data of Uncommon’s other schools is as follows:

⁶ Please see the EIS that is available on the DOE’s Web site for more information: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm>.

⁷ Please see the EIS that is available on the DOE’s Web site for more information: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm>.

⁸ Based on the 2011-2012 audited register.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

- Bedford Stuyvesant Collegiate Charter School (84K648), located in District 16, received an overall A grade on both the 2009-2010 and 2010-2011 Progress Reports;
- Brownsville Collegiate Charter School (84K710), located in District 23, received an overall A grade on its 2010-2011 Progress Report;
- Ocean Hill Collegiate Charter School (84K777), located in District 23, and Brooklyn East Collegiate Charter School (84K780), located in District 13, have not received Progress Reports yet;
- Williamsburg Collegiate Charter School (84K355), located in District 14, has earned 4 consecutive overall A grades on its Progress Reports since 2007-2008, with A grades across all sub-categories;
- Kings Collegiate Charter School (84K608), located in District 18, received a B on its most recent Progress Report, preceded by two consecutive A grades in 2008-2009 and 2009-2010; and
- Leadership Preparatory Bedford Stuyvesant (84K517), located in District 13, received a B on both the 2009-2010 and 2010-2011 Progress Reports.

The DOE believes in Uncommon’s record of success and supports LPBV’s expansion and continued placement in District 23 in order to continue providing excellent educational opportunities for students and families.

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans served by each of the co-located schools in K275 will be as follows:

Building K275

DBN	School Name	2011-12	2012-13	2013-14	2014-15
84K711	LPBV	-	K-4	K-4	K-4
23K518	KAPPA V	6-8	6-8	6-8	6-8
23K643	Brooklyn Democracy	9-12	9-12	9-12	9-12
23K647	Metropolitan Diploma Plus	9-12	9-12	9-12	9-12
75K140	P140K @ KAPPA V	K-8	-	-	-

According to the Blue Book, K275 has the capacity to serve 1,209 students. In 2011-2012, KAPPA V serves 246 students, Metropolitan Diploma Plus serves 178 students, Brooklyn Democracy serves 194 students, and 75K140@Kappa V serves 145 students, for a combined total of 763 students. This yields a target utilization rate of 63%. The concepts of target capacity and target utilization are described in more detail below. If the proposal to re-site 75K140@Kappa V to K258 is approved, 75K140@Kappa V will be re-sited at the end of the 2011-2012 school year.

If this proposal is approved, in the 2012-2013 school year, LPBV will phase in to K275 and would serve K-4 students. At that point, it will have reached full grade scale in K275. LPBV is projected to serve 331-423 students, KAPPA V is projected to serve 210-240 students, Metropolitan Diploma Plus is projected to serve 175-215 students, and Brooklyn Democracy is projected to serve 175-215 students, for a combined total of 871-1,073 students. This would yield a projected building utilization rate of approximately 72%-89%. In 2013-2014, LPBV’s K-4 enrollment is projected to increase to 356-423 students, which would increase the combined total number of students served in K275 to 896-1,105 and yield a projected building utilization rate of approximately 74%-91%. In 2014-2015, LPBV’s K-4 enrollment is projected to increase to 380-486 students, which would increase the combined total number of students served in K275 to 920-1,136 and yield a projected building utilization rate of approximately 76%-94%.

The table below demonstrates the enrollment and projected enrollment for each school that will be co-

located in K275 if this proposal is approved.^{10,11}

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
LPBV	-	331 - 423	356 - 455	380 - 486
KAPPA V	246	210 - 240	210 - 240	210 - 240
Brooklyn Democracy Academy	194	175 - 215	175 - 215	175 - 215
Metropolitan Diploma Plus High School	178	155 - 195	155 - 195	155 - 195
P140K @ KAPPA V	145	-	-	-
Total Building Enrollment	763	871 - 1,073	896 - 1,105	920 - 1,136
Utilization	63%	72% - 89%	74% - 91%	76% - 94%

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for 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

The proposed co-location of LPBV’s K-4 students with KAPPA V, Metropolitan Diploma Plus, and

¹⁰ All projections referenced for LPBV for the 2012-13 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

¹¹ Enrollment projections for KAPPA V, Metropolitan Diploma Plus and Brooklyn Democracy are based on each school’s respective 2011-2012 audited register.

Brooklyn Democracy in K275 is not expected to impact current or future student enrollment or instructional programming at any of those schools.

Impact on Students Currently Attending LPBV

LPBV is an existing public charter school that currently serves K-3 students in K284. If this proposal is approved, LPBV will grow to serve K-4 students in K275, where it will be co-located with KAPPA V, Metropolitan Diploma Plus, and Brooklyn Democracy. Thus, LPBV's current K-3 students would be able to remain at LPBV as it expands to serve K-4 students. K275 is approximately 1.0 mile away from K284.

LPBV currently offers an extended year, extended school day, and music, art, dance, and fitness programs after school twice a week. The DOE anticipates that these programs will continue to be available at LPBV at K275.

Impact on Students Currently Attending KAPPA V

KAPPA V is an existing middle school that serves sixth through eighth grade students. If this proposal is approved, it will continue to serve sixth through eighth grade students.

KAPPA V currently offers Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). KAPPA V also has an English as a Second Language ("ESL") programs for English Language Learner ("ELL") students. ICT and SC classes and SETSS will continue to be provided and students with disabilities will continue to receive all mandated services in accordance with their IEPs. ELL students at KAPPA V will also continue to receive mandated services.

KAPPA V currently offers the following program: monthly evening parent programs in math and English Language Arts. If this proposal is approved, this program could continue to be offered.

KAPPA V also currently offers the following extracurricular activity: extended day and Saturday Academy. KAPPA V also partners with the Police Athletic League to provide additional extracurricular activities for KAPPA V students. The DOE anticipates that KAPPA V will continue to offer these extracurricular activities and programs based on student interests, available resources, and staff support for them. The proposed co-location would not impact those opportunities, but it may change the way these programs need to be 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.

KAPPA V has a partnership with the Police Athletic League. This proposal is not expected to impact the continuation of this partnership.

Impact on Students Currently Attending Metropolitan Diploma Plus and Brooklyn Democracy

Metropolitan Diploma Plus and Brooklyn Democracy serve ninth through twelfth grade general education students and students requiring special education services.¹² The DOE will continue to support these high 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. It is expected that the high schools will continue to develop

¹² While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages in terms of credit accumulation or Regents pass rates as they progress towards graduation.

individualized programs to meet the needs of their students with disabilities. The specific services provided may vary from year to year depending on students' individual needs. However, students with disabilities will continue to receive mandated services and SETSS in accordance with their IEPs.

In addition, students classified as ELL students enrolled in either of the transfer high schools in the building will continue to receive appropriate services.

This proposal will not impact the enrollment at Metropolitan Diploma Plus and Brooklyn Democracy.

There are no proposed changes to the available instructional or extracurricular programs currently offered at Metropolitan Diploma Plus and Brooklyn Democracy. According to the Additional Ways to Graduate Directory, Metropolitan Diploma Plus currently offers the following programs: Learning to Work, student advisory, costume design, dance, visual arts, internships and seminars, student government, college/career workshops, and trips to colleges, museums, and theaters.¹³ If this proposal is approved, these programs could continue to be offered.

Metropolitan Diploma Plus offers the following extracurricular activities: student council, poetry club, and dance club.

Metropolitan Diploma Plus has partnerships with the following organizations: CAMBA, PENCIL Partnership with Blue Cross Blue Shield, Medgar Evers College, Studio in a School, Symphony Space, Educational Video Center, Fordham University School of Social Work, Digital School Solutions, AUSSIE, Dance Program, and the School of Cooperative Technical Education. This proposal is not expected to impact the continuation of those partnerships.

According to the Additional Ways to Graduate Directory, Brooklyn Democracy offers the following programs: Learning to Work, SAT and Regents preparation courses, year-round school year, advocate counselor program, personalized goal-setting and graduation plan, college campus tours, internships, and career development program. If this proposal is approved, these programs could continue to be offered.

Brooklyn Democracy offers the following extracurricular activities: student leadership team.

Brooklyn Democracy has a partnership with the Jewish Child Care Association. This proposal is not expected to impact the continuation of that partnership.

In addition, Metropolitan Diploma Plus offers Public School Athletic League ("PSAL") Alternative League boys and girls basketball teams, a co-ed bowling team, and a softball team.

If this proposal is approved, Metropolitan Diploma Plus and Brooklyn Democracy will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities, but those programs may need to be configured differently as a result of this proposal. 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.

Admissions Impact for Future Elementary School Students in District 23

LPBV currently only admits kindergarten students through a lottery. However, the school may, at its discretion, admit new students into other grades from the school's waiting list. LPBV gives the following preferences in admissions:

¹³ Please see the 2011-2012 Additional Ways to Graduate: High School Diploma & GED Programs Directory that is available on the DOE's Web site for more information: <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS>.

- First preference is given to students who attended the school the previous year and are returning to the school;
- Second preference is given to siblings of students already enrolled in the school;
- Third preference is given to applicants who reside in District 23 AND have family income sufficiently low that the student is eligible for free or reduced-price lunch, under the income guidelines for the academic year during which the lottery takes place (i.e., the academic year preceding the one for which the lottery is being held);
- Fourth preference is given to applicants who are at-risk of academic failure, defined as Family income is sufficiently low that the student is eligible for Free or Reduced-Price lunch, as described above;
- Fifth preference is given to students who reside in District 23 and are not at-risk by the definition that family income is not sufficiently low so as to qualify for Free or Reduced- Price lunch.
- If space remains, students not at-risk who reside outside District 23 are admitted.

If siblings participate in the same lottery, they share a single card, and if that card is selected the siblings will occupy the next available spots on the list in alphabetical order by first name.

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

Admissions Impact for Future Middle School Students

KAPPA V is a middle school that serves sixth through eighth grade students, and it admits sixth grade students from throughout Brooklyn through a school-based application. If this proposal is approved, KAPPA V will continue to admit students in this manner.

Admissions Impact for Future High School Students

This proposal is not anticipated to impact the admissions process of Metropolitan Diploma Plus or Brooklyn Democracy. Metropolitan Diploma Plus and Brooklyn Democracy are transfer schools and, therefore, do not participate in the Citywide High School Admissions Process. Transfer schools accept students who have been enrolled in high school for at least one year and choose to make a change. Each transfer school determines admissions criteria individually. Metropolitan Diploma Plus and Brooklyn Democracy both have a rolling admissions policy, accepting students between the ages of 16 and 21 throughout the school year. To enroll, a students must contact a transfer school directly to schedule an intake interview. Students are encouraged to meet with a guidance counselor or visit a Referral Center or a Borough Enrollment Office, where an experienced NYC public school counselor or social worker can explain the available options. If this proposal is approved, the two transfer high schools will continue to admits students in this manner.

Additional information about applying to a transfer school can be found at: <http://www.goingforme.org>.

Impact on Community Based Organizations

K275 houses three CBOs, Beacon, CAMBA and Jewish Child Care Association, which provide on-site support and a variety of enrichment opportunities to students.

Beacon provides after school enrichment programs to students and adults in the community. The Beacon program is not expected to lose any space or reduce the services offered as a result of this proposal.

The Jewish Child Care Association and CAMBA are Brooklyn Democracy's and Metropolitan Diploma Plus's respective partners in the Learning to Work Program, which offers in-depth job readiness and career exploration opportunities designed to enhance the academic components of select Young Adult Borough Centers, transfer schools, and GED programs. The goals of Learning to Work are to assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences. Learning to Work offers academic support, career and education exploration, work preparation, skills development, and internships.

Beacon, CAMBA and the Jewish Child Care Association are not expected to lose any space or reduce the services offered as a result of this proposal. The CBOs will continue to operate in K275 subject to interest and demand.

Impact on P.S. 284's Current Students and Future Students in K284

Two schools, LPBV and P.S. 284, are currently located in K284. Collectively, those schools serve 782 students. K284 has a target capacity of 707 students, which means that the building's current utilization rate is 111%. If this proposal is approved, LPBV will vacate K284 at the end of the school year. If that happens, the projected utilization rate for K284 would drop to 68%-81% in the next school year. In a separate EIS, as stated above, the DOE has proposed to split-site and co-locate LPBV's future fifth through eighth grades in K284. The impact of that proposal on K284 is described in detail in the EIS which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar212012Proposals.htm>.

B. Schools

The proposed re-siting of LPBV and co-location with KAPPA V, Metropolitan Diploma Plus, and Brooklyn Democracy in K275 would provide the school with a permanent location for its K-4 grades. K275 has adequate capacity to accommodate LPBV's K-4 grades, KAPPA V, Metropolitan Diploma Plus, and Brooklyn Democracy Academy. Collectively, the schools are projected to enroll an estimated 871-1,073 students in 2012-2013. At that point, LPBV would be at full scale and the projected utilization for K275 would be 72%-89%. As stated above, in 2013-2014, LPBV's K-4 enrollment is projected to increase to 356-423 students, which would increase the combined total number of students served in K275 to 896-1,105 and yield a projected building utilization rate of approximately 74%-91%. In 2014-2015, LPBV's K-4 enrollment is projected to increase to 380-486 students, which would increase the combined total number of students served in K275 to 920-1,136 and yield a projected building utilization rate of approximately 76%-94%. This demonstrates that the building has adequate capacity to accommodate all the schools.

The estimated enrollment for all organizations in K275 is outlined in Section IV.

As described in more detail in the attached Building Utilization Plan that accompanies this EIS, if this proposal is approved, pursuant to the Citywide Instructional Footprint (the "Footprint"), there will be sufficient space to accommodate LPBV's K-4 grades, KAPPA V, Metropolitan Diploma Plus, and Brooklyn Democracy in K275. 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>

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

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

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

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

C. Community

If this proposal is approved, the co-location of LPBV’s K-4 grades in K275 with KAPPA V, Metropolitan Diploma Plus, and Brooklyn Democracy will allow LPBV to expand to serve K-4 students at full scale in one building.

Besides LPBV, there are also several existing charter elementary schools in District 23 that provide a preference for District 23 students through the charter lottery application process. Those schools are listed below:

DBN	School Name	Grade Span 2011-2012	Grade Span at Scale	Admissions Method	Extracurricular Activities
CHARTER Options					
84K626	Achievement First Brownsville Charter School	K-4	K-12	Lottery	After-school tutoring program, extended day, and extended year
84K710	Brownsville Collegiate Charter School	5-8	5-12	Lottery	Girls and boys basketball
84K775	Leadership Prep Ocean Hill Charter School	K-2	K-8	Lottery	Dance
84K777	Ocean Hill Collegiate Charter School	5-6	5-12	Lottery	After-school tutoring, enrichment

Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE’s Web site here:

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

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K275.

IV. Enrollment, Admissions and School Performance Information

LPBV

Admissions Data

Current Admissions	K-3: Charter lottery, school is in the process of phasing in to serve additional grades
Admissions After Proposal Is Implemented	K-4: Charter lottery, school is in the process of phasing in to serve additional grades

Enrollment Data

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2011-12 (audited)	50	86	57	52	-	245
2012-13 (proj.)	78-100	78-100	78-100	50-63	47-60	331-423
2013-14 (proj.)	78-100	78-100	78-100	75-95	47-60	356-455
2014-15 (proj.)	78-100	78-100	78-100	75-95	71-91	380-486

Demographic Data

All demographic data reflects LPBV’s current K-3 student population.

Percentage of Students Receiving ICT or SC Services ¹⁴	0%
Percentage of Students with IEPs ¹⁵	16%
Percentage of ELL Students ¹⁶	3%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁷	87%

¹⁴ Students Receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

¹⁵ Students with IEPs as percentage of total students from the 2011-2012 audited register.

¹⁶ ELL students as percentage of total students from the 2011-2012 audited register.

¹⁷ Percentage of Students Eligible for Free or Reduced Lunch from 2011-12 audited register.

School Performance Data

LPBV	2009-2010	2010-2011
School Performance and Progress		
Overall Progress Report Grade	LPBV opened in 2009-2010 and did not serve third grade students until 2011-2012. No performance data is available for students in kindergarten through second grade. Because no performance data is yet available and the Progress Report is based in part on performance data, LPBV does not yet have a Progress Report grade.	
Quality Review Score	N/A	N/A
Performance Data		
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A
Other Key Performance Indicators		
Attendance Rate	93%	93%
2010-2011 State Accountability Status		N/A

KAPPA V

Admissions Data

Current Admissions	Grades 6-8: District 23 Middle School Choice Application Process – School Based Application
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Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	76	75	95	246
2012-13 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2013-14 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2014-15 (proj.)	70 - 85	70 - 85	70 - 80	210 - 240

Demographic Data

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	24%
Percentage of ELL Students	2%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁸	89%

School Performance Data

KAPPA V	2008-2009	2009-2010 ¹⁹	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	A
Quality Review Score	UPF ²⁰	P	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	66%	27%	32%
Math % Proficient (Levels 3 and 4)	67%	35%	39%
Other Key Performance Indicators			
Attendance Rate	95%	93%	93%
2010-2011 State Accountability Status²¹	In Good Standing		

Metropolitan Diploma Plus

Admissions Data

Current Admissions	Transfer School
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¹⁸ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

¹⁹ 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 percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁰ Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

²¹ Under No Child Left Behind, states are working to close the achievement gap and to ensure all students achieve academic proficiency. Annual state and school district report cards inform parents and communities about state and school-level student performance. Schools that do not meet performance targets must provide students with supplemental education services and they must take corrective actions. Follow this link for more information about No Child Left Behind and New York City Accountability: <http://www.p12.nysed.gov/irs/accountability/>.

Enrollment Data

	Total Enrollment
2011-2012 (audited)	178
2012-2013 (proj.)	155 - 195
2013-2014 (proj.)	155 - 195
2014-2015 (proj.)	155 - 195

Demographic Data

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with IEPs	10%
Percentage of ELL Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	81%

School Performance Data

K647 Metropolitan Diploma Plus High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	C	A
Quality Review Score	-	P	P
Key Components of Performance and Progress			
Average Credits Earned: 0-11 Credits	-	-	6.61
4 Year Graduation Rate	-	-	-
6 Year Graduation Rate	-	56%	58%
Regents Completion Rate	9%	15%	31%
Change in Attendance Rate	+8%	-8%	-4%
2010-2011 State Accountability Status			
In Good Standing			

Brooklyn Democracy

Admissions Data

Current Admissions	Transfer School
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Enrollment Data

	Total Enrollment
2011-2012 (audited)	194
2012-2013 (proj.)	175 - 215
2013-2014 (proj.)	175 - 215
2014-2015 (proj.)	175 - 215

Demographic Data

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with IEPs	16%
Percentage of ELL Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	66%

School Performance Data

Brooklyn Democracy	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	A	A
Quality Review Score	-. ²²	P	-
Key Components of Performance and Progress			
Average Credits Earned: 0-11 Credits	-	-	5.68
4 Year Graduation Rate	-	-	-
6 Year Graduation Rate	-	47%	61%
Regents Completion Rate	18%	25%	26%
Change in Attendance Rate	+8%	-8%	-4%
2010-2011 State Accountability Status		Improvement (year 1) Comprehensive	

V. Initial Costs and Savings

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.

²² Not every school gets a Quality Review every year.

At present, K275 is not expected to undergo any capital improvements or facilities upgrades to accommodate the co-location of LPBV in the building that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

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

A. Personnel Needs

The proposed co-location of LPBV in K275 is not expected to change the number of personnel positions assigned to KAPPA V, Metropolitan Diploma Plus, or Brooklyn Democracy, nor is it expected to significantly alter the duties of current staff in K275. New personnel positions will be created at LPBV as it grows to K-4 scale. The precise number of positions needed for the 2012-2013 school year and subsequent school years would be determined by the charter school's management. Those decisions would be made at the school based on need and budgetary considerations.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at KAPPA V, Metropolitan Diploma Plus, or Brooklyn Democracy. The basic operating budget for those schools is determined by the same Fair Student Funding ("FSF") formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2011-2012, the base per-pupil allocation for elementary schools was \$4,085.30, for middle schools \$4,412.45, and for high schools \$4,207.47. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools received an additional \$1,633.71 per pupil for each ELL student they enrolled, middle schools received an additional \$2,043.69 per pupil, and high schools received an additional \$2,043.69 per pupil. At the elementary level, supplemental funds are awarded for each student who is an ELL student, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded for each student who is an ELL, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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

As with all other schools Citywide, KAPPA V, Metropolitan Diploma Plus, and Brooklyn Academy 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. All three schools are currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of its Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through Fair Student Funding, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. KAPPA V, Metropolitan

Diploma Plus, and Brooklyn Academy will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

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

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

C. Administration

No change in school supervisory or administrator positions at KAPPA V, Metropolitan Diploma Plus, and Brooklyn Academy is expected as a result of this proposal. LPBV may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's expansion.

D. 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>.

E. Other Support Services

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

VII. Building Information

Building		K275
Type of Building		Junior High-Intermediate-Middle
Year Built		1963
Overall BCAS rating		2.74
2010-2011 Target Building Utilization		70%
2010-2011 Target Building Capacity		1,209
FY 2011 Maintenance Costs	Labor	\$65,744
	Materials	\$34,568
	Maintenance and repair contracts	\$28,635
	Service contracts	\$0

	Lease	\$0
	Custodial operations costs—Materials	\$11,415
	Custodial operations costs—Custodial Allocation	\$331,804
FY 2011 Energy Costs	Electric	\$172,149
	Gas	\$1,986
	Oil	\$96,424
Projects completed during the current or prior school year		CIP walk in freezer replacement & lighting
Projects proposed in the capital plan		Walk in freezer replacement
Accessibility of the building		Building is not functionally accessible
Building attributes		Auditorium, Cafeteria, Gymnasium, Library & Science Laboratory