

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-location of The New American Academy Charter School (84KTBD) in Building K415 with Existing Schools Kurt Hahn Expeditionary School (18K569), It Takes a Village Academy (18K563), and Cultural Academy for the Arts and Sciences (18K629) Beginning in the 2013-2014 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new public charter school, The New American Academy Charter School (84KTBD, “New American”), which will serve students in kindergarten through fifth grade, in building K415 (“K415”), which is located at 5800 Tilden Avenue, Brooklyn, NY 11203, in Community School District 18, beginning in the 2013-2014 school year.¹ K415 currently houses Kurt Hahn Expeditionary Learning School (18K569, “Kurt Hahn”), It Takes a Village Academy (18K563, “It Takes a Village”), and Cultural Academy for the Arts and Sciences (18K629, “Cultural Academy”). All three existing district high schools serve students in grades nine through twelve. If this proposal is approved, New American will be co-located in K415 with Kurt Hahn, It Takes a Village, and Cultural Academy.

New American is a new public charter school that is authorized by its charter authorizer, New York State Education Department (“SED”), to serve kindergarten through fifth grades. New American will open with kindergarten and first grade in 2013-2014 and will add one grade each year until it serves students in kindergarten through fifth grade in 2017-2018. The school will admit students via the charter lottery application process, with a preference given to District 18 residents.²

According to the 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”), K415 has the capacity to serve a total of 2,118 students. In 2012-2013, Kurt Hahn is serving 279 students in ninth through twelfth grade, It Takes a Village is serving 420 students in ninth through twelfth grade, and Cultural Academy is serving 305 students in ninth through twelfth grade,³ yielding a building utilization rate of 47%.⁴ This means that the building is “underutilized” and has space to accommodate additional students.⁵ If this proposal is approved, in 2017-2018, once New American’s kindergarten through fifth grades have fully phased in and

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 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>.

³ Based on 2012-2013 Unaudited Register (as of October 26, 2012).

⁴ 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 2012-2013 Unaudited Register (as of October 26, 2012). 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.

⁵ The 2011-2012 Under-Utilized Space Memorandum and List was published on the DOE’s website on October 24, 2012 and revised on November 20, 2012. The revised memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf

the school has reached full scale, New American is projected to serve 340-410 students, Kurt Hahn is projected to serve 260-300 students, It Takes a Village is projected to serve 400-440 students, and Cultural Academy is projected to serve 285-325 students, for a total of 1,285-1,475 students, yielding a building utilization rate of approximately 61%-70%.^{6,7}

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. To this end, each year, the DOE evaluates public school buildings throughout the City that are “underutilized” or have extra space to accommodate additional students. Building K415 in District 18 is currently “underutilized.” Therefore, the DOE is proposing to co-locate New American, a new public elementary charter school, with Kurt Hahn, It Takes a Village, and Cultural Academy. The opening of New American is intended to create an additional high-quality educational option for families in District 18.

II. Proposed or Potential Use of Building

If this proposal to co-locate New American with Kurt Hahn, It Takes a Village, and Cultural Academy in K415 is approved, the proposed grade spans served in K415 are and will be as follows:

Grade Spans							
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
84KTBD	New American	-	K-1	K-2	K-3	K-4	K-5
18K563	It Takes a Village	9-12	9-12	9-12	9-12	9-12	9-12
18K569	Kurt Hahn	9-12	9-12	9-12	9-12	9-12	9-12
18K629	Cultural Academy	9-12	9-12	9-12	9-12	9-12	9-12

As stated above, K415 has the capacity to serve a total of 2,118 students. In 2012-2013, Kurt Hahn is serving 279 students, It Takes a Village is serving 420 students, and Cultural Academy is serving 305 students in K415. This yields a utilization rate of 47%. This is one indicator that the building is “underutilized” and has extra space to accommodate additional students. (The concepts of “capacity” and “utilization rate” are described below.)

If this proposal to co-locate New American with Kurt Hahn, It Takes a Village, and Cultural Academy in K415 is approved, in 2013-2014, New American will serve kindergarten and first-grade students in K415. In 2013-2014, New American is projected to serve 120-150 kindergarten and first-grade students, Kurt Hahn is projected to serve 260-300 ninth through twelfth-grade students, It Takes a Village is projected to serve 400-

⁶ All projections referenced for New American for the 2013-2014 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

⁷ All projections referenced for Kurt Hahn, It Takes a Village, and Cultural Academy for the 2013-2014 school year and beyond reflect the forward promotion of cohorts by grade using the 2012-2013 Unaudited Register (as of October 26, 2012) as the base year.

440 ninth through twelfth-grade students, and Cultural Academy is projected to serve 285-325 ninth through twelfth-grade students for a combined total of 1,065-1,215 students and a projected utilization rate of 50%-57%. In 2017-2018, once New American is fully phased in, it is projected to serve 340-410 students, Kurt Hahn is projected to serve 260-300 students, It Takes a Village is projected to serve 400-440 students, and Cultural Academy is projected to serve 285-325 students. Combined, there will be approximately 1,285-1,475 students served in K415, which yields a projected utilization rate of 61%-70%.

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

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
84KTBD	New American	-	120 - 150	175 - 215	230 - 280	285 - 345	340 - 410
18K563	It Takes a Village	420	400 - 440	400 - 440	400 - 440	400 - 440	400 - 440
18K569	Kurt Hahn	279	260 - 300	260 - 300	260 - 300	260 - 300	260 - 300
18K629	Cultural Academy	305	285 - 325	285 - 325	285 - 325	285 - 325	285 - 325
Total Building Enrollment		1,004	1,065 - 1,215	1,120 - 1,280	1,175 - 1,345	1,230 - 1,410	1,285 - 1,475
Utilization		47%	50% - 57%	53% - 60%	55% - 64%	58% - 67%	61% - 70%

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 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 2011-2012. As described earlier in this Educational Impact Statement, the DOE's projected utilization rates for the 2012-2013 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 classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals

from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because 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 standard for goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

If this proposal is approved, in 2013-2014, New American will serve kindergarten and first grade students in buildings K415 and will be co-located with Kurt Hahn, It Takes a Village, and Cultural Academy. New American will enroll kindergarten and first-grade students through its charter lottery beginning in the Spring of 2013. The charter lottery will provide a preference for District 18 students.

Impact on Students Currently Attending Schools at K415

The proposed co-location of New American is not expected to impact current or future student enrollment or instructional programming at Kurt Hahn, It Takes a Village, or Cultural Academy. These schools admit students as part of the Citywide High School Admissions Process. More information about the admissions method used by each of these schools is described in the "Enrollment Impact for Future High School Students – High School Admissions Process" subsection below.

All of the high schools located in K415 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes or Self-Contained special education ("SC") classes and students receiving Special Education Teacher Support Services. Students with disabilities receive services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the needs of individual students with disabilities and, as such, may vary from year to year. In addition, the high schools located in K415 serve students classified as English Language Learner ("ELL") students, who receive English as a Second Language or transitional bilingual services. All students enrolled in schools in K415 who currently receive mandated special education and/or ELL services will continue to receive such services if this proposal is approved.

If this proposal is approved, K415 will serve both elementary school students and high school students. Currently, there are other DOE campuses where elementary schools are co-located with high schools, including:

- The Julia Richman Educational Complex, which houses four small high schools, a K-8 school, and a District 75 program; and
- Harlem Success Academy 4, an elementary school, which shares a building with Opportunity Charter School, which serves sixth through twelfth grade in District 3.

The DOE, in consultation with the Building Council, will, where possible, allocate contiguous and dedicated space to the elementary school students to ensure the safety of all students.

Impact on Career and Technical Education (“CTE”) Programs

Implemented at the high school level, a CTE program of study offers students a cohesive articulated sequence of rigorous academic courses integrated with workforce skills aligned to business and industry standards. Students receive instruction in an industry-related area and have the opportunity to graduate from high school with industry-specific competencies and skills that lead to post-secondary education, further industry training and/or entry into the workforce. A CTE program of study can fall into one of over 70 Career Pathways, which are themselves grouped into 16 career clusters identified at the federal level.⁸ Students who successfully complete a course of study in an “approved” CTE program receive a CTE-endorsed diploma which includes an industry-recognized certification upon graduation.

“Approved” CTE programs of study have been reviewed and approved by the DOE and SED, which qualifies the school to award diplomas with CTE endorsements to students who complete the program. Programs that are “in development” are in the process of developing a CTE program of study, but have not yet received official SED approval. Students in these programs receive instruction in CTE content, but cannot receive CTE-endorsed diplomas unless the programs are approved by the time they graduate. However, regardless of program approval status, schools with the capacity to prepare students for an industry-certified exam can continue to do so.

SED approval of CTE programs requires the following four stages:

1. Notification of intent to apply for program approval and initial self-assessment,
2. Formal self-evaluation of the quality of CTE program and submission to the DOE,
3. External review and validation of application by the DOE, and
4. SED consideration for program approval.

It Takes a Village and Cultural Academy currently offers programs in four CTE pathways. Programs are in development and not yet approved by the State.

DBN	Career Cluster	CTE Pathway	State Approval Status	Program Status
18K563	Health Science	Medical Lab Assistant	Non-Approved	Existing Program
18K563	Information Technology	CISCO Networking Academy	Non-Approved	Existing Program
18K629	Hospitality and Tourism	Culinary Arts	Non-Approved	Existing Program
18K629	Information Technology	Entrepreneurship/Virtual Enterprise	Non-Approved	Existing Program

As discussed above, in general, students who are enrolled in CTE programs that are "in development" do not graduate with CTE-endorsed diplomas, unless the programs are approved by the time they graduate.

This proposal is not anticipated to affect the admissions, availability or enrollment of the CTE programs at

⁸ “Career Pathways” is a term used to identify the workforce development strategy, adopted at federal, state, and City levels, to increase education, training, and learning opportunities for the nation’s current and emerging workforce.

It Takes a Village or Cultural Academy.

Impact on Extracurricular Programs at Existing Schools

There are no proposed changes to the extracurricular programs currently offered at the existing schools in K415. If this proposal is approved, existing schools in K415 could continue to offer extracurricular programs based on student interests, 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.

According to the 2012-2013 High School Directory and school reported data, Kurt Hahn currently offers the following extracurricular activities, programs, and sports⁹:

- **Extracurricular Activities and Programs:** Crew Council, Student Government, Student Activities Committee, Peer Tutoring, Peer Mediation, Girls Empowerment Group, Boys Leadership Group, Kurt Hahn Radio, Kurt Hahn TV, Kurt Hahn Chronicle School Newspaper, Debate Team, Digital Video Production, Yearbook, Stage and Drama Production, Sculpture, Painting, and Graphic Arts, Brotherhood Young Men’s Mentoring, Opening Act Drama, Meditation, Healthy Cooking, Gardening and Sustainable Living, Poetry Slam, Yoga, Digital Media, Music, Animation training through Urban Arts Partnership, and Internships, Fieldwork and Mentoring through Senior Expedition.
- **Clubs:** Rock Climbing, Outdoor Adventure, Iron Chef Cooking Club, New York Cares Community Service Club, and Student Activism Club.
- **PSAL Sports – Boys:** Baseball, Basketball & JV Basketball, Cross Country, Football & JV Football, Outdoor Track, and Soccer.
- **PSAL Sports – Girls:** Basketball & JV Basketball, Bowling, Cross Country, Outdoor Track, Soccer, Tennis, and Volleyball.
- **School Sports:** Intramural Sports, Girl Flag Football, Cheerleading and Step, Swimming Club and Life Guard Training.

According to the 2012-2013 High School Directory and school reported data, It Takes a Village currently offers the following extracurricular activities, programs, and sports:

- **Extracurricular Activities and Programs:** Local Community Service in Hospitals and Banks, After-school Program “Peace Corps Fellows,” College Internships, Peer Tutoring, Model United Nations, Robotics, Theater, Music, Chorus, Dance, Math Challenge, G-12 Science Program with Brooklyn College, G-12 Technology Program with NYU, Robotics Program with NYU, iLearnNYC, Music, Theater, Modern Dance Program, College Now, work study programs.
- **Partnerships:** CUNY Colleges, Long Island University, Monroe College, Bramsonort College, ASA College, City Technical College

⁹ <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>

- **Clubs:** Dance, Art, Robotics, United Nations, Science (Brooklyn College), and Multimedia.
- **PSAL Sports – Boys:** Basketball, Bowling, Cricket, Football, Outdoor Track, Swimming, and Tennis.
- **PSAL Sports – Girls:** Basketball, Bowling, Cricket, Football, Outdoor Track, Swimming, and Tennis.
- **PSAL Sports – Co-ed:** Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cricket, Cross Country, Football & JV Football, Indoor Track, Outdoor Track, and Softball & JV Softball.
- **School Sports:** Baseball, Bowling, Swimming, Basketball, Soccer, Football, Tennis, Volleyball, Athletics, and Track and Field.

According to the 2012-2013 High School Directory and school reported data, Cultural Academy currently offers the following extracurricular activities, programs, and sports:

- **Extracurricular Activities and Programming:** Student Government, Campus Student Council, Internships, Peer Counseling and Mentoring, Innovations Magazine, Debate Team, New Opportunities, Mathematics Team, and Student Art Competition and Exhibitions.
- **Clubs:** Music, Fitness, and Engineering.
- **PSAL Sports – Boys:** Baseball, Basketball & JV Basketball, Football & JV Football, Outdoor Track, Soccer, Tennis, and Volleyball.
- **PSAL Sports – Girls:** Basketball, Flag-football, Outdoor Track, Soccer, Tennis, and Volleyball.
- **School Sports:** Ultimate Athlete and Fitness classes.

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

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

For high school admissions for the 2013-2014 school year, there are two rounds in the High School Admissions Process:

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 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. 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 schools with remaining seats and new schools that will open the following

September. Students will receive Round Two results at the end of May 2013.

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 create programs that meet the needs of all students, ensuring that students with IEPs 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.

Kurt Hahn, It Takes a Village, and Cultural Academy will continue to admit students through a limited unscreened program. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, 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 High School Students—Over-the-Counter Placements

In addition to the High School Admissions Process, some students may receive a placement at Kurt Hahn, It Takes a Village, or Cultural Academy through the over-the-counter ("OTC") process.

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;¹⁰ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the High School Admissions Process for some other reason.

When a 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.

¹⁰ 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. Chancellor's Regulation A-101 can be accessed at: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

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,¹¹ international schools, and alternative programs are offered through referral.¹² In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Enrollment Impact for Future Elementary School Students in District 18

If this proposal is approved, the co-location of New American in K415 will provide District 18 students with an additional elementary school option. In Spring 2013, all incoming kindergarten and first-grade students residing in District 18 will have the opportunity to participate in the charter application lottery to enter kindergarten and first grade at New American in September 2013. Applications will be available on New American’s website. Neither the deadline to submit an application for New American’s lottery nor the date of the lottery has been set yet. After 2013-2014, New American will only accept applications for incoming kindergarten students via lottery.

New American will give preference to students in the following order of priority:

- Siblings of enrolled students,¹³
- Free and reduced meal students, and
- Students residing in District 18.

For the 2013-2014 school year, once the available spaces are filled, the remaining applicants will be placed on a waiting list in the order in which their names are drawn and according to the admissions preferences listed above. After 2013-2014, New American may admit students in other grades from the school’s waitlist if seats become available in higher grade levels.

B. Schools

As discussed above, if this proposal is approved, K415 will have adequate capacity to accommodate New American, Kurt Hahn, It Takes a Village, and Cultural Academy. Collectively, the four schools are projected to enroll an estimated 1,285-1,475 students in 2017-2018, and the projected utilization rate will be approximately 61%-70%. This means that the building has adequate capacity to accommodate the four schools that will be co-located in K415.

The estimated enrollments for New American, Kurt Hahn, It Takes a Village, and Cultural Academy are shown in Section IV below.

As described in more detail in the attached Building Utilization Plan (“BUP”) that accompanies this EIS, if this proposal is approved, there will be sufficient space in K415 to accommodate New American, Kurt Hahn, It Takes a Village, and Cultural Academy, pursuant to the Citywide Instructional Footprint (the “Footprint”), throughout the period in which New American gradually phases in and once it reaches full

¹¹ 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.

¹² International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

¹³ This priority takes effect in Year Two.

scale. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools.¹⁴

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 elementary schools serving kindergarten through fifth grade (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 kindergarten through fifth grade 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, 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 would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of principals from all co-located schools. A Shared Space Committee would also meet a minimum of four times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

C. Community

K415 is currently underutilized. This means that the space in the buildings is not being used as effectively as possible and could be used to create new educational opportunities for District 18 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of New American is intended to meet those goals by providing an additional elementary school option for students in District 18. If this proposal is approved, New American will add approximately 340-410 public elementary school seats to District 18 once it is fully phased in, and will join the four other existing public charter that serve elementary school grades in District 18. These charter schools are listed in the chart below:

¹⁴ The Footprint is available at: <http://schools.nyc.gov/community/planning/default.htm> under "Key Documents."

Charter Options

DBN	School Name	Grade Span 2012-13	Grade Span at Scale	Enrollment 2012-13¹⁵
84K379	Explore Excel Charter School	K-4	K-7	303
84K652	Brooklyn Ascend Charter School	K-6	K-8	684
84K792	Cultural Arts Academy Charter School at Spring Creek Charter School	K-3	K-5	220
84K797	New Hope Academy Charter School	K-4	K-5	306

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 K415.

IV. Enrollment, Admissions and School Performance Information

Kurt Hahn

Admissions Data

Current Admissions	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>
Admissions After the Proposed Co-location	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>

¹⁵ Based on the charter headcount as of October 1, 2012.

Enrollment Data¹⁶

	Total Enrollment Grades 9-12
2012-13 (unaudited)	279
2013-14 (projections)	260-300
2014-15 (projections)	260-300
2015-16 (projections)	260-300
2016-17 (projections)	260-300
2017-18 (projections)	260-300

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	79%

¹⁶ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

¹⁷ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

Kurt Hahn Expeditionary Learning School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	C	A
Progress Report Progress Grade	N/A	C	B
Progress Report Performance Grade	N/A	C	A
Progress Report Environment Grade	N/A	C	B
Progress Report College/Career Readiness Grade	N/A	NA	A
Quality Review Score ¹⁸	N/A ¹⁹	N/A	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	74%	90%	91%
4 Year Graduation Rate	N/A	66%	77%
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	54%	61%
Attendance Rate	85%	83%	85%
2012-2013 State Accountability Status²⁰			
Focus School			

¹⁸ 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>.

¹⁹ Not all schools receive a Quality Review every year.

²⁰ <http://www.p12.nysed.gov/irs/accountability/>

It Takes a Village

Admissions Data

Current Admissions	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>
Admissions After the Proposed Co-location	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>

Enrollment Data

	Total Enrollment Grades 9-12
2012-13 (unaudited)	420
2013-14 (projections)	400-440
2014-15 (projections)	400-440
2015-16 (projections)	400-440
2016-17 (projections)	400-440
2017-18 (projections)	400-440

Demographic Data

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with Individualized Education Programs	14%
Percentage of English Language Learner Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	79%

Performance Data

It Takes a Village Academy	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	A	A
Progress Report Progress Grade	N/A	A	A
Progress Report Performance Grade	N/A	A	A
Progress Report Environment Grade	N/A	A	A
Progress Report College/Career Readiness Grade	N/A	N/A	A
Quality Review Score	N/A	N/A	WD
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	98%	96%	93%
4 Year Graduation Rate	N/A	91%	86%
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	83%	75%
Attendance Rate	89%	90%	91%
2012-2013 State Accountability Status			
In Good Standing			

Cultural Academy

Admissions Data

Current Admissions	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>
Admissions After the Proposed Co-location	<p>Grades 9-12: High School Admissions Process</p> <p>Admissions Method: Limited Unscreened</p>

Enrollment Data

	Total Enrollment Grades 9-12
2012-13 (unaudited)	305
2013-14 (projections)	285-325
2014-15 (projections)	285-325
2015-16 (projections)	285-325
2016-17 (projections)	285-325
2017-18 (projections)	285-325

Demographic Data

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with Individualized Education Programs	22%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	71%

Performance Data

Cultural Academy for the Arts and Sciences	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	B
Progress Report Progress Grade	N/A	N/A	B
Progress Report Performance Grade	N/A	N/A	B
Progress Report Environment Grade	N/A	N/A	B
Progress Report College/Career Readiness Grade	N/A	N/A	B
Quality Review Score	P	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	66%	69%	87%
4 Year Graduation Rate	N/A	N/A	72%
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	68%
Attendance Rate	85%	85%	86%
2012-2013 State Accountability Status			
In Good Standing			

New American

Admissions Data

Current Admissions	N/A
Admissions After the Proposed Co-location	Grades K-5: Charter Lottery Application

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (unaudited)	-	-	-	-	-	-	-
2013-14 (projections)	60-75	60-75	-	-	-	-	120-150
2014-15 (projections)	60-75	60-75	55-65	-	-	-	175-215
2015-16 (projections)	60-75	60-75	55-65	55-65	-	-	230-280
2016-17 (projections)	60-75	60-75	55-65	55-65	55-65	-	285-345
2017-18' (projections)	60-75	60-75	55-65	55-65	55-65	55-65	340-410

Demographic Data

There is no demographic data available for the school because New American has not yet opened.

Performance Data

There is no performance data available for the school because New American has not yet opened.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at Kurt Hahn, It Takes a Village, or Cultural Academy in buildings K415.

Please refer to the Fair Student Funding (“FSF”) Guide and Fiscal Year 2013 (“FY13”) School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Kurt Hahn, It Takes a Village, and Cultural Academy. The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

The General Education Charter School per-pupil rate is determined by 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.

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, K415 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

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

A. Personnel Needs

The proposed co-location of New American in K415 is not expected to change the number of personnel positions assigned to Kurt Hahn, It Takes a Village, or Cultural Academy, nor is it expected to significantly alter the duties of current staff in K415.

New administrative staff and non-pedagogical positions will be created at New American as it grows to scale. The precise number of positions needed for the 2013-2014 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 administrator positions at Kurt Hahn, It Takes a Village, or Cultural Academy is expected as a result of this proposal.

If this proposal is approved, New American may hire school supervisors and/or administrator 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 Kurt Hahn, It Takes a Village, or Cultural Academy.

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		K415
Type of Building		HS
Year Built		1930
Overall BCAS rating		2.33
2011-2012 Target Building Utilization		46%
2011-2012 Target Building Capacity		2,118
FY 2012 Maintenance Costs	Labor	\$37,696
	Materials	\$19,896
	Maintenance and repair contracts	\$111,177
	Service contracts	\$8,562
	Custodial operations costs— Materials	\$20,543
	Custodial operations costs— Custodial Allocation	\$517,369
FY 2012 Energy Costs	Electric	\$169,928
	Gas	\$168,998
	Oil	N/A
Projects completed during the current or prior school year		FY 13 Reso A Technology
Projects proposed in the capital plan		None
Accessibility of the building		Building is functionally fully programmatically accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab