

EDUCATIONAL IMPACT STATEMENT:

The Proposed Expansion of the Co-location of KIPP AMP Charter School (84K357) with Existing Schools The School of Integrated Learning (17K354) and The Middle School for Academic and Social Excellence (17K334) in Building K390 Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to expand the grades served by KIPP AMP Charter School (84K357, “KIPP AMP”) in building K390 (“K390”), located at 1224 Park Place, Brooklyn, NY, 11213, in Community School District 17, from fifth through eighth grade to kindergarten through eighth grade. KIPP AMP is an existing charter school that serves students in fifth through eighth grade in K390. KIPP AMP is currently co-located with the School of Integrated Learning (17K354, “Integrated Learning”), an existing middle school that serves students in sixth through eighth grade, and the Middle School for Academic and Social Excellence (17K334, “MSASE”), an existing middle school that serves students in sixth through eighth grade, in K390. The District 17 Community Superintendent’s office is also housed in K390.¹ The Office of Adult and Continuing Education holds classes during the evening on Mondays, Tuesdays, and Wednesdays at K390.

If this proposal is approved, in the 2013-2014 school year, KIPP AMP will serve kindergarten students, in addition to its fifth through eighth grade students, and will add one grade per year until it reaches full scale in 2017-2018 and serves students in kindergarten through eighth grade in K390. KIPP AMP’s fifth through eighth grades have been co-located with Integrated Learning and MSASE since September 2005. KIPP AMP currently admits students through a charter lottery application as mandated by the New York State charter law.² Additional information about KIPP AMP’s charter lottery process, Integrated Learning’s admissions process, and MSASE’s admissions process can be found in Section III.A.

According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), K390 has the capacity to serve 1,538 students. In 2011-2012, KIPP AMP is serving 294 students, Integrated Learning is serving 264 students, and MSASE is serving 223 students.³ This yields a total building enrollment of 781 students and a building utilization rate of approximately 51%.⁴ This means that the building is “underutilized” and has space to accommodate additional students. If this proposal is approved, when KIPP AMP is at full scale in 2017-2018, it is projected to serve 799-941 kindergarten through eighth grade students, Integrated Learning is projected to serve 270-300 students, and MSASE is projected to serve 210-240 students. There would thus be approximately 1,279-1,481 students served in K390 amongst KIPP AMP, Integrated Learning, and MSASE in the 2017-2018 school year, which yields a projected utilization

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 Web site: <http://schools.nyc.gov/community/planning/charters/For+Parents>. Applicants who reside in the district in which a charter is located receive preference for admission. More details are provided in Section III.A below in this proposal.

³ Based on the 2011-2012 audited register.

⁴ 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 are based on audited enrollment and do not include Long Term Absence (“LTA”) 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.

rate of 83%-96%.

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 proposing to expand KIPP AMP to serve students in kindergarten through eighth grade in K390.

KIPP Charter Network (“KIPP”), the Charter Management Organization (“CMO”) that operates KIPP AMP, currently manages a total of four charter schools that serve elementary and middle school grades and are located in Manhattan, Brooklyn, and the Bronx. Besides KIPP AMP, KIPP manages the following three charter schools, all of which serve fifth through eighth grade students and are currently phasing in to serve kindergarten through fourth grade students: KIPP Academy Charter School (84X704, “KIPP Academy”), which is located in District 7; KIPP Infinity Charter School (84M336, “KIPP Infinity”) and KIPP S.T.A.R. (84M726, “KIPP STAR”), which are located in District 5. The charters of KIPP Academy, KIPP Infinity, and KIPP AMP are authorized by the DOE, while KIPP STAR’s charter is authorized by the State University of New York’s Charter Schools Institute. KIPP also manages a high school, KIPP NYC College Prep High School, which enrolls students who have been promoted from a charter middle school operated by KIPP, and will reach full scale in 2012-2013. On the 2010-2011 Progress Reports, KIPP Academy Charter School and KIPP Infinity Charter School received an overall grade of A, while KIPP AMP and KIPP STAR received an overall grade of B.

The DOE believes in KIPP’s record of success and supports the expansion of KIPP AMP to serve students in kindergarten through eighth grade in K390 in order to continue providing excellent educational opportunities for students and families. In 2010-2011, 53% of students enrolled in KIPP AMP were District 17 students.

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans served by each of the co-located schools in K390 will be as follows:

Grade Spans								
DBN	School Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
84K357	KIPP AMP	5-8	5-8	K, 5-8	K-1, 5-8	K-2, 5-8	K-3, 5-8	K-8
17K354	Integrated Learning	6-8	6-8	6-8	6-8	6-8	6-8	6-8
17K334	MSASE	6-8	6-8	6-8	6-8	6-8	6-8	6-8

According to the Blue Book, K390 has the capacity to serve 1,538 students. In 2011-2012, Integrated Learning is serving 264 students, MSASE is serving 223 students, and KIPP AMP is serving 294 students, thereby yielding a total building enrollment of 781 students and a target utilization rate of approximately 51%. (The concepts of “capacity” and “utilization rate” are described below.) If this proposal is approved, beginning in the 2013-2014 school year, KIPP AMP’s kindergarten through fourth grades will begin phasing in. In 2017-2018, once KIPP AMP’s kindergarten through fourth grades have fully phased in, and the school has reached full kindergarten through eighth grade scale, KIPP AMP is projected to serve 799-941 kindergarten through eighth grade students, Integrated Learning is projected to serve 270-300 sixth

through eighth grade students, and MSASE is projected to serve 210-240 sixth through eighth grade students for a total of 1,279-1,481 students. This would yield a projected building utilization rate of approximately 83%-96%.

The table below demonstrates the enrollment and projected enrollment of each school and the building’s utilization rates:^{5,6}

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
KIPP AMP	294	307 - 393	417 - 518	510 - 621	609 - 731	704 - 836	799 - 941
Integrated Learning	264	260 - 290	270 - 300	270 - 300	270 - 300	270 - 300	270 - 300
MSASE	223	195 - 225	210 - 240	210 - 240	210 - 240	210 - 240	210 - 240
Total Building Enrollment	781	762 - 908	897 - 1,058	990 - 1,161	1,089 - 1,271	1,184 - 1,376	1,279 - 1,481
Utilization	51%	50% - 59%	58% - 69%	64% - 75%	71% - 83%	77% - 89%	83% - 96%

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 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 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 goal

⁵ All projections referenced for KIPP AMP for the 2013-2014 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

⁶ All projections referenced for Integrated Learning and MSASE for 2012-2013 and beyond are based on the 2011-2012 audited register.

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 expansion of KIPP AMP is not expected to impact current or future student enrollment or instructional programming at Integrated Learning or MSASE. If this proposal is approved, KIPP AMP will expand to serve students in kindergarten through eighth grade in K390 and the school will enroll kindergarten students through its charter lottery beginning in 2013-2014. The charter lottery will provide a preference for District 17 students.

Impact on Students Attending Integrated Learning

Integrated Learning currently offers Integrated Co-Teaching (“ICT”) classes, self-contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). The existing ICT and SC special education classes and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current and future students with IEPs will continue to receive appropriate services at Integrated Learning.

Integrated Learning also has an English as a Second Language (“ESL”) program for its English Language Learner (“ELL”) students. ELL students at Integrated Learning will also continue to receive mandated services.

Integrated Learning currently offers the following special programs and classes:⁷

- Choir;
- Steel pan ensemble;
- All Pro Dads Chapter;
- Cooperative, Healthy, Active, Motivated, Positive, Students (“CHAMP”);
- Specialized High Schools preparation classes;
- Music classes;
- Spanish classes; and
- Regents courses in Earth Science and Integrated Algebra.

The DOE does not anticipate that this proposal will impact the special programs and classes offered at Integrated Learning.

Integrated Learning currently has the following partnerships:

- Medgar Evers College;
- The Leadership Program;
- Urban Advantage;
- CHAMPS;
- New York Cares;

⁷ Compiled from the 2011-2012 Middle School Directory and school-reported data, which can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>.

- New York Police Department’s Gang Resistance, Education, and Training (“GREAT”);
- Hip Hop 4 Life;
- Public Education Needs Civic Involvement in Learning (“PENCIL”); and
- NYC Civic Corps.

The DOE does not anticipate that this proposal will impact Integrated Learning’s partnerships.

Integrated Learning currently offers the following extracurricular activities and sports:

- Extracurricular Activities – Extended day morning tutorials in math, science, English Language Arts, and social studies; after-school program; dance; steeldrums; chorus; and health and nutrition.
- Sports – Boys baseball; boys basketball; boys football; boys soccer; girls basketball; girls flag football; and girls handball.

The DOE does not anticipate that this proposal will impact Integrated Learning’s extracurricular activities and sports and believes that Integrated Learning could continue to offer these extracurricular programs and sports based on student interests, available resources, and staff support for those programs. 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 any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Impact on Students Attending MSASE

MSASE currently offers ICT classes, SC special education classes, and SETSS. The existing ICT and SC special education classes and SETSS services will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current and future students with IEPs will continue to receive appropriate services at MSASE.

MSASE also has an ESL program for ELL students. ELL students at MSASE will also continue to receive mandated services.

MSASE currently offers the following special programs and classes:⁸

- Critical Thinking in Literacy;
- Service Learning;
- Extended Morning;
- Advisory; and
- Academic Intervention Services.

The DOE does not anticipate that this proposal will impact the special programs and classes offered at MSASE.

MSASE currently has partnerships with Jaha’s Management Team and the Young Journey Foundation. The DOE does not anticipate that this proposal will impact MSASE’s partnerships.

MSASE currently offers the following extracurricular activities and sports:

- Extracurricular Activities – Dance, music, theater, cheer team, chess club, debate team, and science club.
- Sports – Boys basketball, boys football, girls basketball, and boys and girls track and field.

⁸ Compiled from the 2011-2012 Middle School Directory and school-reported data.

The DOE does not anticipate that this proposal will impact MSASE's extracurricular activities and sports and believes that MSASE could continue to offer these extracurricular programs and sports based on student interests, available resources, and staff support for those programs. 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 any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Admissions Impact for Future Elementary School Students in District 17

If this proposal is approved, the grade expansion of KIPP AMP to serve students in kindergarten through eighth grade in K390 will provide District 17 students with an additional elementary school option. Currently, KIPP AMP accepts applications via the charter lottery application for fifth grade seats. Beginning in spring 2013, all incoming kindergarten students residing in District 17 will have the opportunity to participate in the charter application lottery to enter kindergarten at KIPP AMP in September 2013, and KIPP AMP will also accept applications via the charter lottery application for fifth grade. In 2017-2018, when KIPP AMP will be at its full grade scale and serve students in kindergarten through eighth grade, KIPP AMP will accept applications via the charter lottery application process for kindergarten only. Applications will be available on KIPP AMP's Web site. The deadline to submit an application for KIPP AMP's lottery for a fifth grade seat passed on April 2, 2012. Neither the deadline to submit an application for KIPP AMP's lottery for kindergarten and fifth grade seats for the 2013-2014 school year, nor the date of the lottery, has been set yet.

KIPP AMP will give the following preferences in admissions:

- Returning students;⁹
- Siblings of currently attending students;
- Applicants residing in District 17 and eligible for free and reduced meals;
- Applicants residing outside of District 17 and eligible for free and reduced meals;
- Applicants residing in District 17 and ineligible for free and reduced meals;
- Applicants residing outside of District 17 and ineligible for free and reduced meals.

Admissions Impact for Future Middle School Students

As stated above, KIPP AMP will continue to admit fifth grade students through the charter lottery through the 2016-2017 school year, after which it will only admit kindergarten students through the charter lottery.

Integrated Learning and MSASE are middle schools that currently admit students through the unscreened admissions process.¹⁰ The unscreened admissions process randomly selects students who apply to Integrated Learning and MSASE. This proposal will not impact Integrated Learning's or MSASE's admissions processes through the District 17 Middle School Choice Process.

There are several other middle schools that are available to District 17 students and families. Through the District 17 Middle School Choice Process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>. Please note that this directory is updated yearly.

⁹ The preference for returning students would not apply for kindergarten or fifth grade in 2013-2014.

¹⁰ Additional information regarding the District 17 middle school choice process please visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn>.

Under the District 17 Middle School Choice process, students will rank their preferences from among District 17 choice middle schools.¹¹ These options include:

- Un-zoned middle schools with a screened application process;¹²
- Un-zoned middle schools with unscreened¹³ or limited-unscreened application¹⁴ processes;
- A zoned middle school in the zone where the student resides (zoned students have priority for placement at their zoned school).

Through the Middle School Choice Process, students receive priority admission into their zoned middle school when they rank that school on their District 17 Middle School Choice application. If students do not rank their zoned school at all, they lose their zoned-student priority status. After a zoned school admits all zoned students matched during the middle school choice process, the school's remaining spaces are open to out-of-zone District 17 students who indicated a preference for that school.

Students with IEPs will participate in the middle school admissions process in the same manner as their non-disabled peers. The DOE will support middle schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched will develop a program to meet the student's needs. This process will apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the zoned middle school or the choice school to which they are matched.

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Students who are ELL students are placed according to the same criteria as their English-speaking peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

If students do not participate in the Middle School Choice process, their placements are determined by the DOE's over-the-counter ("OTC") process. This is the method of enrolling students who need school assignments because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁵ or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor

¹¹ <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

¹² Screened schools admit students based on specific criteria they designate for admission.

¹³ Unscreened schools admit all students who are eligible to apply to the school.

¹⁴ Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

¹⁵ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an over-the-counter placement are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

In addition, screened and audition middle schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Future rising sixth-grade students will continue to have access to a broad range of middle school options through the District 17 Middle School Choice process and Borough-wide and Citywide middle school options. The table below outlines District 17, Borough-wide, and Citywide middle schools' performance, the percentage of special education students (“SE”), the percentage of ELL students, the admissions method, the target utilization rate, and site accessibility.¹⁶

¹⁶ Target utilization rates are from the 2010-2011 Blue Book.

District Choice Options

DBN	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	2010-2011 Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
Zoned Schools											
17K138	P.S. 138 Brooklyn	K138	760 PROSPECT PLACE	0K-08	0K-08	67%	B	8%	10%	Zoned	Fully Programmatically accessible
17K352	Ebbets Field Middle School	K320	46 MCKEEVER PLACE	06-08	06-08	74%	B	13%	24%	Zoned	Not functionally accessible
DISTRICT Choice											
17K002	M.S. 002	K002	655 PARKSIDE AVENUE	06-08	06-08	39%	B	12%	12%	Test Outcome, Zoned	Fully Programmatically accessible
17K061	M.S. 061 Dr. Gladstone H. Atwell	K061	400 EMPIRE BOULEVARD	06-08	06-08	80%	C	10%	5%	Screened, Test Outcome, Zoned	Not functionally accessible
17K181	P.S. 181 Brooklyn	K181	1023 NEW YORK AVENUE	0K-08	0K-08	90%	B	10%	9%	Screened	Fully Programmatically accessible
17K189	P.S. 189 Lincoln Terrace	K189	1100 EAST NEW YORK AVENUE	0K-08	0K-08	120%	A	3%	22%	Screened	Not functionally accessible
17K246	M.S. 246 Walt Whitman	K246	72 VERONICA PLACE	06-08	06-08	51%	B	15%	18%	Screened	Fully Programmatically accessible
17K340	I.S. 340	K874	227 STERLING PLACE	06-08	06-08	85%	C	5%	0%	Test Outcome	Not functionally accessible
17K353	Elijah Stroud Middle School	K316	750 CLASSON AVENUE	06-08	06-08	43%	B	16%	6%	Unscreened	Not functionally accessible
17K382	Academy for College Preparation and Career Exploration: A College Board School	K465	911 FLATBUSH AVENUE	06-12	06-12	81%	B	10%	5%	Screened	Fully Programmatically accessible

17K394	M.S. K394	K210	188 ROCHESTER AVENUE	0K-08	0K-08	81%	B	6%	4%	Screened	Not functionally accessible
17K484	Ronald Edmonds Learning Center II	K012	430 HOWARD AVENUE	06-08	06-08	57%	A	13%	5%	Limited Unscreened	Fully Programmatically accessible
17K531	School for Human Rights, The	K470	600 KINGSTON AVENUE	06-12	06-12	72%	C	11%	6%	Screened	Not functionally accessible
17K533	School for Democracy and Leadership	K470	600 KINGSTON AVENUE	06-12	06-12	72%	D	15%	4%	Screened	Not functionally accessible
BOROUGH-WIDE Choice											
13K527	Urban Assembly Institute of Math and Science for Young Women	K313	283 ADAMS STREET	06-11	06-12	100%	B	13%	1%	Screened	Not functionally accessible
14K614	Young Women's Leadership School of Brooklyn	K049	223 GRAHAM AVENUE	06-09	06-12	65%	A	10%	3%	Limited Unscreened	Not functionally accessible
17K543	Science, Technology and Research Early College High School at Erasmus	K465	911 FLATBUSH AVENUE	06-12	06-12	81%	B	2%	0%	Screened	Fully Programmatically accessible
17K590	Medgar Evers College Preparatory School	K590	1186 CARROLL STREET	06-12	06-12	114%	C	0%	0%	Screened	Fully Programmatically accessible
18K235	P.S. 235 Lenox School	K235	525 LENOX ROAD	0K-08	0K-08	88%	A	2%	1%	Screened	Partially Programmatically accessible
20K609	Urban Assembly School for Criminal Justice	K223	4200 16 AVENUE	06-10	06-12	66%	A	13%	16%	Unscreened	Not functionally accessible
22K555	Brooklyn College Academy	K555	2900 BEDFORD AVENUE	07-12	07-12	222%	A	0%	0%	Screened	Fully Programmatically accessible
23K518	Kappa V	K275	985 ROCKAWAY	06-08	06-08	70%	A	18%	2%	Screened	Not functionally accessible

			AVENUE								
23K522	Mott Hall IV	K271	1137 HERKIMER STREET	06-08	06-08	52%	F	5%	2%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 HERKIMER STREET	06-09	06-12	52%	B	16%	3%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	K175	226 BRISTOL STREET	06-12	06-12	89%	B	6%	2%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	05-08	05-08	77%	B	4%	1%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	0%	3%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0.4%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	0%	1%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	2%	1%	Test Outcome	Not functionally accessible

Additionally, as demonstrated in the table in Section III.C below, there are several other charter schools that are also available to District 17 students and families, some of which will serve middle school grades when they are at full scale. These charter schools give preference to District 17 students in their respective lotteries and District 17 students will continue to have the option to participate in the lotteries. 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/default.htm>.

B. Schools

As discussed above, K390 has adequate capacity to accommodate Integrated Learning, MSASE, and KIPP AMP at full scale. Collectively, the three schools are projected to enroll an estimated 1,279-1,481 students in 2017-2018. At that point, KIPP AMP will be at full grade scale in K390, and the projected utilization rate for K390 will be approximately 83%-96%.

The estimated enrollments for Integrated Learning, MSASE, and KIPP AMP 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 to accommodate Integrated Learning, MSASE, and KIPP AMP pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while KIPP AMP gradually phases in. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools.¹⁷

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 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

¹⁷ The Footprint is available at: <http://schools.nyc.gov/community/planning/default.htm> under "Key Documents."

times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

C. Community

K390 is currently underutilized. This means that the space in the building is not being used as efficiently as possible and could be used to create new educational opportunities for District 17 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 grade expansion of KIPP AMP is intended to meet those goals by providing an additional kindergarten through eighth grade school choice option for students in District 17.

The DOE believes in KIPP’s record of success and supports the grade expansion of KIPP AMP in District 17 in order to continue providing excellent educational opportunities for students and families. If this proposal is approved, KIPP AMP will add approximately 475-525 kindergarten through fourth grade seats in District 17.

Besides KIPP AMP, there are four additional existing charter schools in District 17:

District Charter Options

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ¹⁸	Admissions Method
84K356	Achievement First Crown Heights Charter School	K-8	K-12	791	Lottery
84K704	Explore Charter School	K-8	K-8	486	Lottery
84K742	Explore Empower Charter School	K-4	K-8	290	Lottery
84K796	Lefferts Gardens Charter School	K-2	K-5	222	Lottery

Detailed information about charter schools will also be published annually and would be available in print or on the DOE’s Web site here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K390. This proposal is not expected to impact the partial site accessibility of K390.

¹⁸ Based on the charter headcount as of October 1, 2011.

IV. Enrollment, Admissions and School Performance Information

Integrated Learning

Admissions Data

Current Admissions	Grades 6-8: District 17 Middle School Choice-Unscreened
Admissions After the Implementation of the Grade Expansion	Grades 6-8: District 17 Middle School Choice-Unscreened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (audited)	93	85	86	264
2012-2013 (proj.)	90 - 100	90 - 100	80 - 90	260 - 290
2013-2014 (proj.)	90 - 100	90 - 100	90 - 100	270 - 300
2014-2015 (proj.)	90 - 100	90 - 100	90 - 100	270 - 300
2015-2016 (proj.)	90 - 100	90 - 100	90 - 100	270 - 300
2016-2017 (proj.)	90 - 100	90 - 100	90 - 100	270 - 300
2017-2018 (proj.)	90 - 100	90 - 100	90 - 100	270 - 300

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁹	20%
Percentage of Students with IEPs ²⁰	26%
Percentage of ELL Students ²¹	8%
Percentage of Students Eligible for Free or Reduced Lunch ²²	93%

School Performance Data

Integrated Learning	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	B

¹⁹ Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register.

²⁰ Students with IEPs as percentage of total students from the 2011-2012 audited register.

²¹ ELL students as percentage of total students from the 2011-2012 audited register.

²² Percentage of students Eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Progress Report Progress Grade	A	A	B
Progress Report Performance Grade	A	B	B
Progress Report Environment Grade	A	B	B
Quality Review Score ²³	N/A ²⁴	N/A	P
Performance Data²⁵			
English Language Arts % Proficient (Levels 3 and 4)	50%	25%	26%
Math % Proficient (Levels 3 and 4)	65%	43%	43%
Other Key Performance Indicators			
Attendance Rate	91.1%	91.3%	90.7%
2010-2011 State Accountability Status²⁶	In Good Standing		

MSASE

Admissions Data

Current Admissions	Grades 6-8: District 17 Middle School Choice-Unscreened
Admissions After the Implementation of the Grade Expansion	Grades 6-8: District 17 Middle School Choice-Unscreened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (audited)	73	61	89	223
2012-2013 (proj.)	70 - 80	70 - 80	55 - 65	195 - 225
2013-2014 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2014-2015 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2015-2016 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2016-2017 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2017-2018 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240

Demographic Data

²³ 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 Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²⁴ Not all schools receive a Quality Review every year.

²⁵ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁶ <http://www.p12.nysed.gov/irs/accountability/>.

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	23%
Percentage of ELL Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	80%

School Performance Data

MSASE	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	B	C
Progress Report Progress Grade	C	B	B
Progress Report Performance Grade	B	D	C
Progress Report Environment Grade	C	C	C
Quality Review Score	UPF ²⁷	N/A	UD
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	30%	12%	8%
Math % Proficient (Levels 3 and 4)	39%	17%	32%
Other Key Performance Indicators			
Attendance Rate	89.5%	88.0%	87.7%
2010-2011 State Accountability Status	In Good Standing		

KIPP AMP

Admissions Data

Current Admissions	Grades 5-8: Charter Lottery
Admissions After the Implementation of the Grade Expansion	Grades K-8: Charter Lottery

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-	-	78	83	83	50	294
2012-13 (proj.)	-	-	-	-	-	81-104	77-99	83-106	66-84	307-393
2013-14 (proj.)	95 - 105	-	-	-	-	81-104	81-104	77-99	83-106	417-518

²⁷ During the 2008-2009 school year, Quality Reviews rated school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Underdeveloped with Proficient Features” or “UPF,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). “UPF” is no longer a possible Quality Review rating.

2014-15 (proj.)	95 - 105	95 - 105	-	-	-	81-104	81-104	81-104	77-99	510-621
2015-16 (proj.)	95 - 105	95 - 105	95 - 105	-	-	81-104	81-104	81-104	81-104	609-731
2016-17 (proj.)	95 - 105	95 - 105	95 - 105	95 - 105	-	81-104	81-104	81-104	81-104	704-836
2017-18 (proj.)	95 - 105	81-104	81-104	81-104	81-104	799-941				

Demographic Data

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	20%
Percentage of ELL Students	0%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

KIPP AMP	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	B
Progress Report Progress Grade	C	D	B
Progress Report Performance Grade	A	C	B
Progress Report Environment Grade	C	A	B
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	78%	34%	29%
Math % Proficient (Levels 3 and 4)	87%	47%	63%
Other Key Performance Indicators			
Attendance Rate	96.7%	96.0%	95.5%
2010-2011 State Accountability Status	In Good Standing		

V. Initial Costs and Savings

In accordance with 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, K390 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, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

The proposed grade expansion of KIPP AMP in K390 is not expected to change the number of personnel positions assigned to Integrated Learning or MSASE, nor is it expected to significantly alter the duties of current staff in K390. KIPP AMP may hire additional personnel to support its phase-in.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at Integrated Learning or MSASE. 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 entitlement based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil allocation for middle schools is \$4,412.45. In addition, FSF awards supplemental entitlements 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 are entitled to receive an additional \$1,633.71 per pupil for each ELL student and middle schools receive an additional \$2,043.69 per pupil for each ELL student they enrolled. 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 to each student who is an ELL student, 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, Integrated Learning and MSASE 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. Integrated Learning and MSASE are currently eligible for Title I funding. Assuming it continues to meet Title I criteria, the size of its Title I funding award would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, 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. Integrated Learning and MSASE 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 projected budget or operating costs for KIPP AMP. 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.

This proposal will not affect the costs of instruction at Integrated Learning or MSASE.

C. Administration

No change in school supervisory or administrator positions at Integrated Learning and MSASE is expected as a result of this proposal.

KIPP AMP may hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school’s phase-in.

D. Transportation

Transportation will be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Integrated Learning or MSASE.

E. Other Support Services

The provision of certain support services is described above. Other support services will be provided consistent with Citywide policy as KIPP AMP phases in.

VII. Building Information

Building		K390
Type of Building		Junior High-Intermediate-Middle
Year Built		1984
Overall BCAS rating		2.68
2010-2011 Target Building Utilization		54%
2010-2011 Target Building Capacity		1,538
FY 2011 Maintenance Costs	Labor	\$10,256
	Materials	\$17,800
	Maintenance and repair contracts	\$63,054
	Service contracts	\$0
	Custodial operations costs—Materials	\$10,769
	Custodial operations costs—Custodial	\$324,746

	Allocation	
FY 2011 Energy Costs	Electric	\$156,195
	Gas	\$1,813
	Oil	\$182,507
Projects completed during the current or prior school year		Science Demo Upgrade
Projects proposed in the capital plan		Science Lab upgrades, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		Partially programmatically accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, and Science Laboratories