

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Temporary Co-Location of Brooklyn Prospect Charter School – Clinton Hill (84KTBD) with Brooklyn Community High School of Communication, Arts, and Media (13K412), Brooklyn High School for Leadership and Community Service (13K616), and P.S. K369 Coy L. Cox (75K369) in Building K117 Beginning in 2016-2017

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and temporarily co-locate¹ grades six through seven of Brooklyn Prospect Charter School – Clinton Hill (84KTBD, “BK Prospect - Clinton Hill”) in building K117, located at 300 Willoughby Avenue, Brooklyn, NY 11205 in Community School District 13 (“District 13”), where it will be co-located with Brooklyn Community High School of Communication, Arts, and Media (13K412, “BCAM”), an existing high school that serves students in ninth through twelfth grades, Brooklyn High School for Leadership and Community Service (13K616, “LACS”), an existing transfer high school that serves students in ninth through twelfth grades,² and P.S. K369 Coy L. Cox (75K369, “P369@K117”),³ one site of an existing multi-sited District 75 program,⁴ serving students in grades six through eight in K117.

Building K117 also currently houses M.S. 596 Peace Academy (13K596, “Peace Academy”), an existing middle school in District 13 serving students in sixth through eighth grades. Per a prior proposal approved by the Panel for Educational Policy (“PEP”) on February 24, 2016, Peace Academy will close following the 2015-2016 school year. Thus, Peace Academy would not be present in building K117 during the temporary co-location of BK Prospect - Clinton Hill, if approved. More information about the proposal to close Peace Academy can be found at <http://schools.nyc.gov/AboutUs/Leadership/PEP/publicnotice/2015-2016/February242016SchoolProposals>.

BK Prospect - Clinton Hill recently began construction on a new private site to serve students in sixth

¹ A “co-location” means that two or more school organizations are located in the same building, often sharing large common spaces like the auditorium, gymnasium and cafeteria.

² While transfer schools serve students in ninth through twelfth grades, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

³ P.S. K369 currently serves students at ten sites across Brooklyn: (1) Building K369, located at 383 State Street, Brooklyn, NY 11217; (2) Building K005, located at 820 Hancock Street, Brooklyn, NY 11233; (3) Building K056, located at 170 Gates Avenue, Brooklyn, NY 11238; (4) Building K067, located at 51 Saint Edwards Street, Brooklyn, NY 11205; (5) Building K117, located at 300 Willoughby Avenue, Brooklyn, NY 11205; (6) Building K261, located at 314 Pacific Street, Brooklyn, NY 11201; (7) Building K265, located at 101 Park Avenue, Brooklyn, NY 11205; (8) Building K313, located at 283 Adams Street, Brooklyn, NY 11201; (9) Building K317, located at 610 Baltic Street, Brooklyn, NY 11217; and (10) Building K580, located at 105 Tech Place, Brooklyn, NY 11201.

⁴ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

through eighth grades, located at 1100 Fulton Street, Brooklyn, NY 11238 (“1100 Fulton Street”). BK Prospect – Clinton Hill made a request to the DOE for space that could accommodate their first two cohorts of students while they await completion of construction on their private space. Accordingly, the DOE proposes to temporarily co-locate BK Prospect - Clinton Hill in K117 during the 2016-2017 and 2017-2018 school years as the school awaits the completion of its private space. This proposal will enable BK Prospect - Clinton Hill to begin serving students before completion of its private space and will allow families to be served in BK Prospect – Clinton Hill beginning in the 2016-2017 school year and then continue their instruction at BK Prospect - Clinton Hill’s new site at 1100 Fulton Street. If this proposal is approved, BK Prospect - Clinton Hill will serve students in grade six in K117 in the 2016-2017 school year, and will serve students in grades six and seven in K117 in the 2017-2018 school year. Beginning in the 2018-2019 school year, when BK Prospect - Clinton Hill’s new location is completed, students from BK Prospect - Clinton Hill’s school site at K117 will continue to be served by BK Prospect - Clinton Hill, albeit at their new location at 1100 Fulton Street. Building K117 is approximately 0.9 miles from BK Prospect Clinton Hill’s location at 1100 Fulton Street. Any significant change in school utilization in K117 for the 2018-2019 school year and beyond would be subject to an additional Educational Impact Statement (“EIS”) and would require the approval of the Panel for Educational Policy (“PEP”).

BK Prospect - Clinton Hill was approved by its charter authorizer, the State University of New York’s Charter School Institute (“SUNY”), to open in 2016-2017.

Public engagement was conducted in the course of creating this proposal, which included:

- On February 29, 2016, a deputy chancellor conducted a walkthrough of K117 and a School Leadership Team (“SLT”) Debrief was held. At the Debrief, DOE representatives were available to answer questions and address concerns from representatives of the impacted school communities in advance of the PEP vote. Participants included representatives from the DOE’s Office of District Planning and Office of Space Planning, the District 13 Community Education Council (“CEC 13”), the Brooklyn High Schools Superintendent, the District 75 schools Superintendent, the transfer high schools Superintendent, BCAM’s SLT, LACS’s SLT, and P369K@K117’s SLT.

The DOE will offer other public engagement opportunities following this posting including:

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback
- A Joint Public Hearing to be held at K117. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D13Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcome to provide comment on this proposal. All comments received at the above-noted Joint Public Hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April202016SchoolProposals>.

K117 has a target capacity of 1,051 students.⁵ During the 2015-2016 school year the building is serving 657 students, yielding an estimated building utilization rate of 63%.⁶ The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this EIS. This means that the building is “under-utilized” and has space that could be used more efficiently to accommodate additional students.⁷ If this proposal is approved, in 2016-2017, BK Prospect - Clinton Hill will open in September 2016 serving 115-125 students; meanwhile, in the 2016-2017 school year, BCAM will serve approximately 370-410 students, LACS will serve approximately 195-235 students, and P396K@K117 will serve approximately 30-48 students. Therefore, it is projected that there will be approximately 710-818 students served in K117 in the 2016-2017 school year, yielding an estimated building utilization rate of 68%-78%. If this proposal is approved, there will be sufficient space in K117 to accommodate BK Prospect - Clinton Hill, BCAM, LACS, and P396K@K117.

The Building Utilization Plan (“BUP”) that accompanies this proposal also reflects that there is sufficient space in K117 to accommodate BCAM, LACS and P396K@K117 alongside BK Prospect - Clinton Hill for two years. Thus, the DOE believes that K117 can serve all students that attend BCAM, LACS, P396K@K117 and BK Prospect - Clinton beginning in the 2016-2017 school year.

II. Proposed or Potential Use of Building

As noted in Section I above, K117 has a target capacity of 1,051 students and currently serves 657 students across BCAM, LACS, P369K@K117, and Peace Academy, yielding a projected building utilization rate of 63%. If this proposal is approved, in the 2016-2017 school year, BK Prospect - Clinton Hill will serve 115-125 students, BCAM will serve approximately 370-410 students, LACS will serve approximately 195-235 students, and P396K@K117 will serve approximately 30-48 students. As explained above, the projected utilization rate of the building that year is expected to be 68%-78%. In the second and final year of this proposal, in the 2017-2018 school year, BK Prospect - Clinton Hill will serve 230-250 students, BCAM will serve approximately 395-435 students, LACS will serve approximately 195-235 students, and P396K@K117 will serve approximately 30-48 students. Thus, total enrollment in K117 in the 2017-2018 school year is projected to be 850-968 students, yielding a projected building utilization rate of 81%-92%.

Concurrently with this proposal, BCAM is planned to begin serving one additional section per grade beginning in the 2016-2017 school year. This proposal describes only the first two years of BCAM’s growth that are anticipated to overlap with BK Prospect - Clinton Hill’s presence in K117, though the growth of BCAM will occur over a four-year period. Irrespective of the outcome of this proposal, BCAM is anticipated to increase student enrollment by one section per grade beginning in the 2016-2017 school year.

Under this proposal, the grade spans served by each of the current and proposed school organizations in

⁵ According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

⁶ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015 for district schools and, for new charter schools, projections are based on enrollment in the charter application. 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 conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

⁷ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on January 12, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/026A3AE1-EA78-4845-8596-6560B71D547B/0/UnderutilizedSpaceMemorandum_1122015.pdf

K117 will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018
13K412	BCAM	9-12	9-12	9-12
13K596	Peace Academy ⁸	6-8	-	-
13K616	LACS	9-12	9-12	9-12
75K369	P396K@K117	6-8	6-8	6-8
84K707	BK Prospect - Clinton Hill	-	6	6-7

The chart below shows the projected enrollment and building utilization for building K117 if this proposal is approved:

DBN	School Name	2015-2016 Enrollment ⁹	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
13K412	BCAM	364	370 - 410	395 - 435
13K596	Peace Academy	48	-	-
13K616	LACS	209	195 - 235	195 - 235
75K369	P396K@K117	36	30-48	30-48
84K707	BK Prospect - Clinton Hill	-	115 - 125	230 - 250
Total Building Enrollment		657	710 - 818	850 - 968
Utilization		63%	68% - 78%	81% - 92%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, BK Prospect - Clinton Hill, BCAM, P369K@K117 and LACS will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this EIS, as well as the BUP that accompanies this EIS. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.¹⁰

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

⁸ As noted in Section I above, Peace Academy will not be located in building K117 following the 2015-2016 school year because the school will no longer exist.

⁹ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015.

¹⁰ On December 2, 2015, the DOE released an updated Footprint that includes increased allocations of administrative space. The baseline and adjusted baseline allocations of space in 2016-2017 school year and beyond reflect this change.

A. Students

Impact on Current and Future Students Attending BCAM

The proposed opening and temporary co-location of BK Prospect - Clinton Hill in K117 with BCAM, LACS, and P369K@K117 is not expected to impact current or future student enrollment or instructional programming at BCAM. BCAM serves students in ninth through twelfth grades.

BCAM serves general education students and students requiring special education services, including students currently enrolled Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”). BCAM will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEP. IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as English Language Learners (“ELLs”) who are enrolled at BCAM receive English as a Second Language (“ESL”) services. All current and future students enrolled at BCAM will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

BCAM currently offers the following special programs and initiatives, extra-curricular activities, and partnerships in K117 during and after the school day:¹¹

- **Extra-curricular Activities and Programs:** Academic Centers, Animation, Batik T-Shirt Printing, Fashion Design, Modeling, Filmmaking, Hip-Hop African Dance, Hip-Hop/Spoken Word Poetry, Internships, Journalism, Music Production, Peer Mentoring, Portfolio Development, Spirit Squad Dance Team, Student Government, Yearbook and School Newspaper, Theater, Weightlifting, Yoga
- **Public Schools Athletic League Sports:** Basketball, Soccer, Flag Football, Stunt
- **School Sports:** Basketball, Soccer, Flag Football, Track and Field, Volleyball.

If this proposal is approved, BCAM will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular 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 extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students of LACS

The proposed opening and temporary co-location of BK Prospect - Clinton Hill in K117 with BCAM, LACS, and P369K@K117 is not expected to impact current or future student enrollment or instructional programming at LACS. LACS serves students in ninth through twelfth grades.

LACS is a transfer school. 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 provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend.

LACS serves general education students and students requiring special education services, including students currently enrolled ICT classes and students receiving SETSS. LACS will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive

¹¹ School-reported data as of January 8, 2016.

services in accordance with their IEP. IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as ELLS who are enrolled at LACS receive ESL services. All current and future students enrolled at LACS will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

LACS currently offers the following special programs and initiatives, extra-curricular activities, and partnerships in K117 during and after the school day:¹²

- **Programs:** Learning to Work- Opportunities for Paid Internships, I-learn blended online learning, Community Service, Documentary Film/EVC, Open Mic, Community Meetings, Leadership Classes for all, Poetry Workshops, Hip Hop in History, Fitness, Roots Environmental Literacy, Robotics, College Now, AP Biology, Scholastic Off the Record Literacy Support, Tutoring Center.
- **Partnerships:** Brooklyn Bureau of Community Service, Generation Ready Literacy Support, TEN, Roots Environmental Literacy, Medgar Evers College Now, Columbia University, St. Joseph's College, City Tech-Robotics, Touro College, Pratt Institute, City College, Hunter College, San Francisco State University, Downtown Community Television Center, Educational Video Center (EVC) Documentary Program, Hip-Hop Re-Education Program, Robotics City College, Dance Theater, Generation Ready, Ten Network, Scholastic Identity and Voice
- **Extra-curricular Activities and Clubs:** Borough Student Advisory Council, Youth Leaders, Student Ambassadors, Community Service with CBO partner, Internships, Tutoring, Yearbook, Fitness, Art Club, Art Therapy, Film/Documentary, Basketball, Literacy, Poetry, Speaker's Bureau, Community Garden, Scholar Squads, Game room, sports partnership with other school on campus.

If this proposal is approved, LACS will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular 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 extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students of P369K@K117

The proposed opening and temporary co-location of BK Prospect - Clinton Hill in K117 with BCAM, LACS, and P369K@K117 is not expected to impact current or future student enrollment or instructional programming at P369K@K117. P369K@K117 serves students in sixth through eighth grades.

P369K@K117 is one site of a multi-sited District 75 program serving students in sixth through eighth grades. In the current 2015-2016 school year, the program is projected to serve approximately 30-48 middle and high school-aged students with a wide range of disabilities. Students are placed in District 75 programs based on their individual needs and recommended special education services. If this proposal is approved, students P369K@K117 will continue to receive all mandated services.

New incoming students in this program will continue to enter through the District 75 placement process, consistent with current practice. Students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability.

For more information regarding this application process please refer to the following Web site:

<http://schools.nyc.gov/Offices/District75/default.htm>.

¹² School-reported data as of January 8, 2016.

Impact on Future Middle School Students in District 13

This proposal is not expected to impact the admissions process for district middle schools in District 13. Non-charter district schools will continue to give priority to students in accordance with Chancellor's Regulation A-101 and through the middle school admissions process.

Through the middle school admissions 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 admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at:

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

General information about the middle school admissions process can also be found in Appendix B of this EIS.

BK Prospect - Clinton Hill will admit students via lottery for available seats in sixth through eighth grade, using the lottery preferences described below. Applications are available on the Brooklyn Prospect website and the New York City Charter School Center website.

BK Prospect - Clinton Hill's current lottery preferences¹³ in order, are as follows:

- Students who attended the school the previous year and are returning to the school;¹⁴
- Siblings of students already enrolled in the school or accepted via the lottery;
- Students residing in District 13.

The date of BK Prospect - Clinton Hill's lottery has not yet been announced and will be determined at a later date.

Impact on Future High School Students in District 13

The proposed opening and temporary co-location of BK Prospect - Clinton Hill in K117 is not expected to impact the admissions process for high school students in District 13. BCAM admits students through the High School Admissions Process, described in further detail in Appendix B of this EIS. BCAM admits students through an educational option admissions process, giving priority to New York City residents.

Impact for Over-the-Counter ("OTC") Students

BCAM currently admits students through the OTC process. This proposal is not expected to impact the placement of OTC students in BCAM. Please see Appendix B of this EIS for more information on the OTC process.

B. Schools

If this proposal is approved, BK Prospect - Clinton Hill would open and temporarily co-locate in building K117 with BCAM, LACS, and P369K@K117 beginning in the 2016-2017 school year. As described in the

¹³ Lottery preferences are subject to government approval.

¹⁴ Lottery preference for students returning to the school will not exist in BK Prospect – Clinton Hill for the 2016-2017 school year, as the 2016-2017 school year will be the first year that the school is open.

BUP that accompanies this proposal, there will be sufficient instructional and administrative space in K117 to accommodate BK Prospect - Clinton Hill, BCAM, LACS, and P369K@K117 pursuant to the Footprint during the temporary co-location. For more information on the Footprint, which guides space allocation and use in City schools, see Appendix C of this EIS and <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

Building Safety and Security

If this proposal is approved, BK Prospect - Clinton Hill, BCAM, LACS, and P369K@K117 will develop a safety and security plan for K117 prior to the first day of school in September 2016.

The DOE makes the following safety and security supports available to schools:

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

If this proposal is approved, District 13 families will have an additional middle school option beginning in the 2016-2017 school year. The DOE believes that BK Prospect – Clinton Hill represents a quality educational option for students in the community. To that end, the DOE proposes to temporarily co-locate BK Prospect - Clinton Hill in K117 through the 2017-2018 school year while the school awaits the completion of its private space.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K117. This proposal is also not expected to impact the site accessibility of K117, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

BK Prospect - Clinton Hill

Admissions Data

Current Admissions	N/A
Admissions if this Proposal is Approved	Grades 6-7: Charter lottery application

Enrollment Data¹⁵

¹⁵ Projections are based on enrollment in the charter application.

	Grade 6	Grade 7	Total Enrollment
2015-2016	-	-	-
2016-2017 (projected)	115-125	-	115-125
2017-2018 (projected)	115-125	115-125	230-250

Demographic Data

BK Prospect – Clinton Hill does not yet have student enrollment. Therefore, there is no performance data for the school.

School Performance Data

BK Prospect – Clinton Hill does not yet have student enrollment. Therefore, there is no performance data for the school.

BCAM

Admissions Data

Current Admissions	Grades 9-12: Educational Option
Admissions if this Proposal is Approved	Grades 9-12: Educational Option

Enrollment Data¹⁶

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	111	95	81	77	364
2016-2017 (projected)	135-145	90-100	75-85	70-80	370-410
2017-2018 (projected)	135-145	115-125	75-85	70-80	395-435

¹⁶ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

Demographic Data¹⁷

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with IEPs	20%
Percentage of ELLs	5%
Percentage of Students Eligible for Free or Reduced Lunch	80%

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators ¹⁸			
1.1 Curriculum	N/A	N/A	Well Developed
1.2 Pedagogy	N/A	N/A	Proficient
2.2 Assessment	N/A	N/A	Proficient
3.4 High Expectations	N/A	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	N/A	N/A	Well Developed
Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	81%	79%	76%
4 Year Graduation Rate	70%	78%	78%
6 Year Graduation Rate	76%	77%	77%
4 Year College Readiness Index	17%	9%	14%
Attendance Rate	82%	84%	84%
2015-2016 State Accountability Status ¹⁹	Focus		

LACS Admissions Data

Current Admissions	Grades 9-12: Rolling, school-based admissions
Admissions if this Proposal is Approved	Grades 9-12: Rolling, school-based admissions

¹⁷ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

¹⁸ The 2014-2015 Quality Review Report formally reports on these five Quality indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>. Not all schools receive Quality Reviews every year. BCAM did not have a Quality Review for the 2012-2013 and 2013-2014 school years.

¹⁹ This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data²⁰

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	44	53	34	78	209
2016-2017 (projected)	40-50	50-60	30-40	75-85	195-235
2017-2018 (projected)	40-50	50-60	30-40	75-85	195-235

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with IEPs	17%
Percentage of ELLs	4%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators ²²			
1.1 Curriculum	N/A	N/A	Proficient
1.2 Pedagogy	N/A	N/A	Developing
2.2 Assessment	N/A	N/A	Developing
3.4 High Expectations	N/A	N/A	Proficient
4.2 Teacher Teams and Leadership Development	N/A	N/A	Proficient
Key Components of Performance and Progress			
Transfer Graduation Rate	38%	34%	25%

²⁰ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

²¹ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

Credits earned per year for students starting with 0-11 ²³	5.71	4.43	3.49
Attendance Rate	63%	57%	58%
2015-2016 State Accountability Status²⁴	Good Standing		

P369K@K117

Admissions Data

Current Admissions	District 75 placement process
Future Admissions After Proposed Re-siting and Co-location to K014	District 75 placement process

Enrollment Data²⁵

	Total Enrollment
2015-2016	36
2016-2017 (projected)	30-48
2017-2018 (projected)	30-48

Demographic Data²⁶

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	99%
Percentage of ELLs	9%
Percentage of Students Eligible for Free or Reduced Lunch	67%

School Performance Data

²³ This Key Component of Performance and Progress is specific to Transfer High Schools.

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

²⁵ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

²⁶ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

	2012-2013	2013-2014	2014-2015
School Quality Indicators²⁷			
1.1 Curriculum	Well Developed	N/A	Well Developed
1.2 Pedagogy	Proficient	N/A	Well Developed
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Well Developed	N/A	Well Developed
Performance Data²⁸			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators			
Attendance Rate	N/A	N/A	N/A
2015-2016 State Accountability Status²⁹	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The proposal to temporarily co-locate BK Prospect – Clinton Hill in K117 is not expected to impact the operating budget or cost of instruction at BCAM, LACS, or P369K@K117. Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs.

Please refer to the FSF Guide³⁰ and FY16 School Allocation Memoranda³¹ 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 this consolidation.

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 ("AOE") by Total Allowable Pupil Units ("TAPU"). Special Education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

²⁷ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>. Not all schools receive Quality Reviews every year. P369K@K117 did not have a Quality Review for the 2013-2014 school year.

²⁸ Performance data is not available for 75K369 because it is an alternate assessment program.

²⁹ This status is determined by State Education Department ("SED") under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

³⁰ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf

³¹ The FY16 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html

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. The Office of Space Planning will facilitate any matching funds triggered by facilities upgrades to K117.

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

A. Personnel Needs

The proposed opening and temporary co-location of BK Prospect - Clinton Hill in K117 is not expected to change the number of personnel positions assigned to BCAM, LACS, or P369@K117, nor is it expected to alter the duties of current staff at BCAM, LACS, or P369@K117.

B. Administration

No change in school supervisory or administrator positions at BCAM, LACS, or P369K@K117 are expected as a result of this proposal.

C. Transportation

There will be no change to existing transportation practices at BCAM, LACS, P369K@K117, or Peace Academy during the current school year (2015-2016).

If this proposal is approved, transportation will continue to be provided to students attending BCAM, LACS, and P369K@K117 according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>. Similarly, students attending BK Prospect - Clinton Hill will receive transportation services according to Chancellor's Regulation A-801 beginning in the 2016-2017 school year. Students from Peace Academy will no longer receive transportation services following the 2015-2016 school year, as Peace Academy will no longer exist.

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	K117	
Type of Building	IS/JHS	
Year Built	1955	
Overall BCAS rating	2.85	
2014-2015 Blue Book Target Building Utilization	68%	
2014-2015 Blue Book Target Building Capacity	1,051	
FY 2015 Maintenance Costs	Labor	\$35,029
	Materials	\$14,173
	Maintenance, repair, and service contracts	\$69,345
	Custodial operations costs—Materials	\$12,226
	Custodial operations costs—Custodial Allocation	\$298,110
FY 2015 Energy Costs	Electric	\$109,807
	Gas	\$3,557
	Steam	N/A
	Oil	\$120,193
Projects completed during the current or prior school year	Exterior Masonry/Parapets/Roofs, Classroom Connectivity	
Projects proposed in the capital plan	Electrical Systems, IP Surveillance Camera Installation	
Accessibility of the building	No Accessibility	
Building attributes	Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab	

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, 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 goals for maximum classroom capacities (which are lower than the United Federation of Teachers’ contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE’s projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 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 2015-2016 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 will 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 will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix B: School Admissions

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to 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 Directory, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a zoned, screened, limited unscreened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016, and eligible students will have the opportunity to submit a "new schools" application at that time. Information about middle school application deadlines is available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

High School Admissions

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

There are two application rounds in the High School Admissions Process:

Round One: All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March for the school year that commences the following September.

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

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 District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

The Citywide deadline for high school applications for the 2016-2017 school year was December 1, 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at high school fairs, Family Welcome Centers, and online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

Over-the-Counter ("OTC") Placement

OTC is 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 New York City 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;³² or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When student eligible for middle or high school arrives for placement, his or her school assignment is determined by

³² 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.

his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student's needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

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

If the Office of Student Enrollment 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.

High school screened programs (those that base admissions decisions on students' 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,³³ international schools,³⁴ and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Transfer School Admissions

Transfer schools do not participate in the High School Admissions Process. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more information about applying to a transfer school: www.goingforme.org. Students can also visit a Referral Center for High School Alternatives or a Family Welcome Center to learn more about their options. To search for City transfer schools, please refer to the Additional Ways to Graduate Directory, available on the DOE's website at: <http://schools.nyc.gov/NR/ronlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/6049combined2ndproof.pdf>.

³³ 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 colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: www.goingforme.org.

³⁴ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Appendix C: Instructional Footprint

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 classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and 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 integrated co-teaching section and a full-size or half-size room to accommodate each self-contained 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 a number of baseline full-size equivalent 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 or adjusted baseline Footprint allocation will be excess space available to BK Prospect - Clinton Hill, BCAM, LACS, and P369K@K117.