

Amended EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Co-Location of Urban Dove Charter School for Sports, Health and Fitness (84KTBD) with Existing Schools Knowledge and Power Preparatory Academy VII Middle School (13K596), Brooklyn Community High School of Communication, Arts and Media (13K412), Brooklyn High School for Leadership and Community Service (13K616), and a District 75 Program (75K369) in Building K117 in 2012-2013 and 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to temporarily co-locate a new public charter transfer high school,¹ Urban Dove Charter School for Sports, Health and Fitness (84KTBD, “Urban Dove”) for two years in Building K117 (“K117”) located at 300 Willoughby Avenue, Brooklyn, NY 11205, in Community School District 13. Urban Dove is designed to serve under-credited high school students, and will offer these students customized and rigorous curricula, socio-emotional support, and work-based experiences that foster student engagement and enhance student learning. This Amended Educational Impact Statement (“EIS”) provides updated information regarding Urban Dove’s admission priorities. The DOE has also amended the Building Utilization Plan (“BUP”) to reflect Urban Dove’s revised admissions criteria.

If this proposal is approved, in 2012-2013, Urban Dove will begin enrolling students through the charter lottery application process. Urban Dove will not accept new students in the 2013-2014 school year, except to account for students lost to attrition during the previous year. Thus, Urban Dove will serve approximately 97-124 students in K117 during the 2013-2014 school year, as well.

Any proposal regarding the long-term siting and/or co-location of Urban Dove would be posted in a separate Educational Impact Statement (“EIS”) in the future, in accordance with Chancellor’s Regulation A-190, subject to a vote by the Panel for Educational Policy (“PEP”). Any proposal for a co-location in K117 beyond 2013-2014 would also be proposed in a separate EIS in the future.

If this proposal is approved, Urban Dove will be “co-located” in K117 with the following schools: one site of a multi-sited District 75 school (75K369, “P369K @ I117K”),² Brooklyn Community High School of

¹ Transfer schools are small, academically rigorous high schools designed to reengage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over-age and under-credited”). These schools provide a personalized learning environment and connections to career and college opportunities. Students graduate with a high school diploma from their transfer high school. Generally, transfer schools serve students between the ages of 15 and 21. While all students must have completed at least one year of high school, the number of credits required for entry varies by school, but could be as low as zero credits. Transfer schools operate as full-time, day schools and offer students the opportunity to earn a diploma. More information can be found on the Additional Ways to Graduate website: <http://schools.nyc.gov/NR/rdonlyres/B581CC4F-678B-4884-B650-B107E0980E27/0/AWTGDirectory201112.pdf>

² 75K369 is located at nine sites including K117. The other eight sites are: P369K @ Coy L. Cox School located at 383 State Street, Brooklyn, NY 11217; P369K @ P056K located at 170 Gates Avenue, Brooklyn, NY 11238; P369K @ P067K located at

Communication, Arts and Media (13K412, “BCAM”), Brooklyn High School for Leadership and Community Service (13K616, “Leadership and Community Service”), and Knowledge and Power Preparatory Academy VII Middle School (13K596, “KAPPA VII”). 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. BCAM is an existing high school that admits ninth grade students through the High School Admissions Process. Leadership and Community Service is an existing a transfer high school that admits students through a referral process. KAPPA VII is an existing middle school that admits students through the District 13 Middle School Choice Process. P369K@I117K is an inclusion program,³ which serves sixth through eighth grade students with a range of disabilities who are integrated into KAPPA VII’s general education classes and receive Special Education Teacher Support Services (“SETSS”). P369K@I117K also serves students in grades six through eight who require a 12:1:1 educational setting.⁴

The proposed co-location of Urban Dove in K117 is part of the DOE’s central goal to create new school options that will better serve future students and the community. Through a combination of youth development, the transfer school model, and college and career training and placement, Urban Dove will offer a sports-based curriculum that features career training for students and prepares them for jobs such as coaches, referees, fitness trainers, nutritionists, physical education teachers, sports trainers, and more.

Urban Dove’s charter was approved by the New York State Education Department (“SED”) in December 2010. This approval is valid for five calendar years upon the date of the school’s opening. As per its charter, Urban Dove will admit students through a charter lottery, giving preference to students who reside in District 13. Urban Dove students will be grouped in same-sex academic teams both for academic and sports classes as part of either the Urban Dove Young Men’s Academy or Urban Dove Young Women’s Academy.

Background on the DOE’s Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. The co-location of Urban Dove in K117 is intended to provide an additional transfer high school option for students and families in District 13 and Brooklyn. This proposal is in line with the DOE’s commitment to investing in schools that optimize student performance and ensuring that every student graduates from high school equipped with the skills necessary to achieve success in college, career, and life.

Urban Dove intends to enroll under-credited students, and is committed to preparing students to excel academically, professionally, and personally. Urban Dove will admit students through a charter lottery, and give preference to District 13 students who meet the following absolute preference criteria:

- Students who are 16 years or younger upon enrollment; **and**
- Ninth-grade students who have accumulated 0 to 8 credits upon enrollment **or**
- Tenth-grade students who have accumulated 0 to 8 credits upon enrollment.

51 St. Edwards Street Brooklyn, NY 11205; P369K @ I103 Satellite Three located at 170 Gates Avenue Brooklyn, NY 11238; P369K @ H605 Westinghouse HS located at 105 Tech Place, Brooklyn NY 11201; P369K @ HB69-Adams St High School located at 283 Adams Street, 11201; P369K @ P261K located at 314 Pacific Street Brooklyn, NY 11201; and P369K @ P005K located at 820 Hancock Street, Brooklyn NY 11233. This proposal will only impact P369K @ I117K. All references to enrollment will refer to P369K@I117K only.

³ The inclusive programs developed by the District 75 Office of Inclusive Education serve students in kindergarten through high school in general education schools and classrooms throughout the city. Students attend the inclusive program with the support of a District 75 special education teacher and a paraprofessional who supports all students in the class with a focus on the students from District 75.

⁴ 12:1:1 refers to the ratio of students to teachers and paraprofessionals.

For students who meet the above absolute criteria, preference will then be given to students in order of the following criteria:

- Siblings of a currently enrolled student; then to,
- Students considered homeless under the McKinney-Vento Homeless Assistance Act⁵ if they previously lived in District 13 or if they are temporarily living in District 13; then to,
- Students across Brooklyn; then to,
- Students Citywide.

Urban Dove’s model draws heavily on a broad array of national evidence-based practices in working with under-credited youth.⁶ Urban Dove has: (1) built a model that capitalizes on research and best-in-class programs; (2) built a founding team; and (3) engaged key stakeholders, partners, and community-based organizations.

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), K117 has a target capacity of 1,290 students, but in 2011-2012, the building serves only 849 students, yielding a target utilization rate of 66%.^{7,8} This is one indicator that the building is under-utilized and has extra space to accommodate additional students.

If this proposal is approved, Urban Dove will be co-located in K117 for the 2012-2013 and 2013-2014 school years. It will serve approximately 97-124 students in both the 2012-2013 school year⁹ and the 2013-2014 school year.

The current and proposed grade spans for all school organizations in K117 over the period of the proposed temporary co-location are as follows:

		Grades Spans		
DBN	School Name	2011-12	2012-13	2013-14
84KTBD	Urban Dove	-	N/A ¹⁰	N/A
13K596	KAPPA VII	06-08	06-08	06-08
75K369	P369K@I117K	06-08	06-08	06-08
13K412	BCAM	09-12	09-12	09-12

⁵ http://center.serve.org/nche/downloads/mv_full_text.pdf

⁶ For additional information about District 79, please visit the DOE’s website at <http://schools.nyc.gov/Offices/District79/default.htm>.

⁷ 2011-2012 audited register.

⁸ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁹ All projections referenced for the 2012-2013 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

¹⁰ Urban Dove will serve students who are 16 years or younger upon enrollment, and ninth-grade students who have accumulated 0 to 8 credits upon enrollment, or tenth-grade students who have accumulated 0 to 8 credits upon enrollment. Urban Dove will not organize students by grade.

13K616	Leadership and Community Service	09-12	09-12	09-12
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The total current and projected enrollments for all school organizations in K117 and the building utilization rates over a three-year period are as follows:

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
Urban Dove	-	97 - 124	97 - 124
KAPPA VII	154	125 - 155	120 - 150
P369K@I117K	59	55 - 72	55 - 72
BCAM	430	415 - 455	415 - 455
Leadership and Community Service	206	185 - 225	185 - 225
Total Building Enrollment	849	877 - 1,031	872 - 1,026
Utilization	66%	68% - 80%	68% - 80%

In 2013-2014, Urban Dove will continue to serve approximately 97-124 students. Should Urban Dove lose any students due to attrition after the 2012-2013 school year, it will firstly admit students from a waiting list and then in the admissions manner previously mentioned in an effort to meet its projections. Urban Dove will not accept new students in the 2013-2014 school year if its enrollment remains unchanged from the 2012-2013 school year. Therefore, in the 2013-2014 school year, there will be approximately 872-1,026 total students in served in the building. The projected utilization for K117 at that point is approximately 68%-80%. This means that K117 has adequate capacity to temporarily accommodate the new charter transfer high school.

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

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 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 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for

kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

If this proposal is approved, beginning in September 2012, Urban Dove will be co-located in K117 and would seek to serve under-credited students who are 16 years or younger upon enrollment and who are either ninth-grade students who have accumulated 0 to 8 credits upon enrollment or tenth-grade students who have accumulated 0 to 8 credits upon enrollment. Urban Dove will not organize students by grade. Students are enrolled at Urban Dove Charter School in same-sex academic groupings both for academics and sports classes as part of either the Urban Dove Young Men’s Academy or Urban Dove Young Women’s Academy. Further, Urban Dove will offer an academically rigorous three-year program. Throughout the course of the three years, students will be earning accelerated course credits and preparing for and passing Regents exams needed for graduation. As previously mentioned, Urban Dove will offer a sports-based curriculum featuring career training for students that will prepare them for jobs such as coaches, referees, fitness trainers, nutritionists, physical education teachers, sports trainers, and more.

As described in more detail below, current students who are interested in applying to Urban Dove must participate in the charter lottery. Admissions applications would be due in Spring 2012.

Impact on Students Currently Attending School in K117

The proposed co-location of Urban Dove is not expected to impact the admissions, enrollment, or educational options of students currently attending KAPPA VII, P369K@I117K, BCAM, or Leadership and Community Service.

KAPPA VII currently offers Integrated Co-Teaching (“ICT”) classes, self-contained (“SC”) special education classes, and SETSS. It also has an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students. The existing ICT and SC classes and SETSS classes will continue to be provided during Urban Dove’s temporary co-location, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Students at KAPPA VII who receive ELL services will continue to receive mandated ELL services.

According to the District 13 Middle School Directory, KAPPA VII currently offers the following special programs and initiatives, extracurricular activities, and partnerships:¹¹

Leadership & Support: Ambassador’s Program, Teacher -Student Mentorship Program, Student Government

Academic: Spanish Language Instruction, Tutoring

Artistic: Art Program

Clubs: Ezra Jack Keats Book Making Club, Math Club

Athletics: Basketball, Double Dutch, Fencing, Football and Soccer, Championship/Competitive Double-Dutch, Step Team, Dance Team, NBA Fitness Program, Drum Corps

Partnerships: Metropolitan Museum of Art, City University of New York , Hunter College, St. Francis College, Bedford-Stuyvesant YMCA, Sports and Arts , Churchill School and Center, Teaching Matters, Ramapo for Children

¹¹ <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

BCAM currently offers ICT classes and SETSS. BCAM currently offers ESL services; it does not offer a transitional bilingual or dual-language programs. Students with disabilities and ELL students will continue to receive all mandated services.

According to the High School Directory, BCAM currently offers the following academic programs, extracurricular activities, and partnerships:¹²

Leadership & Support: Advisory-Family Program, Student Government Peer Mentoring, Internships

Academic: College Now, Spanish, Advanced Placement: Biology, English Literature and Composition

Artistic: Media Arts Specialization, Student Publishing, Journalism, Filmmaking, Theater, Hip-Hop/Spoken Word Poetry, Music Production, Hip-Hop African Dance, Yoga, Capoeira, Animation, Batik T-Shirt Printing, University of HIP-HOP, Fashion, Spirit Squad Dance Team

Clubs: Ambassador Program, Math Club

Athletics: Weight lifting, Boxing, Soccer, Track & Field, PSAL sports, Girls Basketball and Softball, Boys Baseball, Basketball, and Football

Partnerships: Community Based Organizations, Higher Education Institutions, Cultural/Arts Organization, Not-for-Profit, Corporate, and Financial Institutions

Leadership and Community Service currently offers ICT classes and SETSS. Leadership and Community Service does not currently offer ESL services or transitional bilingual or dual-language programs. Students with disabilities and ELL students will continue to receive all mandated services.

According to the Additional Ways to Graduate Directory, Leadership and Community Service currently offers the following academic programs, extracurricular activities, and partnerships:¹³

Leadership & Support: Internships, Student Government Association, Student Ambassadors, Advisories

Academic: Tutoring, Learning to Work

Artistic: Yearbook

Clubs: Community garden, Poetry

Athletics: Step

Partnerships: NA

P369K@I117K currently serves students placed through the District 75 placement process and offers an inclusion program, where students attend general education classes at KAPPA VII with their non-District 75 peers. P369K@I117K currently offers ESL services; it does not offer a transitional bilingual or dual-language program. Students with disabilities and ELL students will continue to receive all mandated services.

The DOE does not anticipate that this proposal will affect the academic programs, extracurricular activities, or partnerships currently offered at KAPPA VII, BCAM, Leadership and Community Service, or P369K @ I117K. These schools would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would 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 on Future P369@I117K Students

¹² <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=4895>

¹³ <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/directory.htm>

Students are admitted to P369K@I117K 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.¹⁴ The DOE does not anticipate that the proposed co-location of Urban Dove will impact admissions or current or future student enrollment at P369K@I117K.

Current students at P369K @ I117K, as well as District 75 students across the City, may also choose to attend other middle schools with inclusion programs in District 13 and across Brooklyn, which are listed in the table below:

District	District 75 Program	Middle School with D75 Inclusion Program
13	P77K@266 P369K@I103 P369K@527 P369K@265	M.S. K266 - Park Place Community Middle School (K266) Satellite Three Middle School (K103) ¹⁵ Urban Assembly Institute of Math and Science for Young Women (K527) Dr. Susan S. McKinney Secondary School of the Arts (K265)
14	P141K@71	Juan Morel Campos Secondary School (K071)
15	P53K@88	J.H.S. 088 Peter Rouget (K088)
20	P231K@180	The SEEALL Academy (K180)

Impact for Future High School Students

If this proposal is approved, Urban Dove will open in September 2012 in K117 and is projected to serve 97-124 students. Urban Dove will admit students through a charter lottery, and give preference to District 13 students who meet the following absolute preference criteria:

- Students who are 16 years or younger upon enrollment; **and**
- Ninth-grade students who have accumulated 0 to 8 credits upon enrollment **or**
- Tenth-grade students who have accumulated 0 to 8 credits upon enrollment.

Preference will then be given to students in order of the following criteria:

- Siblings of a currently enrolled student; then to,
- Students considered homeless under the McKinney-Vento Homeless Assistance Act¹⁶ if they previously lived in District 13 or if they are temporarily living in District 13; then to,
- Students across Brooklyn; then to,

¹⁴ To learn more about this process, as well as the choices available to students, please visit the Directory of District 75 SETSS Programs, available online at: <http://schools.nyc.gov/documents/d75/inclusion/COMPLETE%20DIRECTORY%2010-11%202%202.pdf>

¹⁵ The PEP approved the phase-out and replacement of Satellite Three with a new choice middle school, M.S. 351, on February 9, 2012. P369K @ I103, the inclusion program at Satellite Three, will continue to exist as Satellite Three phases out. It will be associated with M.S. 351 as it phases in, so that the inclusion program will continue to be provided in the K056 building. EISs for both the phase-out of Satellite Three and the opening and co-location of M.S. 351 in K056 can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

¹⁶ http://center.serve.org/nche/downloads/mv_full_text.pdf

- Students Citywide.

Urban Dove will hold a lottery for seats for entry in September 2012, provided the number of applicants to the school exceeds enrollment capacity. The lottery will be conducted by an individual or organization unaffiliated with the school and will be held after the application deadline on a date publicized to all applicants.

Prior to the lottery, Urban Dove will advertise a description of how the lottery would be conducted and would also include a description of the public lottery in its application materials distributed to families during the outreach phase of the process. Urban Dove will contract the services of an independent (unaffiliated) organization to conduct the public lottery.

All the applications submitted to Urban Dove would be entered into the lottery. During the lottery process, all applications submitted to the school during the enrollment period will be publicly drawn in random order until all applications have been drawn. Each application will be recorded and numbered in the order in which it was drawn. After all available spaces have been filled for the 2012-2013 year according to preference category for the upcoming school year, a waitlist will be created for the remaining applications. In the event there is a seat vacancy in 2012-2013 or in 2013-2014, students will be admitted based on their order on the waitlist.

Students with disabilities and ELL students will be treated the same as any other charter lottery applicant and, if admitted to Urban Dove, will receive all mandated services according to DOE policy.

Detailed information about charter schools in general and the charter lottery application process is available on the DOE's Website at <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

The proposed charter school is not included in the New York City Directory of Charter Schools for the 2012-2013 school year; however, it will be included in the directory for the 2013-2014 school year and beyond. For additional information regarding the proposed school's model and how to apply, students should refer to the following Website: <http://www.p12.nysed.gov/psc/>

Admissions Impact for Future KAPPA VII Students and Future Middle School Students—District 13 Middle School Choice Process

KAPPA VII is a middle school that admits students through the District 13 Middle School Choice process, in which fifth grade students rank in order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. The DOE does not anticipate that the proposed co-location of Urban Dove will impact admissions or current or future student enrollment at KAPPA VII.

Through the District 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 process. 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.

In the District 13 Middle School Choice process, students rank their preferences from among District 13 choice middle schools. These options include:

- choice middle schools with a screened application process (admission is based on criteria designated by the school); and

- choice middle schools with an unscreened or limited-unscreened application processes (unscreened schools do not apply any criteria for admission; 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).

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

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will continue to support all of the existing schools in K117 in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that these schools will continue to develop individualized programs to meet the needs of their future students with disabilities. The specific services provided may vary from year to year depending on students' individual needs. However, students with disabilities will continue to receive all mandated services in accordance with their IEPs.¹⁷

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. ELL students are placed according to the same placement criteria as their English-speaking peers. Students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

Admissions Impact for Future BCAM and Leadership and Community Service Students

BCAM admits students through a Citywide choice process, with students ranking up to 12 high schools in order of preference during the "Main Round" of high school admissions. If this proposal is approved, BCAM will continue to admit students as part of the High School Admissions Process, and will maintain a limited unscreened admissions method for the "Performing Arts/Visual Arts & Design" interest area. Limited unscreened schools provide an admissions priority to New York City residents who attend an information session.

Eighth-grade students interested in applying to BCAM would participate in the High School Admissions Process this school year for a ninth-grade seat in September 2012. Beginning in September 2012, there will be two rounds in the High School Admissions Process:

Round 1: All eighth grade and interested first-time ninth grade students participate in this round. All students will receive match results at the end of February. Additionally, students who took the Specialized High Schools Admissions Test and/or auditioned for Fiorello H. LaGuardia High School of Music & Art and Performing Arts (LaGuardia) will be notified about test and/or audition results at the end of February.

Round 2: All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning this year, any student who received a match in Round 1 may reapply to available programs in Round 2. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round 2 include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April.

¹⁷ There is no District 75 middle school choice process in District 13. District 75 middle school choice processes are not offered in every district.

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

High school students with IEPs are admitted through the High School Admissions Process in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring exposure to a general education curriculum. The DOE will continue to support all of the existing schools in K117 in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that these schools will continue to develop individualized programs to meet the needs of their current and future students with disabilities. The specific services provided may vary from year to year depending on students' individual needs. However, students with disabilities will continue to receive mandated services in accordance with their IEPs.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the high school to which they are matched.

This proposal is also not anticipated to impact the admissions processes of Leadership and Community Service. Leadership and Community Service is a transfer school and, therefore, does not participate in the Citywide High School Admissions Process. Leadership and Community Service will continue to accept students who have been enrolled in high school for at least one year and choose to make a change. Each transfer school determines admissions criteria individually.¹⁸ Leadership and Community Service has a rolling admissions policy, accepting students between the ages of 16 and 21 throughout the school year. To enroll in any transfer school, including Leadership and Community Service, a student must contact the transfer school directly to schedule an intake interview. Students are encouraged to meet with a guidance counselor or visit a Referral Center or a Borough Enrollment Office, where an experienced NYC public school counselor or social worker can explain the available options.

Students with disabilities and ELL students will be treated the same as any other applicant and, if admitted to a transfer school, will receive all mandated services.

In addition to the High School Admissions Process and transfer school admissions process, some students will continue to receive placement in a high school through the over-the-counter ("OTC") process.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);¹⁹ or
- Did not participate in the Citywide High School Admissions Process or transfer school admissions process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address and which schools have available seats, and, where applicable, transfer guidelines. The

¹⁸ Additional information about applying to a transfer school can be found at: <http://www.goingforme.org>.

¹⁹ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs.

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

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

Screened programs (those that have academic criteria) which have a two year track record of not filling through the Citywide 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, international schools,²⁰ 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.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 144 schools that serve grades nine through twelve in Brooklyn accepted students during the peak enrollment period, compared to 109 five years ago.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive over-the-counter, the following analysis uses the data from the 2011-2012 school year to approximate future needs.

The chart below provides an overview of how many students arrived through either the High School Admissions Process or over-the-counter at BCAM and Leadership and Community Service during the 2011-2012 school year:

BCAM:

	Over-The-Counter	HS Admissions Process
9th Grade	9	117
10th Grade	4	
11th Grade	7	
12th Grade	4	

Leadership and Community Service:

	Over-The-Counter	HS Admissions Process
9th Grade	22	17
10th Grade	21	
11th Grade	10	
12th Grade	9	

Detailed information about new high schools is published annually in the new schools directory, available in print at DOE middle schools and Borough Enrollment Centers or on the DOE website:

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

²⁰ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

B. Schools

The opening of Urban Dove is intended to create an additional educational option for families in Brooklyn. As previously stated, K117 has enough capacity to accommodate Urban Dove during its temporary co-location in the building. Urban Dove is projected to serve 97-124 students in 2012-2013 and 2013-2014. Therefore, there would be approximately 877-1,031 total students enrolled across all school organizations in the building in the 2012-2013 school year, and 872-1,026 students in the 2013-2014 school year. The projected building utilization rate for K117 would be approximately 68%-80% in both 2012-2013 and 2013-2014.

The estimated enrollments for all organizations in K117 during the period of the proposed temporary co-location are set forth in Section IV below.

If this co-location is approved, there would be sufficient space in K117 to accommodate Urban Dove during its temporary co-location, as well as P396K@117K, BCAM, KAPPA VIII, and Leadership and Community Service pursuant to the Citywide Instructional Footprint (the "Footprint"), as described in the attached BUP. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

There are no other proposed uses or plans for K117.

Building Safety and Security

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

- 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 support to Children's First Network Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The proposed co-location of Urban Dove is intended to support parent choice and provide District 13 and students across the City with another transfer high school option. The DOE supports the temporary placement of Urban Dove transfer high school in District 13 in order to continue providing excellent educational opportunities for students and families.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K117.

IV. Enrollment, Admissions, and School Performance Information

The schools directly impacted by this proposal are Urban Dove, KAPPA VII, BCAM, P369 @ 117K, and Leadership and Community Service.

Urban Dove

Admissions Data

Proposed Admissions in 2012-2013	Charter Lottery Process—See Section IIIA for further information
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Enrollment Data

	Total Enrollment
2011-12 (audited)	-
2012-13 (proj.)	97 - 124
2013-14 (proj.)	97 - 124

Demographic Data

Urban Dove has not yet opened and thus has neither current enrollment nor demographic data for the school.

School Performance Data

Urban Dove has not yet opened and thus has no performance data for the school.

KAPPA VII

Admissions Data

Current Admissions	District 13 Middle School Choice Application Process – Screened Selection Method
Admissions after Proposed Co-location	District 13 Middle School Choice Application Process – Screened Selection Method

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	45	48	61	154
2012-13 (proj.)	40 - 50	40 - 50	45 - 55	125 - 155
2013-14 (proj.)	40 - 50	40 - 50	40 - 50	120 - 150

Demographic Data

Percentage of Students Receiving ICT or SC Services ²¹	13%
Percentage of Students with IEPs ²²	14%
Percentage of ELL Students ²³	10%
Percentage of Students Eligible for Free or Reduced-Price Lunch ²⁴	76%

School Performance Data

KAPPA VII	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Quality Review Score	UPF ²⁵	UPF	N/A ²⁶
Performance Data²⁷			
English Language Arts % Proficient (Levels 3 and 4)	44%	15%	10%
Math % Proficient (Levels 3 and 4)	32%	13%	18%
Other Key Performance Indicators			
Attendance Rate	89.6%	88.8%	86.9%
2010-2011 State Accountability Status²⁸	In Good Standing		

P369K @ I117K²⁹

Admissions Data

Current Admissions	D75 Placement Process
Admissions after Proposed Co-location	D75 Placement Process

²¹ Students Receiving ICT and SC services as percentage of total students from the 2011-2012 audited register

²² Students with IEPs as percentage of total students from the 2011-2012 audited register

²³ ELL students as percentage of total students from the 2011-2012 audited register

²⁴ Percentage of students eligible for free or Reduced-Price Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

²⁵ Quality Reviews rate school on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (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>

²⁶ Not every school receives a Quality Review every year.

²⁷ 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.

²⁸ For more information on New York State Accountability requirements, visit: <http://www.p12.nysed.gov/irs/accountability/>

²⁹ Admissions and demographic data are for 75K369 as a whole and are not specific to this site.

Enrollment Data

	Total Enrollment
2011-12 (audited)	59
2012-13 (proj.)	55 - 72
2013-14 (proj.)	55 - 72

Demographic Data

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	83%

School Performance Data

75K369	2008-2009	2009-2010 ³⁰	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	B
Quality Review Score	P	P	NA
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	29.1%	31.8%
Percentage of Standard Assessment Students at Level 2 or Above in Math	N/A	36.7%	38.7%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	92.9%	89.2%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	86.9%	91.9%
Other Key Indicators			
Attendance Rate	N/A	85%	87%
2010-2011 State Accountability Status	N/A		

BCAM

Admissions Data

Current Admissions	Limited Unscreened, High School Admissions Process
Admissions after Proposed Co-location	Limited Unscreened, High School Admissions Process

³⁰ 2009-2010 is the first year in which District 75 schools received Progress Reports.

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (audited)	430
2012-13 (proj.)	415 - 455
2013-14 (proj.)	415 - 455

Demographic Data

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with IEPs	17%
Percentage of ELL Students	3%
Percentage of Students Eligible for Free or Reduced-Price Lunch	78%

School Performance Data

BCAM	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	C	C
Quality Review Score	P	-	-
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	59%	74%	77%
4 Year Graduation Rate	-	64%	66%
6 Year Graduation Rate	-	-	-
% Graduating with a Regents Diploma	-	43%	49%
Attendance Rate	85%	84%	84%
2010-2011 State Accountability Status	Improvement (year 1) Basic		

Leadership and Community Service

Admissions Data

Current Admissions	Referrals, Transfer high school process
Admissions after Proposed Co-location	Referrals, Transfer high school process

Enrollment Data

	Total Enrollment (Grades 9-12)
2011-12 (audited)	206
2012-13 (proj.)	185 - 225
2013-14 (proj.)	185 - 225

Demographic Data

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	9%
Percentage of ELL Students	2%
Percentage of Students Eligible for Free or Reduced-Price Lunch	72%

School Performance Data

High School for Leadership and Community	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	C	B
Quality Review Score	-	-	P
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	-	-	-
4 Year Graduation Rate	-	-	-
6 Year Graduation Rate	-	52%	56%
% Graduating with a Regents Diploma	-	-	-
Attendance Rate	-	-	-
2010-2011 State Accountability Status	In Good Standing		

V. Initial Costs and Savings

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. There are no proposed capital improvements or facility upgrades planned to accommodate this proposed co-location.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to the existing schools in K117 or significantly alter the duties of current staff at those schools.

New administrative staff and non-pedagogical positions will be created at Urban Dove as it grows to scale. The precise number of positions needed for the 2012-2013 school year and the subsequent school years would be determined by the charter school's management. Those decisions would be made by the school based on need and budgetary considerations.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at KAPPA VII, BCAM, P369 @ 117K, or Leadership and Community Service. The basic operating budget for those schools is

determined by the same Fair Student Funding (“FSF”) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2010-2011, the base per-pupil allocation for middle schools was \$4,412.45 and for high schools was \$4,207.47. In addition, FSF awards supplemental allocations on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools and middle schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. 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, KAPPA VII, BCAM, P369 @ 117K, or Leadership and Community Service 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. KAPPA VII, BCAM, and Leadership and Community Service are currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their respective Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through 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. KAPPA VII, BCAM, P369 @ 117K, and Leadership and Community Service will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

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

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

C. Administration

Urban Dove is expected to hire school supervisory and administrative staff positions as needed throughout the two-year temporary co-location in K117.

No change in school supervisory or administrator positions at KAPPA VII, BCAM, P369 @ 117K, or Leadership and Community Service is expected as a result of this proposal.

D. Transportation

Transportation will continue to be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy throughout Urban Dove's temporary two-year co-location.

VII. Building Information

Building		K117
Type of Building		High school
Year Built		1955
Overall BCAS rating		2.85
2010-2011 Target Building Utilization		70%
2010-2011 Target Building Capacity		1,290
FY 2011 Maintenance Costs	Labor	\$25,079
	Materials	\$8,001
	Maintenance and repair contracts	\$62,517
	Service contracts	\$0
	Custodial operations costs— Materials	\$10,553
	Custodial operations costs— Custodial Allocation	\$308,016
FY 2011 Energy Costs	Electric	\$121,260
	Gas	\$7,630
	Oil³¹	\$103,986
Projects completed during the current or prior school year		FY10 Reso A - Outdoor Track, CIP - electrical systems, IEH PO18- Bathroom #119,127,140 & rooms 335A,335B, 334A
Projects proposed in the capital plan		System Replacements- Electrical systems, IP surveillance camera installation
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Auditorium, Cafeteria, Computer room, Gymnasium, Library, Nurse's office, and Science Labs

³¹ No oil cost data. Amount estimated based on delivery data and average FY11 costs for #2 fuel oil.

