

## EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of General D. Chappie James Elementary School of Science (23K631) Beginning in 2012-2013

### I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out and close General D. Chappie James Elementary School of Science (23K631, “Chappie James”), an existing zoned elementary school located at 76 Riverdale Avenue, Brooklyn, NY 11212, in Community School District 23, in building K183 (“K183”). Chappie James currently serves students in kindergarten through fifth grade and offers a pre-kindergarten program. Chappie James is currently co-located in K183 with General D. Chappie James Middle School of Science (23K634, “Chappie James Middle School”), an existing middle school that serves students in sixth through eighth grades. The DOE is proposing to phase out and eventually close Chappie James based on its low performance and its inability to turn around quickly to better support student needs.

If this proposal is approved, Chappie James would be phased out gradually over the next several years and would no longer admit new pre-kindergarten or kindergarten students after the end of this school year. Current kindergarten and first-grade students would remain at Chappie James until the end of the 2011-2012 school year and would be assigned to the new zoned elementary school, P.S. 446 (23K446, “P.S. 446”), that would open in September 2012 in the building where Chappie James is located. Current second, third, and fourth-grade students would remain at Chappie James until the end of the school year and then would continue on to the next grade level at Chappie James in September 2012; these students would be able to remain at Chappie James through graduation. Current fifth-grade students would have the opportunity to graduate from Chappie James at the end of this school year and would participate in the Middle School Choice process. These students would enroll in sixth grade at a choice middle school or their zoned middle school.

In an Educational Impact Statement (“EIS”), posted in December 2011, the DOE has proposed to open and “co-locate” P.S. 446 in K183 with Chappie James Middle School and Chappie James as it phases out.<sup>1</sup> P.S. 446 would serve students in kindergarten through fifth grade when it reaches full scale in K183 in 2015-2016. A pre-kindergarten program would also be offered by P.S. 446 in K183 (pending continued availability of funding). If the proposal to co-locate P.S. 446 in K183 is approved, it would provide a new zoned elementary school option for District 23 families and replace the seats lost by the proposed phase-out of Chappie James. Chappie James is currently co-located in building K183 with Chappie James Middle School.

#### *Background on the DOE’s Decision-Making Process*

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention,

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<sup>1</sup> 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.

including the possibility of phase-out.<sup>2</sup> Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms and talk with students, staff, and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

A school’s Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criterion leads to a phase-out decision. To identify the appropriate action that will best serve the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

Chappie James earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, Chappie James earned a D grade.

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. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As a result, the DOE initiated a comprehensive review of Chappie James with the goal of determining what intensive supports and interventions would best benefit the Chappie James community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Chappie James—will best serve the school’s students and community. Phasing out and closing Chappie James will allow for new school options to develop in the K183 building that are intended to provide better options for families.

### *Performance and School Environment at Chappie James*

Chappie James has struggled to improve, and its performance during the last few years confirms the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

- The overwhelming majority of Chappie Elementary students remain below grade level in English and Math. In 2010-2011, only 26% of students were performing on grade level in English – putting the school in the bottom 7% of elementary schools Citywide in terms of English proficiency. Only 35% of students were performing on grade level in Math – putting the school in the bottom 8% of elementary schools Citywide in terms of Math proficiency.
- In 2009-2010, Chappie James was in the bottom 8% in Citywide Math proficiency and in the bottom 10% in Citywide English proficiency. In 2008-2009, Chappie James was in the bottom 3% in Citywide Math proficiency and in the bottom 6% for Citywide English proficiency.
- Chappie Elementary is not adequately helping students to make progress. In 2010-2011, Chappie Elementary was in the bottom 11% of elementary schools Citywide in terms of learning growth in English and the bottom 14% of elementary schools Citywide in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If these conditions persist, Chappie Elementary students will fall farther behind their peers in other schools.
- The Progress Report measures the progress and performance of students in a school as well as the

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<sup>2</sup> Elementary and middle schools that have average math and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earned a Well Developed or Outstanding rating on the quality review, which received an A or B on the 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

school environment, compared to other schools serving similar student populations. On the 2010-2011 Progress Report, Chappie Elementary earned an overall F grade, including an F grade for Student Progress and D grades for Student Performance and School Environment.

- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, and underdeveloped) to measure how well a school is organized to support student achievement. Chappie Elementary was rated “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.<sup>3</sup>
- The school’s attendance rate is one of the lowest among elementary schools Citywide. The 2010-11 attendance rate was 90% compared to the Citywide elementary school average of 93.6%, putting Chappie James in the bottom 7% of New York City elementary schools in terms of attendance.
- Chappie James is a zoned school but only 33% of students residing in its zone chose to attend the school, suggesting that families are seeking better options.

The chart below summarizes key performance data for Chappie James over the past three years.

<b>Chappie James</b>	2008-2009	2009-2010 <sup>4</sup>	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	D	F
Progress Report Progress Grade	N/A	C	F
Progress Report Performance Grade	N/A	D	D
Progress Report Environment Grade	N/A	D	D
Quality Review Score	N/A	Proficient	Developing
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	50%	26%	26%
Math % Proficient (Levels 3 and 4)	77%	31%	35%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92%	91%	90%
<b>2010-2011 State Accountability Status<sup>5</sup></b>		In Good Standing	

### *Overview of Past Strategic Improvement Efforts at Chappie James*

Staff members have worked hard to improve General D. Chappie James Elementary School, but even with support the school has not produced adequate outcomes for students. To help the school’s efforts to improve performance, the DOE offered numerous supports including:

#### **Leadership Support:**

- Provided extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school’s Comprehensive Education Plan.
- Coached and trained leadership on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.

<sup>3</sup> For more information about Quality Reviews, please visit the DOE’s Web site at:

<http://schools.nyc.gov/Accountability/tools/review>.

<sup>4</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual math and ELA exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>5</sup> Please refer to the New York State Education Department’s Web site for information on its accountability statuses: <http://www.p12.nysed.gov/irs/accountability/>.

- Provided extensive support in assisting leaders to create a professional development plan to support teachers in curriculum development, instruction, and strategies to support struggling students to raise teacher practice and improve student achievement.

#### **Instructional Support:**

- Supported and trained teachers in creating curriculum maps, strategies aimed at addressing various students' entry points into content, and other instructional tools to raise teacher practice and improve student achievement.
- Facilitated training for teachers in assessment design and the creation of rigorous tasks and rubrics aligned to Citywide instructional initiatives.
- Provided professional development opportunities for teachers on literacy instruction and the development of best practices within the English Language Arts curriculum, including lesson models, questioning strategies, and lesson planning.
- Worked with teacher teams to deepen practice and share best practices on utilizing data and technology in order to raise student achievement.

#### **Operational Support:**

- Advised school staff on budgeting, human resources, teacher recruitment, and building management.

#### **Student Support:**

- Trained the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Provided support for developing online learning systems to support students in improving skills in mathematics.

Despite the availability of these supports, it is apparent that Chappie James has failed to develop the proper infrastructure to meet the needs of its students and families.

### *Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the Chappie James community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association ("PTA") and the School Leadership Team ("SLT") on October 14, 2011, to discuss possible outcomes for Chappie James due to its continued poor performance. The PTA meeting was attended by approximately 163 people. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated Web site to provide information to the public: (<http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=14>).

While parents had some positive comments about the school's administration, faculty and staff and the school's positive environment, the DOE believes that drastic action must be taken given the school's performance struggles the last few years and the very low demand for seats at the school. The DOE will incorporate community feedback as it continues to support current Chappie James students working toward promotion and as it develops plans to replace Chappie James with other schools that better meet student and community needs.

The DOE also welcomes community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

## **II. Potential Use of Building**

According to the 2010-2011 Enrollment, Capacity, Utilization Report, K183 has the capacity to serve 751 students. In 2011-2012, the building is serving 612 total students, yielding a utilization rate of 81%.<sup>6,7,8</sup> The concept of "target capacity" is explained below.

In a separate EIS that was posted in December 2011 the DOE proposed the co-location of a new zoned elementary school, P.S. 446, in K183 with Chappie James Middle School, an existing middle school that serves students in sixth through eighth grade, and Chappie James as it phases out. The DOE projects that the enrollment of Chappie James Middle School will remain at or close to its current levels. The proposed grade spans for the schools in the building during the course of the proposed phase-out of Chappie James and the proposed phase-in of P.S. 446 are as follows:

<b>Grade Spans</b>						
<b>DBN</b>	<b>School Name</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
23K631	Chappie James	K-5	3-5	4-5	5	-
23K446	P.S. 446	-	K-2	K-3	K-4	K-5
23K634	Chappie James Middle School	6-8	6-8	6-8	6-8	6-8

The table below demonstrates enrollment across all existing organizations in K183 and P.S. 446 during the course of the proposed phase-out of Chappie James and the proposed phase-in of P.S. 446.

<b>School Name</b>	<b>2010-2011 Audited Register</b>	<b>2011-2012 Unaudited Enrollment</b>	<b>2012-2013 Projected Enrollment</b>	<b>2013-2014 Projected Enrollment</b>	<b>2014-2015 Projected Enrollment</b>	<b>2015-2016 Projected Enrollment</b>
Chappie James	464	404	180 - 210	125 - 145	60 - 70	-
P.S. 446	-	-	216 - 246 <sup>9</sup>	276 - 316	336 - 386	396 - 456
Chappie James Middle School	203	208	195 - 225	210 - 240	210 - 240	210 - 240
<b>Total Building Enrollment</b>	667	612	591 - 681	611 - 701	606 - 696	606 - 696
<b>Utilization</b>	89%	81%	79% - 91%	81% - 93%	81% - 93%	81% - 93%

If the proposals are approved, in 2015-2016, once Chappie James has phased out and P.S. 446 is phased in, there would be approximately 606-696 total students served in the building. The projected utilization for

<sup>6</sup> Based on the 2011-2012 unaudited register as of October 31, 2011.

<sup>7</sup> 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 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2010.

<sup>8</sup> The utilization rate reported here may differ from that published in the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book") because the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates is based on the unaudited enrollment 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.

<sup>9</sup> All projections referenced for 2012-2013 and beyond are based on the unaudited register as of October 31, 2011 and reflect the forward promotion of the current first through fifth grade cohorts, and a stable kindergarten cohort.

K183 at that point is approximately 81-93%. This means that K183 has adequate capacity to accommodate the new elementary 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 ("UFT") 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 2010-2011 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 a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

#### A. Students

##### Enrollment Options for Current Chappie James Students

Under this proposal, all current Chappie James students would either be served in the new zoned elementary school, P.S. 446, or would continue at Chappie James, and they would be supported as they progress towards completion of elementary school and transition to middle school.

##### *Current Kindergarten and First Grade Students at Chappie James*

Current kindergarten and first grade students will receive priority to the new elementary school, P.S. 446, that would open in September 2012 in building K183.

##### *Current Second, Third, and Fourth Grade Students at Chappie James*

Current second, third, and fourth grade students at Chappie James would continue to have the option to remain enrolled at Chappie James. This includes students in these grades who enter New York City Public Schools during the school year.

Chappie James students who do not meet promotional standards for a grade that is still offered by Chappie James in the following school year will continue to have access to appropriate instruction at Chappie James to meet promotional standards. This applies to current third, fourth, and fifth grade students in 2011-2012, fourth and fifth grade students in 2012-2013, and only fifth grade students in 2013-2014.

Chappie James students who do not meet promotional standards for grades no longer offered by Chappie James in the following school year will be supported in transitioning to P.S. 446. This applies to current second grade students in 2011-2012, third grade students in 2012-2013, fourth grade students in 2013-2014, and only fifth grade students in 2014-2015.

Current fourth grade students at Chappie James also have the opportunity to apply to I.S. 392 (23K392), a school located in District 23. I.S. 392 enrolls students in fifth through eighth grades and is open to all students in District 23. I.S. 392 admits students through a school-based application process. I.S. 392 will continue to be an option to Chappie James fourth grade students this school year and the next two school years, and in following years to future fourth graders at P.S. 446. This is the only District 23 middle school to which students apply for fifth grade. All other District 23 middle schools and secondary schools begin in sixth grade (or later) and admit students through the middle school choice process.

Current fourth grade students at Chappie James also have the opportunity to apply to Brownsville Collegiate Charter School (84K710) and Ocean Hill Collegiate Charter School (84K777), two public charter schools located in District 23. Brownsville Collegiate Charter School and Ocean Hill Collegiate Charter School accept lottery applications for fifth grade.

### *Current Fifth Grade Students at Chappie James*

All current Chappie James fifth grade students would apply to middle school, and those who meet promotional requirements would graduate from Chappie James and start middle school in 2012-2013 as sixth grade students. If a Chappie James fifth grade student does not meet promotional standards at the conclusion of the 2011-2012 school year, then the student would be retained at Chappie James.

Under the District 23 Middle School Choice process, students will rank their preferences from among District 23 choice middle schools.<sup>10</sup> These options include:

- Un-zoned middle schools with a screened application process;<sup>11</sup>
- Un-zoned middle schools with unscreened<sup>12</sup> or limited-unscreened<sup>13</sup> application processes;
- A zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school).

Through the Middle School Choice process, fifth grade students at Chappie James receive priority admission into Chappie James Middle School if they reside within the Chappie James zoned area.

For families who do not participate in the middle school choice process, students may still enroll through over-the-counter (“OTC”) placement. 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

<sup>10</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

<sup>11</sup> Screened schools admit students based on specific criteria they designate for admission.

<sup>12</sup> Unscreened schools admit all students who are eligible to apply to the school.

<sup>13</sup> Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

grades and/or were not enrolled in a New York City school at the time school started. When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

Chappie James fifth grade students with Individualized Education Programs ("IEPs") will participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing the students' IEPs to focus on addressing the needs of students with disabilities by providing individualized special education services models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will provide individualized special education services to meet the student's needs.

In accordance with DOE policy, Chappie James fifth grade English Language Learner ("ELL") students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Information regarding the type(s) of ELL programs historically offered by the middle schools that are available to impacted students can be found in the Middle School Directory for District 23 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>).

The student support staff at Chappie James, in consultation with the Office of Student Enrollment ("OSE") and the Office of English Language Learners, will assist students with identifying services for ELL students offered at middle school(s) as they select programs that will meet their specific needs.

The available District 23 middle schools open to Chappie James students, along with their peers throughout the district, include:

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	Admissions Method
<b>DISTRICT Options</b>					
23K392	I.S. 392	104 Sutter Avenue, Brooklyn, NY 11212	5-8	5-8	Screened
23K634	General D. Chappie James Middle School of Science	76 Riverdale Avenue Brooklyn, NY 11212	6-8	6-8	Unscreened
23K644	Eagle Academy for Young Men II	1137 Herkimer Street Brooklyn, NY 11233	6-9	6-12	District
23K671	Mott Hall Bridges Academy	210 Chester Street Brooklyn, NY 11212	6-7	6-8	District
<b>CHARTER Options</b>					
84K710	Brownsville Collegiate Charter School	364 Sackman Street, Brooklyn, NY 11212	5-8	5-8	Lottery
84K777	Ocean Hill Collegiate Charter School	1137 Herkimer Street, Brooklyn, NY 11233	5-6	5-8	Lottery

As in the past, District 23 students may also apply to borough-wide and Citywide middle schools.

### *Impact on Academic, Extracurricular Programs, and Community Partnerships at Chappie James*

Chappie James currently offers several extracurricular and academic programs such as a Scrabble club, a basketball club, and an afternoon reading program for fourth and fifth grade students.

If this proposal is approved, Chappie James will not be required to make any immediate proposed changes to available academic or extracurricular programs currently offered at Chappie James. However, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, Chappie James would continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

During the proposed phase-out, the DOE will build on its past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching, and better support students.
- Facilitating partnerships with community-based organizations to support youth development initiatives at the school.

Chappie James currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for ELL students. The existing ICT and SC classes, and SETSS, would continue to be provided as Chappie James phases out, and students with disabilities will continue to receive mandated services in accordance with their IEPs, whether at Chappie James or P.S. 446. Current students at Chappie James who receive ELL services will continue to receive ELL services as Chappie James phases out and as P.S. 446 phases in.

As the school phases out, the DOE will work with Chappie James staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out period. The DOE will work with Chappie James Middle School and P.S. 446 to foster opportunities for them to work with the community organizations that have supported Chappie James students in the past.

### *Impact on Current and Future Students at Chappie James Middle School*

The DOE does not anticipate that the proposed phase-out and eventual closure of Chappie James will impact admissions, current or future student enrollment, instructional programming, partnerships, or academic or extra-curricular programs at Chappie James Middle School.

The impact of the proposed co-location of P.S. 446 in the building is described in detail in a separate EIS that was posted in December 2011. Please visit the DOE Web site to access that EIS:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

## *Admissions Impact for Future Elementary School Students*

Chappie James is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site at <http://www.nyc.gov/schools/choicesenrollment/elementary>.

In a separate EIS released in December 2011, the DOE proposed the co-location of a new zoned elementary school in K183—P.S. 446—that would serve the same zone as Chappie James. If both this phase-out proposal and the proposal to co-locate P.S. 446 are approved, the approximately 395 kindergarten through fifth grade seats eliminated by Chappie James's phase-out and eventual closure will be recovered through the phase-in of P.S. 446 at K183. P.S. 446 will become the zoned elementary school serving students who currently reside in the Chappie James zone. This includes students who seek to enroll OTC, which includes:

- New students to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students seeking transfers; or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When a student arrives for an OTC placement, his or her elementary school assignment is determined by his or her home address and which schools have available seats, and where applicable, transfer guidelines. Students may simply report to their zoned elementary school at the start of the year.

In cases where the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in some schools. Should a zoned elementary school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

If in the coming years more zoned students choose to attend P.S. 446 than attended Chappie James, the school building has the capacity to accommodate more zoned students. The building has the capacity to serve 751 students, and the DOE projects that K183 will have an 81-93% utilization rate when P.S. 446 has fully phased in and achieved full scale and Chappie James has completed its phase-out. If both this phase-out proposal and the proposal to co-locate P.S. 446 are approved, P.S. 446 will accept and serve students zoned for Chappie James, including OTC students, ELL students, and students with IEPs. As P.S. 446 phases in, its students with IEPs will receive mandated services, including SC or ICT classes and SETSS as appropriate. Please note that until the phase-out and phase-in are complete, Chappie James will serve OTC students in the grade levels it still offers, and P.S. 446 will serve OTC students in the grade levels that are phasing in.

## **B. Schools**

Chappie James currently enrolls 368 kindergarten through fifth grade students and serves 36 students in two full-day pre-kindergarten sections. If this proposal is approved, Chappie James will phase out gradually, but the elementary school seats lost as a result of that phase-out will be replaced as P.S. 446 phases in.

As described in a separate EIS, the DOE is proposing to open and co-locate P.S. 446 in K183 beginning in 2012-2013. The proposal is available online: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

If the proposals are approved, in 2015-2016, once Chappie James has phased out and P.S. 446 has reached full scale, approximately 606-696 total students would be served in K183. The projected utilization for K183 at that point would be approximately 81-93%. This means that K183 has adequate capacity to accommodate the new elementary school. The estimated enrollment for all organizations in K183 over a five-year period is shown below:

Chappie James <sup>14</sup>	Pre-K <sup>15</sup>	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-2012 (unaudited)	36	43	74	65	70	58	58	404
2012-2013 (proj.)	-	-	-	-	60 - 70	65 - 75	55 - 65	180 - 210
2013-2014 (proj.)	-	-	-	-	-	60 - 70	65 - 75	125 - 145
2014-2015 (proj.)	-	-	-	-	-	-	60 - 70	60 - 70
2015-2016 (proj.)	-	-	-	-	-	-	-	-

P.S. 446 <sup>16</sup>	Pre-K <sup>17</sup>	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-2012 (unaudited)	-	-	-	-	-	-	-	-
2012-2013 (proj.)	36	50-60	60-70	70-80	-	-	-	216 - 246
2013-2014 (proj.)	36	50-60	60-70	60-70	70 - 80	-	-	276 - 316
2014-2015 (proj.)	36	50-60	60-70	60-70	60-70	70 - 80	-	336 - 386
2015-2016 (proj.)	36	50-60	60-70	60-70	60-70	60-70	70 - 80	396 - 456

Chappie James Middle School	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	76	58	74	208
2012-13 (proj.)	70 - 80	70 - 80	55 - 65	195 - 225
2013-14 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2014-15 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2015-16 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240

If this proposal to phase out Chappie James and the proposal to open P.S. 446 are approved, pursuant to the Citywide Instructional Footprint (the "Footprint"), there would be sufficient space in K183 to accommodate Chappie James , P.S. 446, and Chappie James Middle School throughout the period while

<sup>14</sup> All projections referenced for the 2012-2013 school year and beyond are based on the unaudited October 31, 2011 register and reflect the forward promotion of the current first through fifth grade cohorts and a stable kindergarten cohort.

<sup>15</sup> Pre-kindergarten ("Pre-k") is a program that can be offered both half-day and full-day; the projection figures represent the full-day equivalency.

<sup>16</sup> Enrollment projections are based on standard phase-in plan of two general education sections and 1 SC section per entry grade in the first year. Actual enrollment in 2012-2013 and beyond, however, will depend on demand.

<sup>17</sup> Pre-k is a program that can be offered both half-day and full-day; the projection figures represent the full-day equivalency.

Chappie James phases out and while P.S. 446 gradually phases in until 2015-2016, when P.S. 446 reaches full scale. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

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

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

The details of the proposal to open and co-locate P.S. 446 in K183 are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

### **C. Community**

Chappie James has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide a better option for families in the community. Under this proposal, K183 will remain open, but the DOE will offer a new educational option that is intended to better supports the learning needs of elementary school students in District 23. Chappie James is the only elementary school in District 23 that the DOE has proposed to phase out this year.

There is one new District 23 elementary school, and several charter schools, that are in the process of phasing in and that will serve elementary school grades at full scale. These schools are listed in the below table:

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	Admissions Method	Extracurricular Activities
23K401	Christopher Avenue Community School	51 Christopher Avenue	K-2	K-5	Zoned District	After-school tutoring program, extended day, swimming
84K626	Achievement First Brownsville Charter School	2021 Bergen Street	K-4	K-12	Kindergarten Lottery	After-school tutoring program, extended day and extended year
84K711	Leadership Preparatory Brownsville Charter School	213 Osborn Street	K-3	K-8	Kindergarten Lottery	After-school program, music, art, dance, fitness
84K775	Leadership Prep Ocean Hill Charter School	51 Christopher Avenue	K-2	K-8	Kindergarten Lottery	Dance
84K777	Ocean Hill Collegiate Charter School	1137 Herkimer Street	5-6	5-12	Fifth Grade Lottery	After-school tutoring, enrichment

The chart above also includes (where available at the time of EIS creation) details about specialized academic programs planned for these charter schools. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K183.

## IV. Enrollment, Admissions and School Performance Information

### Chappie James

#### Admissions Data

<b>Current Admissions</b>	<p><b>Pre-kindergarten:</b> Standard Universal Pre-K Admissions Process</p> <p><b>K-5:</b> Zoned</p>
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## Enrollment Data

Chappie James	Pre-k <sup>18</sup>	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Projected Enrollment
2011-2012 (unaudited)	36	43	74	65	70	58	58	404
2012-2013 (proj.)	-	-	-	-	60 - 70	65 - 75	55 - 65	180 - 210
2013-2014 (proj.)	-	-	-	-	-	60 - 70	65 - 75	125 - 145
2014-2015 (proj.)	-	-	-	-	-	-	60 - 70	60 - 70
2015-2016 (proj.)	-	-	-	-	-	-	-	-

## Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>19</sup>	10%
Percentage of Students with IEPs <sup>20</sup>	15%
Percentage of ELL Students <sup>21</sup>	4%
Percentage of Students Eligible for Free or Reduced Lunch <sup>22</sup>	98%

## School Performance Data

Chappie James	2008-2009	2009-2010 <sup>23</sup>	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	D	F
Progress Report Progress Grade	N/A	C	F
Progress Report Performance Grade	N/A	D	D
Progress Report Environment Grade	N/A	D	D
Quality Review Score	N/A	Proficient <sup>24</sup>	Developing
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	50%	26%	26%
Math % Proficient (Levels 3 and 4)	77%	31%	35%

<sup>18</sup> Pre-k is a program that can be offered both half-day or full-day; the projection figures represent the full-day equivalency.

<sup>19</sup> Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

<sup>20</sup> Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

<sup>21</sup> ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

<sup>22</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

<sup>23</sup> In 2010, the New York State Education Department adjusted the "cut scores" on annual math and ELA 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.

<sup>24</sup> Please refer to the DOE's Web site for information on Quality Reviews: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>.

<b>Other Key Performance Indicators</b>				
	Attendance Rate	92%	91%	90%

<b>2010-2011 State Accountability Status</b>	In Good Standing
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## Chappie James Middle School

### Admissions Data

<b>Current Admissions</b>	<b>6-8:</b> middle school choice process
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### Enrollment Data

Chappie James Middle School	Grade 6	Grade 7	Grade 8	Total Projected Enrollment
2011-2012 (unaudited)	76	58	74	208
2012-2013 (proj.)	70 - 80	70 - 80	55 - 65	195 - 225
2013-2014 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2014-2015 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2015-2016 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240

### Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>25</sup>	14%
Percentage of Students with IEPs <sup>26</sup>	24%
Percentage of ELL Students <sup>27</sup>	4%
Percentage of Students Eligible for Free or Reduced Lunch <sup>28</sup>	89%

### School Performance Data

<b>Chappie James Middle School</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	D	D
Progress Report Progress Grade	N/A	D	D
Progress Report Performance Grade	N/A	F	F

<sup>25</sup> Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

<sup>26</sup> Students with IEPs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

<sup>27</sup> ELL students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

<sup>28</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Progress Report Environment Grade	N/A	C	B
Quality Review Score	N/A	Proficient	Proficient
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	42%	12%	11%
Math % Proficient (Levels 3 and 4)	32%	12%	12%
<b>Other Key Performance Indicators</b>			
Attendance Rate	89%	89%	89%
<b>2010-2011 State Accountability Status</b>		In Good Standing	

## V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to Chappie James and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Chappie James roster as the phase-out is implemented, the school is expected to receive approximately \$4,085.30 less per-pupil funding annually for elementary grade students. This estimate is based on current Fair Student Funding (“FSF”) per capita allocation levels and is subject to annual variation. 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 a result of the phase-out, the total number of students enrolled at Chappie James will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available per classroom to support the cost of classroom operations. All dollar amounts are based on FY 12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of Chappie James with P.S. 446.

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

### A. Personnel Needs

All teachers, administrative and non-pedagogical staff at Chappie James would be excessed<sup>29</sup> over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in Chappie James may enroll in P.S. 446 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also will be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring that have an impact on a school that is closing or phasing out shall be required to hiring no less than 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

There is no anticipated impact on the personnel needs of the other existing organization in the building.

### B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at Chappie James will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per-pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools received an additional \$1,633.71 per pupil for each ELL student they enrolled.

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<sup>29</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

As with all other schools Citywide, Chappie James 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. Chappie James is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. Even as Chappie James is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction for the other existing organization in the building.

### **C. Administration**

All school supervisor and/or administrator positions assigned to Chappie James would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

There is no anticipated impact on the administration of the other existing organization in the building.

### **D. Transportation**

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

There is no anticipated impact on the transportation of the other existing organizations in the building.

### **E. Other Support Services**

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

## **VII. Building Information**

<b>Building</b>	K183
<b>Type of Building</b>	Elementary
<b>Year Built</b>	1922
<b>Overall BCAS rating</b>	2.57
<b>2010-2011 Target Building Utilization</b>	89%
<b>2010-2011 Target Building Capacity</b>	751
<b>FY 2011</b>	<b>Labor</b>
	\$2,336

<b>Maintenance Costs</b>	<b>Materials</b>	\$299
	<b>Maintenance and repair contracts</b>	\$3,405
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs— Materials</b>	NA
	<b>Custodial operations costs— Custodial Allocation</b>	\$237,063
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$89,040
	<b>Gas</b>	\$100,710
	<b>Oil</b>	\$10,049
<b>Projects completed during the current or prior school year</b>		N/A
<b>Projects proposed in the capital plan</b>		N/A
<b>Accessibility of the building</b>		Building is not functionally programmatically accessible.
<b>Building attributes</b>		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Multi-purpose room, Nurse's Office & Science lab.