

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Truncation of Academy of Scholarship and Entrepreneurship (11X270) Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to truncate the middle school grades of Academy of Scholarship and Entrepreneurship: A College Board School (11X270, “ASE”), a secondary school, located at 921 East 228th Street, Bronx NY 10466, in Community School District 11 (“District 11”), in building X362 (“X362”) because of the middle school grades’ low performance and inability to turn around quickly to better meet student needs. ASE currently serves students in sixth through twelfth grades and admits students through the District 11 Middle School Choice Process and the Citywide High School Admissions Process (“High School Admissions Process”). If this truncation proposal is approved, ASE will no longer admit sixth grade students after the conclusion of the 2011-2012 school year. The middle school grades will then be phased out, one by one, in each subsequent year until the middle school grades no longer serve any students. After June 2014, ASE will only be a high school, serving students in ninth through twelfth grades. Current middle students will continue to be served and supported by ASE as they progress toward completion of middle school. Eighth grade students will be supported through the High School Admissions Process as they select a high school, including the option to continue at ASE.

ASE is currently “co-located” in building X362, also known as the Bronxwood Campus, with the following schools: New World High School (11X513, “New World”), The Bronxwood Preparatory Academy (11X514, “Bronxwood Prep”), and a District 75 school (“D75 school”), (75X754, “P754X”).¹

The DOE does not plan to replace ASE’s middle school grades because there are enough existing middle school seats in District 11 to accommodate middle school students.

Background on the DOE’s Decision-Making Process

The DOE undertakes grade truncations for several reasons. In some cases, grade truncations are initiated to create grade alignment across New York City schools. Schools may also be identified for truncation for performance reasons. A performance-related truncation is considered for the same three reasons that drive a “phase-out” decision: (1) the schools received poor grades on their annual Progress Report; (2) the schools received a poor rating on their annual Quality Review; or (3) the schools 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, as well as all schools that received a rating of Underdeveloped on their most recent Quality Review, are evaluated for intensive support or intervention, including the possibility of phase-out or grade truncation.² Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes safety, attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade

¹ 75X754 serves students in a self-contained setting (12:1:1) at this site and serves students at two other sites: (1) Jeffrey Rapport Bronx Career Development, which is located at 470 Jackson Avenue, Bronx NY 10455; and (2) X379, which is located at 778 Forest Avenue, Bronx NY 10456.

² Elementary and middle schools that have average math and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earn 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.

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.³

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 full-school phase-out or truncation 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.

Both the middle and high school grades at ASE have experienced a steady decline in their Progress Report grades over the past three years. ASE middle school grades earned an overall D grade on the 2010-2011 Progress Report, a C grade on the 2009-2010 Progress Report, and an A grade on the 2008-2009 Progress Report.⁴ ASE’s high school grades experienced a similar decline in its historical Progress Report grades. ASE’s high school grades received a D on the 2010-2011 Progress Report, a C on the 2009-2010 Progress Report, and a B on the 2008-2009 Progress Report.

As a result, the DOE initiated a comprehensive review of ASE with the goal of determining what intensive supports and interventions would best benefit the ASE community. During that review, as is DOE practice, 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.

The comprehensive review has led the DOE to believe that the gradual truncation of the middle school grades of ASE will allow ASE to focus on its high school, which has also struggled. However, based on its comprehensive review of the school, the DOE views this truncation as an intervention to help ASE improve its ability to serve current and future students and the broader community.

Performance and School Environment of ASE’s Middle School Grades

ASE middle school grades have struggled to improve, and the overall performance of the middle school grades 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 majority of ASE middle school students remain below grade level in English and Math. Last year, only 28% of students were performing on grade level in Math, which put the school in the bottom 17% of middle schools Citywide. Although the school fared relatively better in English, with its students performing in the bottom 47% of middle schools Citywide, still, only 27% of students were performing on grade level in English.
- Learning growth measures annual student growth on State English and Math tests relative to similar students. ASE is not adequately helping students to make progress. ASE is in the bottom 36% of all middle schools in District 11 in terms of learning growth in English and is the lowest performing middle school in District 11 in terms of learning growth in Math. If these conditions persist, ASE students will fall further behind their peers in other middle schools.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. ASE middle school earned an overall D grade on its 2010-2011 Progress Report, including D grades for Student Progress and Student Performance and a C grade for School Environment. Based on ASE’s most recent Progress Report, the school is in the bottom 5% of middle schools Citywide.

³ <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>

- The Quality Review uses a four-tiered rubric (underdeveloped, developing, proficient, and well-developed) to measure how well a school is organized to support student achievement. ASE middle school was rated “Developing” on its most recent Quality Review in 2010-2011, indicating deficiencies in the way the school is organized to support student learning.
- Safety issues have been a concern across all grades at ASE secondary school. On the 2011 New York City School Survey, only 22% of teacher respondents agreed that discipline and order were maintained at the school, and only 60% of student respondents agreed that they felt safe at ASE.
- In addition, demand for ASE high school is low among current ASE middle school students, which indicates to the DOE that ASE middle school students have not been having a positive experience at the middle school level such that they would seek to continue at ASE for high school. Though all eighth graders have the option to matriculate to ninth grade and remain at the school for grades nine through twelve, in 2010-2011 only 24% of eighth grade students who were promoted chose to enroll in the ninth grade at the school for the following year. Typically, the DOE expects that a higher percentage of middle school students will remain in a secondary school for high school.

The chart below summarizes key performance data for ASE’s middle school grades over the past three years.

Academy for Scholarship and Entrepreneurship: A College Board School	2008-2009	2009-2010	2010-2011
School Performance and Progress⁵			
Overall Progress Report Grade	A	C	D
Quality Review Score ⁶	P	P	D
Performance Data⁷			
English Language Arts % Proficient (Levels 3 and 4)	61%	26%	27%
Math % Proficient (Levels 3 and 4)	59%	18%	28%
Other Key Performance Indicators			
Attendance Rate	92.2%	93.1%	93.1%
2010-2011 State Accountability Status⁸		In Good Standing	

⁵ 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 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 students’ scale scores on the tests remained largely unchanged relative to the prior year.

⁶ Per the Quality Review, WD= Well Developed, P = Proficient, UPF = Underdeveloped with Proficient Features, UD = Underdeveloped; ASE’s Quality Review can be found here: http://schools.nyc.gov/OA/SchoolReports/2010-11/Quality_Review_2011_X270.pdf

⁷ 84% of elementary/middle schools Citywide received an A (97% received an A or B) on the 2008-2009 Progress Report. The school’s 2008-2009 Progress Report overall score was in the bottom 60% of middle schools Citywide.

⁸ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

Overview of Past Strategic Improvement Efforts at ASE

Staff members have worked hard to improve Academy for Scholarship and Entrepreneurship, but even with support the school has not produced adequate outcomes for students. To aid the school's efforts to improve performance, the DOE offered numerous supports including:

Leadership Support:

- Providing 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 and Language Allocation Plan.
- Coaching and training leadership on implementing plans in support of Citywide instructional initiatives.

Instructional Support:

- Facilitating training for teachers in assessment design, curriculum mapping, and student feedback collection, as tools to meet standards and improve student outcomes.
- Providing professional development opportunities for teachers on best practices for strengthening science curricula, teacher-made resources, and planning.
- Offering professional development opportunities for staff as to how they could incorporate various measures and protocols to evaluate and support student work.
- Offering training for staff to increase, improve, and strengthen instructional supports for English Language Learners.

Operational Support:

- Advising school staff on managing budgeting, human resources, teacher recruitment, and facilities logistics.
- Supporting school staff in developing strategies and practices to improve student attendance.

Student Support:

- Training the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies to enable them to better provide social and emotional support to students at the school.
- Supporting and training staff in the Healthy Choices Curriculum, aimed at fostering positive decision-making skills and social and emotional growth for students.
- Facilitating college-readiness workshops through College Summit, a program to assist students in the phases of the college admissions process and to educate students about the steps they can take in order to be college ready.
- Supporting school in developing and maintaining relationships with various organizations, including the Children's Aid Society.

ASE has received individualized support plans directed at the middle school grades, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed 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 ASE community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the

Parent Teacher Association (“PTA”), the School Leadership Team (“SLT”), and the school’s teachers and staff on November 15, 2011 to discuss possible interventions for ASE due to its continued poor performance. The parent meeting was attended by approximately 72 people and the teacher and staff meeting was attended by approximately 57 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/bronx/proposal?id=86>.

While parents had some positive comments about the school’s recent change in leadership, programs offered after-school, and the Advisory program aimed to improve safety, they had concerns about a number of issues such as:

- Lack of respect in teacher-student relationships
- Infrequent communication from the school to families, particularly with respect to performance-related and behavior-related concerns about students

Similarly, teachers also named some strengths and improvements in the school, including the after-school advisory program and teacher team meetings which focus on data. However, the teachers also shared concerns, such as:

- Too few aides monitoring hallways during passing periods
- Large class sizes
- Unclear job responsibilities for teachers
- Scheduling: middle school students remain in one classroom while teachers travel between rooms, though teachers feel it would be better for teachers to remain in classrooms, with students traveling between periods to provide more preparation time for teachers

While many members of the ASE community objected to the possibility of truncating and phasing out the middle school grades, the DOE believes that drastic action must be taken given the school’s longstanding performance struggles. Members of the ASE community also objected to the possibility of phasing out the entire school, including both middle and high school grades; based on its review of the data and the community feedback, the DOE agrees that the best intervention for ASE for the upcoming school year would be to only truncate the middle school grades. The DOE will continue to incorporate community feedback as it continues to support current ASE middle school students working toward promotion to high school.

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

II. Potential Use of Building

The building in which ASE is located, X362, has the capacity to serve 1,622 students.⁹ Building X362 is a fully programmatically accessible building for students with physical disabilities. In 2010-2011—the most recent year for which audited enrollment data is available—the building served only 1,402 total students,¹⁰ yielding a target utilization rate of just 86%.¹¹ In 2011-2012, the building is serving 1,532 total students,¹²

⁹ 2010-2011 Enrollment, Capacity, Utilization, Report (the “Blue Book”)

¹⁰ 2010-2011 Audited Register

¹¹ 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.

yielding a target utilization rate of 94%.¹³ The concept of "target utilization rate" is explained below.

Target Capacity and Utilization	
Total Capacity¹⁴	1622
Main Building	1622
Unaudited Enrollment (2011-2012)	
11X270	610
11X513	409
11X514	420
75X754	93
Total Unaudited Enrollment (2011-2012)	1532
Utilization (2011-2012) %¹⁵	94%

The proposed grade spans for the schools in the building over a four year period are as follows:

Grades Spans					
DBN	School Name	2011-12	2012-13	2013-14	2014-15
11X270	Academy for Scholarship and Entrepreneurship: A College Board School	6-12	7-12	8-12	9-12
11X513	New World High School	9-12	9-12	9-12	9-12
11X514	The Bronxwood Preparatory Academy	9-12	9-12	9-12	9-12
75X754	P754X	9-12	9-12	9-12	9-12

¹² October 31, 2011 unaudited register

¹³ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are 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.

¹⁴ The target capacity is based on the 2010-2011 Blue Book.

¹⁵ The utilization rate is based on Unaudited Register as of October 31, 2011.

The projected enrollments over the same four year period are as follows:

DBN	School Name	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
11X270	Academy for Scholarship and Entrepreneurship: A College Board School	610	490 - 550	410 - 460	300 - 340
11X513	New World High School	409	415 - 455	430 - 470	430 - 470
11X514	The Bronxwood Preparatory Academy	420	375 - 415	390 - 430	410 - 450
75X754	P754X	93	86 - 96	86 - 96	86 - 96
Total Building Enrollment		1532	1,366 – 1,516	1,316 – 1,456	1,226 – 1,356
Utilization		94%	84% - 93%	81% - 90%	76% - 84%

In 2014-2015, once ASE has completed its truncation, eliminating grades six through eight, there would be approximately 1,226-1,356 total students served in the building. The projected utilization for X362 at that point is approximately 76-84%. This means that X362 has adequate capacity to accommodate all schools currently existing in X362 after the truncation of the ASE middle school grades.

As described in more detail in the Enrollment, Capacity, Utilization Report, 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 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 Educational Impact Statement ("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 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 ASE Students

If this proposal is approved, the middle school grades of ASE will be truncated gradually over the next several years. ASE will no longer admit new sixth-grade students after the end of this school year. Current sixth- and seventh-grade students will be supported at ASE as they progress towards completion of middle school and transition to high school, either at ASE or another high school through the Citywide High School Admissions process.

If this proposal is approved, in 2012-2013, ASE will only serve students in seventh through twelfth grades. In 2013-2014, ASE will only serve students in eighth through twelfth grades. After June 2014, ASE will no longer have a middle school and will only serve students in high school grades nine through twelve.

Students who do not meet promotional requirements during the truncation will continue to have access to appropriate courses to support their progress toward promotion and will continue to be enrolled at ASE. For example, if a current sixth grade student does not meet promotional standards to enter seventh grade in 2012-2013, he or she will continue as a sixth grade student at ASE even though the school would not admit any incoming sixth-grade students. Students who do not meet promotional requirements will be provided with the appropriate support and instruction needed to meet such requirements, and this may include accommodating those students in existing classes, bridge classes, or pull-out classes.¹⁶ Specific instructional decisions on how to serve students who do not meet promotional requirements are made by school administrators and instructional staff. In June 2014 (when the truncation will be complete), any student who does not meet eighth grade promotion requirements will be placed at another District 11 middle school or a middle school in the district in which the student resides.

Impact on Academic, Extracurricular Programs, and Community Partnerships at ASE

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extra-curricular programs currently offered at ASE. That said, the availability of certain offerings at the school will inevitably be impacted as the middle school serves an increasingly smaller student population and eventually closes.

With respect to academics, ASE will 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.

The DOE remains focused on helping ASE middle school students to succeed. If this proposal is approved, ASE will be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

¹⁶ A bridge class refers to instances where a small number of students from multiple grade levels are combined and served in the same class or period by one or more teachers. A pull out class refers to instances where a small group of students may be provided with targeted instruction apart from their peers for a class period. Instructional decisions are made by school leaders.

- Helping the school provide students with options that support their advancement, and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

ASE currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”) in the middle school grades. ASE also has an English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). The existing ICT, SC, and SETSS classes would continue to be provided as the ASE middle school grades phase out, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). As noted elsewhere in this document, building X362 will continue to be fully programmatically accessible for students with physical disabilities. Current students at ASE who receive ELL services will continue to receive ELL services as ASE becomes truncated.

According to the District 11 Middle School Directory, ASE currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:¹⁷

- **Special Program and Initiatives:** Individualized College Programs, Academic & Career Planning, Internships, Advisory, Business & Entrepreneurship Curriculum
- **Enrichment Classes:** Technology Class
- **Extra-curricular Activities:** Student Government, Executive Honor Society, Art, Dance, Music, Drama, Robotics, Debate, Poetry, Concert and Marching Bands, Drumline, Video, Magazine, Yearbook, Chess, Stock Market
- **Boys’ Sports:** Baseball, Basketball, Football, Lacrosse, Wrestling
- **Girls’ Sports:** Basketball, Volleyball
- **Partnerships:** Hostos Community College, Monroe College, National Foundation for Teaching Entrepreneurship, Inc. (NFTE), Junior Achievement (JA), Mosholu Montefiore Community Center, The Virtual Enterprise Program, The College Board, Children’s Aid Society; The Leadership Program; College Summit; Yo Magazine; Working in Support of Education (WISE)

ASE middle school grades would continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school becomes truncated. Again, it is difficult to predict precisely how those changes might be implemented, as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extra-curricular offerings annually based on student demand and available resources. It is not anticipated that the program offerings of ASE’s high school grades would change as a result of this proposal.

As outlined in the Middle School Directory, other District 11 middle schools currently offer or have partnerships with local colleges and organizations to promote college awareness and readiness, including: New York University, Columbia University, Lehman College, Fordham University, Manhattan College, Hunter College, Mercy College, and Queens College. District 11 will also continue to offer The Leadership Program, which is available at The Forward School of Creative Writing. There are currently no other middle school programs in District 11 targeted specifically at cultivating entrepreneurship

Other District 11 middle schools also have community partnerships with organizations aiming to serve high-needs students, such as: St. Raymond’s community Outreach Center, Kipps Bay Boys & Girls Club, The After-School Corporation (“TASC”), Directions for Our Youth, Children’s Aid Society, Urban

¹⁷ <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx/default.htm>

League, generationOn, UNICEF, YMCA, Boy Scouts of America, Girl Scouts of America, and Moshulu Montefiore Community Center.

As the middle school grades are truncated, the DOE will work with ASE middle school staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the truncation period. The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported ASE middle school students in the past.

The DOE does not anticipate that this proposal will impact the program offerings available to high school students at ASE, or to any of the other schools in the building. Similarly, all school organizations in the building will continue to offer extra-curricular partnerships based on student interests, available resources, and staff support for those programs. The proposed truncation of ASE will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

According to the Directory of New York City Public High Schools, ASE high school grades currently offer the following extra-curricular activities and partnerships:¹⁸

- **Extra-curricular Activities:** Student Government, National Honor Society, Executive Honor Society, Art, Dance, Music, Drama, Marching Bands, Video Production, Yearbook
- **Clubs:** Cheerleading, Chorus, Marching Band, Drama, Art, Dance, Cooperative, Healthy Active Motivation Positive Students (CHAMPS) Basketball for Boys
- **PSAL Sports¹⁹ – Boys:** Basketball, Lacrosse, Volleyball
- **PSAL Sports – Girls:** Basketball, Volleyball
- **PSAL Sports – Co-Ed:** N/A
- **Schools Sports:** Intramural Athletics
- **Partnerships:** Children’s Aid Society, Hostos Community College, Monroe College, The College Board, National Foundation for Teaching Entrepreneurship, Inc., Virtual Enterprise, Ridgewood Savings Bank

Enrollment Impact on Current and Future Students at Existing Schools on the Bronxwood Campus

The DOE does not anticipate that the proposed truncation of ASE’s middle school grades, resulting in ASE only serving high school students, will impact the current or future student enrollment or instructional programming at New World or Bronxwood Prep.

Enrollment Impact for Future Middle School Students

ASE admits middle school students through the District 11 Middle School Choice Process, where fifth grade students rank their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. If this proposal is approved, students would continue to have access to a broad range of middle school options through the District 11 Middle School Choice Process, as outlined in the tables at the end of this section.

¹⁸ <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>

¹⁹ PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

Middle school admissions applications are due on December 16, 2011. If this proposal is approved by the PEP on February 9, 2012, ASE will be removed from the District 11 middle school choice matching process in 2011-2012, and no current fifth-grade students will be matched to ASE for the 2012-2013 school year. If, for example, a current fifth-grade student has submitted his or her application and selected ASE as a third-choice school, and the student is not already matched to one of his or her higher ranked schools, the matching process will automatically skip to the fourth-choice school, and so on. Additionally, new middle schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider. After the PEP votes on the proposals to open new schools, students will have the opportunity to submit a “new schools” application.

In District 11, where there is middle school choice, students are offered the opportunity to apply to a range of middle schools within their district, as well as schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>. In District 11 Middle School Choice, students rank their preferences from among District 11 choice middle schools. These options include:

- Choice middle schools or programs with a screened application process (entrance is based on criteria designated by the school);
- Choice middle schools with an unscreened or limited-unscreened application process (Note: limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session).
- Zoned Middle Schools and Campus Choice middle schools (multiple schools in one campus collectively serve a zone)
- K-8 schools that may have available seats for middle school students with an unscreened application process

ASE admits middle school students through a limited unscreened admissions method. Existing District 11 middle schools with comparable admissions methods to ASE’s are: I.S. 181 Pablo Casals (11X181) and Cornerstone Academy for Social Action Middle School (11X189). There are also several zoned schools that admit additional students through a limited unscreened method, including: P.S./M.S. 89 (11X089), J.H.S. 127 The Castle Hill School (11X127), J.H.S. 144 Michelangelo (11X144), One World Middle School at Edenwald (11X529), and Baychester Middle School (11X532). Additional information can be found in the District 11 Middle School Directory (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx/default.htm>) and detailed information about these schools is also provided in the charts below in this section. In addition, there are 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 support middle schools 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. The middle school to which a student is matched is expected to develop a program to meet the student’s needs. This process applies to students with IEPs transitioning to middle school in the same manner as it applies to all other students. All students with IEPs will continue to receive mandated services at the choice school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Thus, ELL students are placed according to the same placement criteria as their English-speaking peers.

Enrollment Impact for Over-the-Counter Middle School Students

Over-the-counter (“OTC”) placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. 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);²⁰
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When a middle school-eligible student arrives for an OTC placement, his or her school assignment is determined by his or her interests, home address, 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 unzoned 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.

Approximately 90 students were admitted to sixth grade at ASE through the Middle School Choice process during the 2011-2012 school year for September 2011 enrollment. Two students were held over from the previous year, and approximately 9 sixth-grade students were admitted to ASE through the OTC placement process. In addition, 3 OTC students were admitted to ASE for seventh grade and 5 OTC students were admitted for eighth grade.

During the 2011-2012 school year, 22 schools in District 11 accepted a total of 1,202 students in grades six through eight through the OTC placement process, reflecting an average of approximately 55 students per school.

Future sixth-grade students will continue to have access to a broad range of middle school options through the District 11 Middle School Choice process, as well as borough-wide and Citywide middle school options. The table below outlines District 11, borough-wide, and Citywide middle schools’ performance, the percentage of special education students (“SE”), the percentage of ELLs, the admissions process, target organizational capacity, target utilization rate, total enrollment, and site accessibility.²¹ Additional information regarding special programs and courses offered by the schools listed in the table below is available in the Middle School Directory, which is updated yearly.²²

The table below outlines District 11, borough-wide, and Citywide middle schools’ grade span, building utilization, performance, the percentage of special education students (“SE”), the percentage of ELLs, the admissions process, and site accessibility.

²⁰ Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

²¹ Target Organizational Capacity and Target Utilization Rates are from the 2010-2011 Enrollment Capacity Utilization Report.

²² <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

DBN	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
Zoned with Choice Options											
11X127	J.H.S. 127 The Castle Hill	X127	1560 PURDY STREET	06-08	06-08	81%	C	11%	11%	Zoned, Limited Unscreened, & Test Based Placement	Not functionally accessible
11X144	J.H.S. 144 Michelangelo	X144	2545 GUNTHER AVENUE	06-08	06-08	63%	C	13%	6%	Zoned & Unscreened	Not functionally accessible
Campus Choice Options											
11X272	Globe School for Environmental Research	X113	3710 BARNES AVENUE	06-08	06-08	89%	C	14%	11%	Unscreened	Partially Programmatically accessible
11X287	The Forward School	X113	3710 BARNES AVENUE	06-08	06-08	89%	B	19%	6%	Unscreened	Partially Programmatically accessible
11X289	The Young Scholars Academy of The Bronx	X113	3710 BARNES AVENUE	06-08	06-08	89%	C	15%	7%	Unscreened	Partially Programmatically accessible
11X322 ²³	Aspire Preparatory Middle School	X135	2441 WALLACE AVENUE	06-08	06-08	102%	F	15%	11%	Unscreened	Not functionally accessible
11X326	Bronx Green Middle School	X135	2441 WALLACE AVENUE	06-08	06-08	102%	B	18%	17%	Unscreened	Not functionally accessible
11X370	School of Diplomacy	X113	3710 BARNES AVENUE	06-08	06-08	89%	F	11%	8%	Unscreened	Partially Programmatically accessible
11X468	PELHAM ACADEMY OF ACADEMICS AND COMMUNITY ENGAGEMENT	X135	2441 WALLACE AVENUE	06-08	06-08	102%	B	10%	14%	Unscreened	Not functionally accessible
District Choice											
11X089	P.S. 089 Bronx	X089	980 MACE AVENUE	0K-08	0K-08	93%	C	12%	18%	Limited Unscreened, Zoned	Not functionally accessible
11X180	M.S. 180 Dr. Daniel Hale Williams	X180	700 BAYCHESTER AVENUE	06-08	06-08	71%	C	2%	12%	Screened, Zoned	Fully Programmatically accessible
11X181	I.S. 181 Pablo Casals	X181	800 BAYCHESTER AVENUE	06-08	06-08	77%	B	2%	15%	Test Outcome, Zoned	Fully Programmatically accessible

²³ The Panel of Education Policy will be voting on a proposal to phase out 11X322 in February 2012.

11X462	CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL (CASA)	X189	3441 STEENWICK AVENUE	06-08	06-08	81%	B	4%	9%	Limited Unscreened	Fully Programmatically accessible
11X498	PS/MS 11X498 - VAN NEST ACADEMY	X498	1640 BRONXDALE AVE	0K-02,06-07	0K-08	46%	N/A	6%	10%	Unscreened	Fully Programmatically accessible
11X529	One World Middle School at Edenwald	X142	3750 BAYCHESTER AVENUE	06-06	06-08	66%	N/A	9%	9%	Unscreened	Not functionally accessible
11X532	Baychester Middle School	X142	3750 BAYCHESTER AVENUE	06-06	06-08	66%	N/A	4%	22%	Unscreened	Not functionally accessible
Borough-Wide Choice											
09X231	Eagle Academy for Young Men	X465	4143 THIRD AVENUE	06-06,09-12	06-12	86%	N/A	13%	4%	Limited Unscreened	Not functionally accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	06-12	06-12	72%	C	15%	5%	Screened	Fully Programmatically accessible
10X308	Bronx Dance Academy School	X852	3617 BAINBRIDGE AVENUE	06-08	06-08	81%	B	14%	10%	Screened	Fully Programmatically accessible
Citywide Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	C	0%	0%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	2%	0%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	3%	0%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	1%	0%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	1%	2%	Test Outcome	Not functionally accessible

In addition, District 11 students also have three charter middle school options. The table below lists charter schools currently located in District 11 that serve middle school grades, admit students through a lottery application process, and provide a preference for District 11 students. All students in District 11 will continue to have the opportunity to participate in the charter lotteries listed below.

In some cases, charter schools offer programs comparable to those currently offered at ASE. Detailed information about charter schools will be published annually and will be available in print or on the DOE's Web site here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

District Charter Options

DBN	School	Grade Span 2011-2012	Grade Span at Scale	2011-2012 Total Enrollment	Admissions Method
84X488	THE EQUALITY SCHOOL	6-8	6-12	139	Lottery
84X378	ICAHN CHARTER SCHOOL 2	K-6	K-6 ²⁴	238	Lottery
84X496	ICAHN CHARTER SCHOOL 4	K-3	K-6	178	Lottery

Enrollment Impact for Future High School Students

Currently, ASE's high school admits students in one of three ways, in the following order:

- Continuing eighth grade students who rank ASE on their High School Admissions Process application receive priority for admission; then
- Other eighth grade students who rank ASE on their High School Admissions Process application; then
- ASE also enrolls students who enter through the "over the counter process" ("OTC") as described below.

If this proposal is approved, the middle school grades of ASE will be truncated, with one grade at a time phasing out gradually. This means that for the 2012-2013, 2013-2014, and 2014-2015 school years, continuing eighth grade students will still have priority into ASE's high school. Because the 2013-2014 school year will be the last in which ASE has an eighth grade, that is the final year that continuing students will have a priority into ASE's high school.

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

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

²⁴ Both Icahn 2 and Icahn 4 are currently chartered for kindergarten through sixth grades. Icahn Management Charter Organization has expressed its intent to apply for expansions to serve kindergarten through sixth grades as part of the renewal process for both schools.

Round 1: All eighth grade and interested first-time ninth grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.

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. 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 2012.

Students with IEPs will participate in the high school admissions process in the same manner as their general education peers. The high school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to high school in the same manner as it applies to all other students. The DOE will support high schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. ELL students are admitted to high schools in the same manner as their non-ELL peers.

For more information about the High School Admissions Process, please visit the DOE Web site at <http://schools.nyc.gov/ChoicesEnrollment/High>.

In addition to the High School Admissions Process, some students receive placement into his or her high school through the OTC process. 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 available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.²⁵ Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if the student so chooses.²⁶

Screened programs (those that have academic criteria), which have a two year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered to OTC students through referral.²⁷ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

²⁵ Educational Option (“Ed Opt”) applies to high schools only and refers to a type of admission method where a program has a certain portion of seats based on scores attained on the seventh grade ELA reading exam for student high, middle, and low reading levels. If a student scores in the top 2% on the previous year's English Language Arts reading exam and lists an Ed Opt program as a first choice on the application, students are guaranteed a match to that program. High school admissions information is available online: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

²⁶ The right of return is only applicable if it takes place before 10/31/2011 or in the case of overflowed kindergartens who maintain the first grade right of return.

²⁷ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage 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”).

B. Schools

ASE currently enrolls 239 sixth through eighth grade students. In total, the school currently enrolls 610 sixth through twelfth grade students. If this proposal is approved, ASE's middle school grades will be truncated gradually until it no longer serves middle school students.

In 2014-2015, once the middle school grades of ASE have been eliminated, there will be approximately 1,226-1,356 total students served in the building. The projected utilization for X362 at that point is approximately 76-84%. This means that X362 has adequate capacity to accommodate these changes. The estimated enrollments for all organizations over a four-year period are shown below:

ASE:

	Grade 6	Grade 7	Grade 8	Total Middle School Enrollment	High School Grades [x]	Total Enrollment
2011-12 (unaudited)	101	74	64	239	371	610
2012-13 (proj.)	-	95 - 105	70 - 80	165 - 185	325 - 365	490 - 550
2013-14 (proj.)	-	-	95 - 105	95 - 105	315 - 355	410 - 460
2014-15 (proj.)	-	-	-	-	300 - 340	300 - 340

New World:

	Total High School Enrollment
2011-12 (unaudited)	409
2012-13 (proj.)	415 - 455
2013-14 (proj.)	430 - 470
2014-15 (proj.)	430 - 470

Bronxwood Prep:

	Total High School Enrollment
2011-12 (unaudited)	371
2012-13 (proj.)	375 - 415
2013-14 (proj.)	390 - 430
2014-15 (proj.)	410 - 450

D75 Program:

	Total High School Enrollment²⁸
2011-12 (unaudited)	93
2012-13 (proj.)	86 - 96
2013-14 (proj.)	86 - 96
2014-15 (proj.)	86 - 96
2015-16 (proj.)	86 - 96

If this proposal to truncate ASE is approved, there will be sufficient space to serve ASE, New World, Bronxwood Prep, and P754X in building X362 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while ASE’s middle school grades are truncated. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools:
http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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 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

²⁸ X754 serves primarily High School Level students but serves students up until they are 21 years old.

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 excess space will be allocated by the Building Council. 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 are sharing 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, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding the scheduling of shared spaces.

If this proposal is approved, it is likely that after ASE has completed its truncation, there will still be a significant amount of underutilized space in building X362. The DOE will monitor enrollment in all three schools in the upcoming school years. If it becomes clear an additional new school could be opened in the X362 building to more fully and efficiently utilize the building's capacity, the DOE would propose in a separate EIS to open a new school in the building at that time.

C. Community

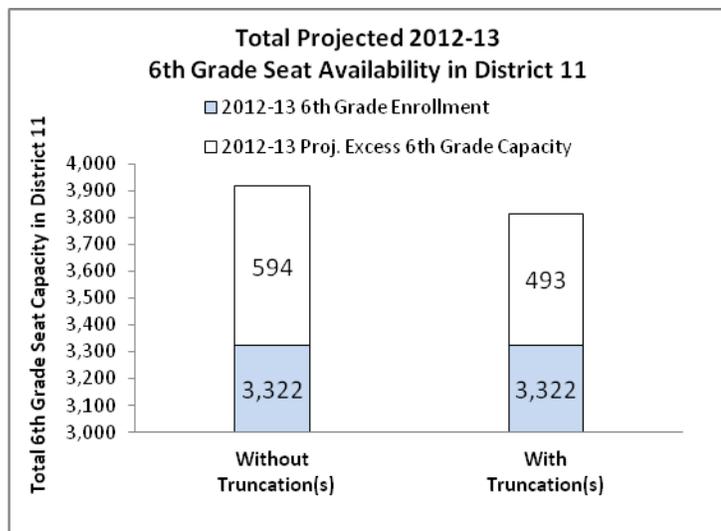
ASE middle school has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, ASE middle school is not a good option for families in the community. Under this proposal, the Bronxwood Campus will remain open, but will house only high schools. There is one middle school phase-out in District 11 as well. In a separate EIS that will also be posted in December, 2011, the DOE has proposed to phase-out Aspire Preparatory Academy (11X322).

The DOE is not proposing to replace the middle school grades of ASE. Excluding the seats currently available in ASE's middle school, there are 3,845 total sixth-grade seats in District 11 middle schools.²⁹ In 2011-2012, there were only 3,322 sixth-grade students enrolled in District 11 middle schools.³⁰ Therefore, even when excluding the seats that would have been offered at ASE, there is still an excess in seat capacity in District 11 middle schools. Thus, the proposal to truncate ASE is not expected to yield a net deficit of seats in District 11, as there will continue to be an excess seat capacity in District 11 middle schools. The DOE believes that the existing 22 middle schools in District 11 are well-positioned to accommodate the 101 sixth-grade students ASE would have traditionally taken in each year.

²⁹ Capacity figures exclude space allocated to District 75 and Community-based organizations. The sixth grade seat capacity was derived by multiplying the weighted sixth grade enrollment (%) by the 2010-2011 Blue Book organizational capacity. Total sixth grade seat capacity with truncation includes the phase-out of Aspire Preparatory Middle School, which will also be posted in December, 2011.

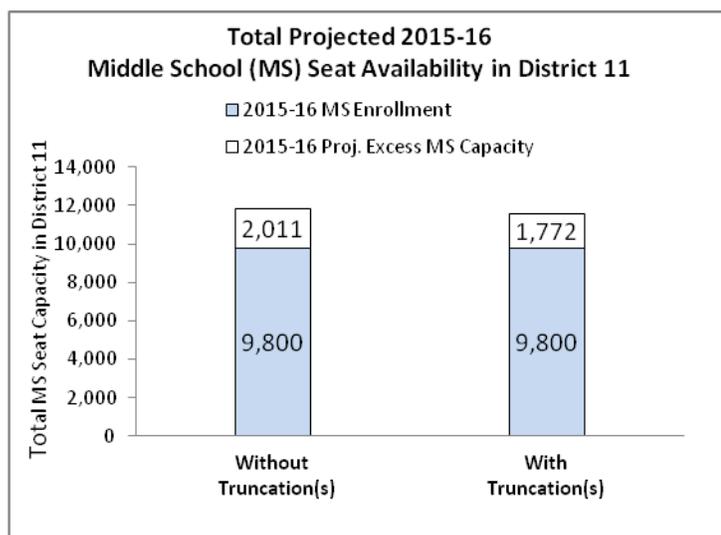
³⁰ Unaudited fifth grade enrollment as of October 31, 2011

First Year of Implementation:



After excluding all seats that would have been offered at ASE once the full truncation is complete in 2015-2016, there is still an excess in seat capacity in District 11 middle schools. Thus, the proposal to truncate ASE is not expected to yield a net deficit of seats in District 11, as there will continue to be an excess seat capacity in District 11 middle schools.

Third Year of Implementation (After truncation is complete):



Included in the existing 22 middle schools, there are two new District 11 middle schools and two expanding charter schools in the process of phasing in that will serve middle school grades at full scale. The 16 District 11 schools with choice programs are listed in the below table.

The table below outlines District 11 middle schools' grade span, admissions process, building utilization, performance, the percentage of special education students ("SE"), the percentage of ELLs, and site accessibility:

DBN	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
Zoned with Choice Options											
11X127	J.H.S. 127 The Castle Hill	X127	1560 PURDY STREET	06-08	06-08	81%	C	11%	11%	Zoned, Limited Unscreened, & Test Based Placement	Not functionally accessible
11X144	J.H.S. 144 Michelangelo	X144	2545 GUNTHER AVENUE	06-08	06-08	63%	C	13%	6%	Zoned & Unscreened	Not functionally accessible
Campus Choice Options											
11X272	Globe School for Environmental Research	X113	3710 BARNES AVENUE	06-08	06-08	89%	C	14%	11%	Unscreened	Partially Programmatically accessible
11X287	The Forward School	X113	3710 BARNES AVENUE	06-08	06-08	89%	B	19%	6%	Unscreened	Partially Programmatically accessible
11X289	The Young Scholars Academy of The Bronx	X113	3710 BARNES AVENUE	06-08	06-08	89%	C	15%	7%	Unscreened	Partially Programmatically accessible
11X322 ³¹	Aspire Preparatory Middle School	X135	2441 WALLACE AVENUE	06-08	06-08	102%	F	15%	11%	Unscreened	Not functionally accessible
11X326	Bronx Green Middle School	X135	2441 WALLACE AVENUE	06-08	06-08	102%	B	18%	17%	Unscreened	Not functionally accessible
11X370	School of Diplomacy	X113	3710 BARNES AVENUE	06-08	06-08	89%	F	11%	8%	Unscreened	Partially Programmatically accessible
11X468	PELHAM ACADEMY OF ACADEMICS AND COMMUNITY ENGAGEMENT	X135	2441 WALLACE AVENUE	06-08	06-08	102%	B	10%	14%	Unscreened	Not functionally accessible
DISTRICT Choice											
11X089	P.S. 089 Bronx	X089	980 MACE AVENUE	0K-08	0K-08	93%	C	12%	18%	Limited Unscreened, Zoned	Not functionally accessible
11X180	M.S. 180 Dr. Daniel Hale Williams	X180	700 BAYCHESTER AVENUE	06-08	06-08	71%	C	2%	12%	Screened, Zoned	Fully Programmatically accessible
11X181	I.S. 181 Pablo Casals	X181	800 BAYCHESTER AVENUE	06-08	06-08	77%	B	2%	15%	Test Outcome, Zoned	Fully Programmatically accessible
11X462	CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL	X189	3441 STEENWICK AVENUE	06-08	06-08	81%	B	4%	9%	Limited Unscreened	Fully Programmatically accessible

³¹ The Panel of Education Policy will be voting on a proposal to phase out 11X322 in February 2012.

	(CASA)										
11X498	PS/MS 11X498 - VAN NEST ACADEMY	X498	1640 BRONXDALE AVE	0K-02,06-07	0K-08	46%	N/A	6%	10%	Unscreened	Fully Programmatically accessible
11X529	One World Middle School at Edenwald	X142	3750 BAYCHESTER AVENUE	06-06	06-08	66%	N/A	9%	9%	Unscreened	Not functionally accessible
11X532	Baychester Middle School	X142	3750 BAYCHESTER AVENUE	06-06	06-08	66%	N/A	4%	22%	Unscreened	Not functionally accessible

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X362. This proposal is not expected to impact the fully programmatically accessibility of site X362.

IV. Enrollment, Admissions and School Performance Information

ASE

Admissions Data

Current Admissions	<p>Grades 6-8: District 11 Middle School Choice Application Process – Unscreened Admissions Method</p> <p>Grades 9-12: Priority to continuing eighth graders; Citywide High School Admissions Process – Limited Unscreened Admissions Method</p>
Admissions Beginning in 2012-2013	<p>Grades 6-8: N/A</p> <p>Grades 9-12: Citywide High School Admissions Process – Limited Unscreened Admissions Method</p>

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Middle School Enrollment	High School Grades 9-12	Total Enrollment
2011-12 (unaudited)	101	74	64	239	371	610
2012-13 (proj.)		95 - 105	70 - 80	165 - 185	325 - 365	490 - 550

2013-14 (proj.)			95 - 105	95 - 105	315 - 355	410 - 460
2014-15 (proj.)					300 - 340	300 - 340

Demographic Data

Percentage of Students Receiving ICT or SC Services ³²	13%
Percentage of Students with Individualized Education Plans ³³	19%
Percentage of English Language Learner Students ³⁴	7%
Percentage of Students Eligible for Free or Reduced Lunch ³⁵	71%

School Performance Data

Middle School Grades:

11X270 Academy for Scholarship and Entrepreneurship: A College Board School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	D
Quality Review Score ³⁶	P	P	D
Performance Data³⁷			
English Language Arts % Proficient (Levels 3 and 4)	61%	26%	27%
Math % Proficient (Levels 3 and 4)	59%	18%	28%

³² Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register

³³ Students with Individualized Education Plan as percentage of total students from the 2011 unaudited register

³⁴ English Language Learner students as percentage of total students from the 2011 unaudited register

³⁵ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

³⁶ Per the Quality Review, WD= Well Developed, P = Proficient, UPF = Underdeveloped with Proficient Features, UD = Underdeveloped; ASE's quality review can be found here: http://schools.nyc.gov/OA/SchoolReports/2010-11/Quality_Review_2011_X270.pdf.

³⁷ 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 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 students' scale scores on the tests remained largely unchanged relative to the prior year.

Other Key Performance Indicators			
Attendance Rate	92.2%	93.1%	93.1%

2010-2011 State Accountability Status³⁸	In Good Standing
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High School Grades:

11X270 Academy for Scholarship and Entrepreneurship: A Co	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	D
Quality Review Score ³⁹	P	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	75%	86%	69%
4 Year Graduation Rate	64%	76%	58%
6 Year Graduation Rate	-	-	74%
% Graduating with a Regents Diploma	31%	49%	44%
Attendance Rate	84%	87%	88%
2010-2011 State Accountability Status⁴⁰			
In Good Standing			

³⁸ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

³⁹ Per the Quality Review, WD= Well Developed, P = Proficient, UPF = Underdeveloped with Proficient Features, UD = Underdeveloped; ASE's quality review can be found here: http://schools.nyc.gov/OA/SchoolReports/2010-11/Quality_Review_2011_X270.pdf.

⁴⁰ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

New World High School

Admissions Data

Current Admissions	Citywide High School Admissions Process – Screened Admissions Method for ELL students
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Enrollment Data

	Total High School Enrollment
2011-12 (unaudited)	409
2012-13 (proj.)	415 - 455
2013-14 (proj.)	430 - 470
2014-15 (proj.)	430 - 470

Demographic Data

Percentage of Students Receiving ICT or SC Services ⁴¹	0%
Percentage of Students with Individualized Education Plans ⁴²	2%
Percentage of English Language Learner Students ⁴³	80%
Percentage of Students Eligible for Free or Reduced Lunch ⁴⁴	83%

School Performance Data

11X513 New World High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	B
Quality Review Score			

⁴¹ Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register

⁴² Students with Individualized Education Plan as percentage of total students from the 2011 unaudited register

⁴³ English Language Learner students as percentage of total students from the 2011 unaudited register

⁴⁴ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	95%	84%	84%
4 Year Graduation Rate	81%	82%	55%
6 Year Graduation Rate	-	89%	86%
% Graduating with a Regents Diploma	51%	60%	47%
Attendance Rate	93%	93%	92%
2010-2011 State Accountability Status⁴⁵		In Good Standing	

The Bronxwood Preparatory Academy

Admissions Data

Current Admissions	Citywide High School Admissions Process – Limited Unscreened Admissions Method
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Enrollment Data

	Total High School Enrollment
2011-12 (unaudited)	371
2012-13 (proj.)	375 - 415
2013-14 (proj.)	390 - 430
2014-15 (proj.)	410 - 450

Demographic Data

Percentage of Students Receiving ICT or SC Services ⁴⁶	16%
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⁴⁵ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

⁴⁶ Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register

Percentage of Students with Individualized Education Plans ⁴⁷	22%
Percentage of English Language Learner Students ⁴⁸	7%
Percentage of Students Eligible for Free or Reduced Lunch ⁴⁹	75%

School Performance Data

11X514 The Bronxwood Preparatory Academy	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	B	C
Quality Review Score ⁵⁰		P	
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	77%	73%	71%
4 Year Graduation Rate	60%	57%	46%
6 Year Graduation Rate	-	89%	73%
% Graduating with a Regents Diploma	10%	18%	16%
Attendance Rate	83%	87%	87%
2010-2011 State Accountability Status⁵¹			
Improvement (year 1) Comprehensive			

75X754

Admissions Data

Current Admissions	D75 Placement Process
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Enrollment Data

⁴⁷ Students with Individualized Education Plan as percentage of total students from the 2011 unaudited register

⁴⁸ English Language Learner students as percentage of total students from the 2011 unaudited register

⁴⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

⁵⁰ Per the Quality Review, WD= Well Developed, P = Proficient, UPF = Underdeveloped with Proficient Features, UD = Underdeveloped; ASE's quality review can be found here: http://schools.nyc.gov/OA/SchoolReports/2009-10/Quality_Review_2010_X514.pdf.

⁵¹ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

	Total High School Enrollment [x]
2011-12 (unaudited)	93
2012-13 (proj.)	86 - 96
2013-14 (proj.)	86 - 96
2014-15 (proj.)	86 - 96
2015-16 (proj.)	86 - 96

Demographic Data

Percentage of Students Receiving ICT or SC Services ⁵²	100%
Percentage of Students with Individualized Education Plans ⁵³	100%
Percentage of English Language Learner Students ⁵⁴	33%
Percentage of Students Eligible for Free or Reduced Lunch ⁵⁵	79%

School Performance Data

75X754	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade ⁵⁶	-	-	-
Quality Review Score	-	-	-
Key Components of Performance and Progress⁵⁷			
% 10+ Credit Accumulation in Year 1	-	-	-
4 Year Graduation Rate	-	-	-
6 Year Graduation Rate	-	-	-

⁵² Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register. These percentages are not site specific and represent program 75X754 as a whole.

⁵³ Students with Individualized Education Plan as percentage of total students from the 2011 unaudited register. These percentages are not site specific and represent program 75X754 as a whole.

⁵⁴ English Language Learner students as percentage of total students from the 2011 unaudited register. These percentages are not site specific and represent program 75X754 as a whole.

⁵⁵ Percentage of Students Eligible for Free or Reduced Lunch from the 2011 unaudited register. These percentages are not site specific and represent program 75X754 as a whole.

⁵⁶ 75X754 has not yet received any progress report scores.

⁵⁷ Credit accumulation and graduation rates are currently unavailable.

% Graduating with a Regents Diploma	-	-	-
Attendance Rate	68.46%	66.26%	65.73%
2010-2011 State Accountability Status⁵⁸			
N/A			

V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the ASE middle school roster, as the truncation is implemented, the school is expected to receive \$4,412.45 less in base per pupil funding annually. These estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are 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 truncation, the total number of students enrolled at ASE as a whole will decline each year over the next three years, meaning that the school will need fewer teachers and fewer supplies in the middle school grades 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; once there are no students in the ASE middle school, the DOE will repurpose all remaining funds previously allocated to the school. This is how funding is distributed 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, however, if teachers and other school staff, are no longer needed at the school due to declining enrollments, or are unsuccessful in finding other employment opportunities in the DOE 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 to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE’s overall operating budget.

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

A. Personnel Needs

As the truncation proceeds and ASE’s enrollment declines, teachers, administrative, and non-pedagogical staff at ASE would be excessed over the course of the truncation.⁵⁹ 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.

⁵⁸ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

⁵⁹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (“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 in the capacity of a substitute teacher 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 middle school students who would otherwise have enrolled in ASE will enroll in other existing and new schools in District 11, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools Citywide. Consequently, the changes made by the DOE this year 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 hire 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 organizations in the building.

B. Cost of Instruction

As a result of the truncation, the total number of students enrolled at ASE 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 \$2,043.69 per middle school and high school school pupils for each ELL they enrolled. As with all other schools Citywide, ASE 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. ASE 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 ASE is truncated, 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 organizations in the building.

C. Administration

All school supervisor and/or administrator positions assigned to ASE's middle school would eventually be excessed when the school is closed. Some positions will likely be excessed as the middle school grades are gradually truncated, as administrative needs will 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 organizations in the building.

D. Transportation

There will be no change to existing transportation practices at ASE throughout its truncation. 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

Building⁶⁰		X362
Type of Building		Secondary School
Year Built		2008
Overall BCAS rating		1.30
2010-2011 Target Building Utilization		88%
2010-2011 Target Building Capacity		1622
FY 2011 Maintenance Costs	Labor	\$0
	Materials	\$0
	Maintenance and repair contracts	\$0
	Service contracts	\$0
	Custodial operations costs—Materials	NA
	Custodial operations costs—Custodial Allocation	\$300,467
FY 2011 Energy Costs	Electric	\$181,780
	Gas	\$120,465
	Oil	\$0

⁶⁰ Custodial operations managed by a private contractor. Materials and fringe benefits are therefore included in base custodial costs.

Projects completed during the current or prior school year		N/A
Projects proposed in the capital plan		No projects identified
Accessibility of the building		Fully programmatically accessible
Building attributes		Art rooms, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Nurse's office and Science Labs (CRs)