

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of Academy of Business and Community Development (13K336) at the End of the 2011-2012 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close Academy of Business and Community Development (13K336, “ABCD”), an existing school serving students in grades six through twelve in building K258 (“K258”), located at 141 Macon Street, Brooklyn, NY 11216, in Community School District 13, because of its low performance and its inability to turn around quickly to better support student needs. ABCD is a single-gender school, serving only male students, which admits students through the borough-wide Middle School Choice Process and the Citywide High School Admissions Process. If this proposal is approved, ABCD will close at the end of the 2011-2012 school year. Current sixth and seventh grade students, and current eighth grade students who do not meet promotional standards at the end of the school year, will be offered seats at other District 13 middle schools or at middle school in their resident districts. Current eighth grade students who meet promotional standards at the end of the school year, and all first time ninth grade students, will be supported through the Citywide High School Admissions Process to select a new high school. Current tenth and eleventh grade students, and current ninth and twelfth grade students who do not meet promotional standards at the end of the school year, will be offered seats at other Citywide high schools. Current twelfth grade students who meet promotional standards at the end of the school year will graduate in June 2011.

ABCD is currently co-located in building K258 with a public charter school and an Alternative Learning Center (“ALC”). A “co-location” means that two or more school organizations are located in the same building and may share large, common spaces like the auditoriums, gymnasiums and cafeterias. The public charter school permanently housed in K258 is Leadership Preparatory Bedford Stuyvesant Charter School (84K517, “Leadership Prep Bed Stuy”), which currently serves students in kindergarten through sixth grade, and is phasing-in to eventually serve students in kindergarten through eighth grade in 2013-2014. Leadership Prep Bed Stuy is operated by a charter management organization (“CMO”) called Uncommon Schools (“Uncommon”). Uncommon currently manages a total of eleven charter schools in New York City, all of which are located in Brooklyn. The ALC housed in K258 (88K983) is a suspension center serving students in sixth through eighth grade. The DOE does not anticipate that the proposed closure of ABCD will impact the instructional programming, admissions processes, extracurricular programming, or community partnerships at either Leadership Prep Bed Stuy or the ALC.

At this time, there are no plans to co-locate any other organizations in K258. The DOE will continue to assess seat capacity and the needs in District 13 and across the borough to determine the most optimal use of the space that will be vacated by the proposed closure of ABCD. Proposals for significant changes in building utilization will follow the process outlined in Chancellor’s Regulation A-190.

There is sufficient capacity in middle schools and high schools throughout the district, borough, and city, to provide middle and high school students currently attending ABCD with seats at other schools for 2012-2013. Additionally, many public charter schools located in District 13 and across Brooklyn give preference to students in the respective geographic districts, in which they are located, providing another option for students to enroll in middle and high school through the charter lottery application process. If this proposal is approved, the Office of Student Enrollment will inform parents of current sixth, seventh, ninth, tenth, and eleventh grade students about middle and high school transfer options in Spring 2012.

Background on the DOE's Decision-Making Process

Schools are identified for possible closure 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, including the possibility of closure.¹ 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.²

A school’s Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criteria leads to a closure 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, as well as gathers community feedback.

For its middle school grades, ABCD earned an overall D grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, ABCD’s middle school earned an overall D grade, and on the 2008-2009 Progress Report, it earned an overall B grade.³

ABCD’s high school has yet to have a graduating class, and therefore has not yet received an Overall Progress Report grade. ABCD received a Developing rating on its 2010-2011 Quality Review, the second to lowest possible rating.⁴

The DOE is proposing that ABCD be closed at the end of this school year, rather than phased-out, because the school currently serves very few students and, therefore, a phase-out would leave the school with too few students and insufficient funding to function and thrive. Currently, ABCD’s middle school serves only 45 sixth grade students, 35 seventh grade students, and 39 eighth grade students. In high school, ABCD is only serving 39 ninth grade students, 22 tenth grade students, 29 eleventh grade students, and 16 twelfth grade students. In addition, such low student enrollment is evidence that the school is not in demand by the community.

The DOE initiated a comprehensive review of ABCD with the goal of determining what intensive supports and interventions would best benefit the ABCD community. In addition to closure, the DOE considered truncating either the middle school or high school grades. However, after completing the review, the DOE believes that only the most serious intervention, the closure of ABCD, will best serve students and the community.

¹ Elementary 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.

² For more information about Quality Reviews, please visit the DOE’s website at: <http://schools.nyc.gov/Accountability/tools/review>.

³ 97% of elementary/middle schools Citywide received an A or B on the 2008-09 Progress Report. This school’s 2008-09 Progress Report overall score was in the bottom 10 percent Citywide.

⁴ Quality Review is based upon ABCD’s entire grade span; there are not separate Quality Review for middle school and high school.

Performance and School Environment for Middle School Grades at ABCD

ABCD 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 majority of ABCD's middle school students remain below grade level in English and Math. In 2010-2011, only 19% of students were performing on grade level in English, putting the school in the bottom third of middle schools Citywide in terms of English proficiency. Only 26% of students were performing on grade level in Math, putting the school in the bottom 13% of middle schools Citywide in terms of Math proficiency.
- Low middle school student performance at ABCD has been a persistent trend. In 2008-2009, 48% of ABCD's middle school students were performing on grade level in English, putting the school in the bottom 19% of middle schools Citywide in terms of English proficiency. Only 59% of ABCD's middle school students were performing on grade level in Math, putting the school in the bottom 15% of middle schools in Citywide in terms of Math proficiency. In 2009-2010, only 20% of students were performing on grade level in English, placing the school in the bottom 28% of middle schools Citywide in terms of English proficiency, and only 25% of students were on grade level in Math, placing ABCD in the bottom 20% of middle schools in Citywide in terms of Math proficiency.
- In 2010-2011, ABCD was not adequately helping middle school students to make progress as demonstrated by the fact that ABCD was in the bottom 5% of middle schools Citywide in terms of learning growth in Math and the bottom 27% in terms of learning growth in English. Learning growth measures annual student growth on State English Language Arts ("ELA") and Math tests relative to similar students. Thus, if these results persist, ABCD students will fall further behind their peers in other schools.
- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, underdeveloped) to measure how well a school is organized to support student achievement.⁵ ABCD 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. Quality Reviews evaluate how well schools are organized to support student learning.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 36% of teacher respondents agreed that discipline and order were maintained at ABCD, placing the school in the bottom 11% of middle schools Citywide. Additionally, only 80% of parent respondents agreed that they felt their child was safe at ABCD, placing ABCD in the bottom 7% of middle schools Citywide.
- The school's attendance rate is one of the lowest among middle schools Citywide. The 2010-2011 middle school attendance rate was 86% compared to the Citywide middle school average of 93%, putting ABCD in the bottom 2% of middle schools Citywide in terms of attendance.
- In addition, demand for seats at ABCD is very low. District 13 middle schools admit students through the Middle School Choice process. During the 2010-2011 school year, out of 1,114 total applicants, only 323 students, or 29%, who applied to ABCD ranked it as one of their top three choices and only 60 students, or 5%, ranked ABCD as their first choice.⁶
- Enrollment in the incoming sixth grade classes at ABCD has steadily declined. In the 2006-2007 school year, ABCD served 70 sixth grade students. In 2011-2012 there were only 45 sixth grade students enrolled at the school, representing a 36% decrease in the sixth grade enrollment over the years.⁷

⁵ <http://schools.nyc.gov/NR/ronlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricheader.pdf>

⁶ 2010-2011 Fifth grade applicants applying to middle school for the 2011-2012 school year.

⁷ 2006-2007 Audited Register and 2011-2012 unaudited register as of October 31, 2011.

The chart below summarizes key performance data for the middle school grades at ABCD over the past three years:

Academy for Business and Community Development (Grades 6-8)	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	D	D
Progress Report Progress Grade	C	D	D
Progress Report Performance Grade	A	D	D
Progress Report Environment Grade	C	F	F
Quality Review Score ⁸	N/A ⁹	P ¹⁰	D
Performance Data¹¹			
English Language Arts % Proficient (Levels 3 and 4)	49%	20%	19%
Math % Proficient (Levels 3 and 4)	59%	25%	26%
Other Key Performance Indicators			
Attendance Rate	91%	87%	86%
2010-2011 State Accountability Status¹²	In Good Standing		

Performance and School Environment for High School Grades at ABCD

- There is a very low demand for high school seats at ABCD. Although this marks the first year that ABCD serves all four grades of high school, there are currently 39 students currently enrolled in ninth grade, and only 16 students enrolled in twelfth grade.
- ABCD has an 80% attrition rate for students transitioning from middle to high school. Of the 44 students who were enrolled in eighth grade during the 2010-2011 school year, only 9 students, approximately 20%, chose to remain at ABCD for ninth grade in 2011-2012. This indicates that the school is not providing a continuous educational option for students across grades 6-12.
- There is low demand for high school seats at ABCD. In 2010-2011, 115 students applied to ABCD for 75 seats in this year's ninth grade class. This means that ABCD had a ratio of 1.5 applicants per seat, whereas the citywide average was 8.5 applicants per seat. Additionally, only 18 students, or 16%, ranked ABCD as their first choice high school.
- While ABCD's high school has yet to receive an overall Progress Report grade, since this is the first year the school has served twelfth grade students, current high school students are struggling with their performance on the Regents exams. For the 2010-2011 school year, ABCD ranked in the bottom 1% of all high schools Citywide in terms of student performance on the Regents exams in Math.

⁸ http://schools.nyc.gov/OA/SchoolReports/2010-11/Quality_Review_2011_K336.pdf

⁹ Not every school receives a Quality Review score yearly.

¹⁰ Per the Quality Review, WD = Well Developed, P = Proficient, D=Developing, U = Under Developed.

¹¹ In 2010, the SED adjusted the "cut scores" on annual mathematics 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.

¹² <http://www.p12.nysed.gov/irs/accountability/>.

Additionally, ABCD fell in the bottom 5% of all high schools Citywide in terms of student performance on the Regents exams in Science.

- The school's attendance rate is one of the lowest among high schools Citywide. The high school's 2010-2011 attendance rate was 77%, putting ABCD in the bottom 6% of all high schools Citywide in terms of attendance.

All of these concerns suggest that the school is ill-equipped to turn around quickly to better support students.

High school Progress Report grades are based in part on student performance data, which include four and six year graduation rates.¹³ Since ABCD has yet to graduate a twelfth grade class, no performance data is available. The chart below summarizes key performance data for the high school grades at ABCD over the past three years.

Academy of Business and Community Development (Grades 9-12)	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A ¹⁴	N/A	N/A
Progress Report Performance Grade	N/A	N/A	N/A
Progress Report Progress Grade	N/A	N/A	N/A
Progress Report Environment Grade	N/A	N/A	N/A
Quality Review Score	N/A ¹⁵	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1 ¹⁶	4%	48%	80%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	79%	76%	77%
2010-2011 State Accountability Status¹⁷	In Good Standing		

Overview of Past Strategic Improvement Efforts at ABCD

Staff members have worked hard to improve ABCD, 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 to numerous supports including:

¹³ High Schools that have graduation rates that are higher than the Citywide 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.

¹⁴ ABCD has not yet had a graduating class. For this reason, there is no available performance and progress data or graduation data.

¹⁵ Not all schools receive a Quality Review each year.

¹⁶ To qualify as earning ten or more credits, a student must earn at least six credits total in these subject areas: Math, Science, English, and Social Studies. In addition, the student must have at least some credit (greater than zero) in each of at least three of the four subjects. Both elective and core courses count toward this requirement.

¹⁷ <http://www.p12.nysed.gov/irs/accountability/>.

Leadership Support:

- 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 of leadership on implementing of plans in support of Citywide instructional initiatives.
- Supporting leadership and staff in generating meaningful strategies for improving the quality of classroom visitations and instructional feedback, as a way to raise teacher practice and improve student outcomes.

Instructional Support:

- Supporting and training teachers in classroom engagement strategies as a way to deepen instructional expectations, student interest, and classroom rigor.
- Supporting the school in assessment design, curriculum mapping, and student feedback as tools aimed at meeting the necessary standards and expected student outcomes.
- Training for staff on successful ways to assess student progress through rigorous tasks and ways to use the information to inform and improve teacher practice.

Operational Support:

- Advising school staff on budgeting, human resources, teacher recruitment, and building management.
- Supporting school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.
- Supporting school staff in Special Education compliance issues, including timely writing of Individualized Education Plans, alternative assessments and other supports and strategies for improving instruction and plans for students with disabilities.

Student Support:

- Training 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.
- Facilitating comprehensive supports to review disciplinary and procedural protocols targeted at improving the school learning environment and impacting student outcomes.
- Working with community based organizations (“CBOs”) in order to provide enrichment and recreational activities for students, including PSAL and the NYU Liberty Partnership Program.

Given ABCD’s lack of success, despite the availability of these supports, it is apparent that ABCD 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 ABCD community regarding strategies to better support students and improve outcomes at the school. The DOE held a meeting with the Parent Teacher Association and the School Leadership Team on November 7, 2011, to discuss possible outcomes for ABCD due to its continued poor performance. The meeting was attended by approximately 50 people. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public:

(<http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=52>).

While many members of the ABCD community objected to the possibility of closing the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles and the very low demand for seats at the school. The DOE will incorporate community feedback as it continues to support current ABCD students throughout the closure process, and should it develop plans to replace ABCD with other schools that better meet student and community needs in the future.

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 (the "Blue Book"), K258 has the capacity to serve 1,144 students. K258 is a fully accessible building for students with physical disabilities. In 2010-2011, the building served only 680 students,¹⁸ yielding a utilization rate of just 59%.¹⁹ In 2011-2012, the building is serving only 721 students,²⁰ yielding a utilization rate of 63%.²¹

Over the next three years, the proposed grade spans for the schools in the building are as follows:

DBN	School Name	2011-2012	2012-2013	2013-2014
13K336	ABCD	06-12	-	-
84K517	Leadership Prep Bed Stuy	K-06	K-07	K-08
88K983	ALC	06-08	06-08	06-08

The table below demonstrates enrollment across all existing organizations:

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment

¹⁸ 2010-2011 audited register.

¹⁹ 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.

²⁰ 2011-2012 unaudited register as of October 31, 2011.

²¹ 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.

ABCD	220	225	-	-
Leadership Prep Bed Stuy	400	449	491 - 628	552-706
ALC	60	47	40 - 80	40-80
Total Building Enrollment	680	721	531 - 708	592-786
Utilization	59%	63%	46% - 62%	52%-69%

In 2012-2013, after ABCD has closed, there would be approximately 531-708 students served in K258, yielding an estimated building utilization rate of approximately 46%-62%. At this time, there are no plans to co-locate any additional organizations in K258 after ABCD's closure. The DOE will continue to assess seat capacity and the needs of District 13 students and families, as well as borough-wide capacity and needs, to determine the most optimal use of the space that would be vacated by the proposed closure of ABCD.

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 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

If this proposal is approved, ABCD would no longer enroll any students after the close of the 2011-2012 school year. All current twelfth grade students will have the opportunity to graduate from ABCD if they continue to earn credits on schedule.

During the remainder of the school year, the DOE will build on our past efforts to help the school and ABCD students by:

- 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.

Impact on Current Middle School Students at ABCD

Current sixth grade and seventh grade students will be offered seats in District 13 middle schools and middle schools in the students' resident districts. If this proposal is approved, parents of current sixth and seventh grade students will be informed about middle school transfer options in Spring 2012 by the Office of Student Enrollment. Students must meet the admissions requirements for the school where they will be placed. Students may also apply to public charter schools in District 13 and Citywide. Charter schools admit students by lottery, which is typically conducted in early April. The Office of Student Enrollment will inform students about the public charter schools that offer admission at the student's grade level and whether any of these schools provide preference for students residing in District 13, however students must apply to the charter school directly for admission.

Impact on Current Ninth Grade Students at ABCD

In New York City, the high school admissions process is a citywide choice process. (Please see "Admissions Impact for Future High School Students—High School Admissions Process" below for more detailed information). The High School Admissions Process permits an applicant to list up to 12 high school programs in order of preference on his or her application. High school admissions applications were due December 2, 2011. Students who are in ninth grade for the first time can participate in the High School Admissions Process and can apply to attend a different high school for tenth grade. Current ninth-grade students at ABCD who are interested in attending a different school for tenth grade may have already taken part in this process by submitting an application on or before December 2, 2011. If this proposal is approved in February 2012, there would be another opportunity for current first-time ninth-grade students at ABCD, and students at other schools who have applied to ABCD, to submit a new list of 12 schools in Round Two of the High School Admissions Process. Those interested in applying to attend a different school as a tenth grader in September 2012 should meet with a guidance counselor.

In March, students will be able to participate in Round Two of the High School Admissions process. Students would submit a Round Two application and would be able to rank schools that have available seats for tenth grade. Students may receive a match as part of Round Two in April. If a student submitted an application as part of Round One of the High School Admissions process, a match received in Round Two will nullify the Round One match.

If the proposed closure of ABCD is approved, current repeat ninth grade students would continue to be served at ABCD until the school is closed at the end of the 2011-2012 school year. If this proposal is approved, the Office of Student Enrollment will inform parents of any current repeat ninth grade student who do not meet promotional standards by the close of the 2011-2012 school year about middle and high school transfer options in Spring 2012.

The DOE urges all current ninth grade students to meet with a guidance counselor regarding applying to a different school for the 2012-2013 school year.

Impact on Current Tenth, Eleventh, and Twelfth Grade Students at ABCD

Current twelfth grade students who are on track to graduate will complete high school at ABCD, provided they continue to earn credits on schedule.

Current tenth and eleventh grade students, and twelfth grade students who are not on track to graduate, should meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the DOE's Transfer High Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get back on track toward graduation.

The DOE will arrange a new high school placement for all tenth and eleventh grade students, as well as all twelfth grade students who have not accumulated sufficient credits or who have not passed the minimum number of Regents exams to graduate by June 2012.

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

With respect to academics, ABCD will continue offering all necessary classes to support current students as they work to meet promotional requirements. As appropriate, the DOE will work with ABCD to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools, online coursework, or in partnership with higher education institutions in the City.

If this proposal is approved, ABCD will continue offering student athletics and other extracurricular programs options until the school is closed at the conclusion of the 2011-2012 school year. ABCD currently offers Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). It also has a English as a Second Language ("ESL") program for English Language Learner ("ELL") students. The existing ICT and SC special education classes and SETSS would continue to be provided as ABCD closes, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Current students at ABCD who receive ELL services will continue to receive ELL services as the school closes.

According to the Middle School Directory,²² ABCD currently offers its middle school students the following special programs and initiatives, extracurricular activities, and partnerships:

Academic: Business Education & Technology, Community Development (Character Education, Leadership Skills & Community Service), the Arts at New York University ("NYU")

Clubs: Arcade Club, Art Cub, Chess Club, International Club, Urban Advantage Science Club, Fitness Club

Athletics: Basketball, Track and Field

Partnerships: Black Men Who Care, Inc., St. Mary's Community Service, Athletes for Charity, Urban Advantage

ABCD would continue offering these options for the remainder of the school year. As the school closes, the DOE will work with ABCD staff to enhance existing partnerships or to develop new partnerships if specific, new student needs emerge during the closure period. The DOE will work with other school

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

organizations in the building and other school organizations across the borough, to foster opportunities for them to work with the CBOs that have supported ABCD students in the past.

According to the Middle School Directory, there is not another middle school in District 13 that offers a program focused in business and community development. However, there are other borough-wide choice middle schools that offer a similar program of study, including but not limited to: Lyons Community School (14K856), which offers weekly academic field trips that are similar to ABCD's Career Exploration Outings, and J.H.S. 383 Philippa Schuyler (32K383), a middle school which offers a partnership with NYU, similar to ABCD. In addition, Eagle Academy for Young Men II (23K644, "Eagle Academy") is a limited unscreened middle school that is also a single-gender school, serving only males, that is open to all male students in Brooklyn.

Other District 13 middle schools currently offer or have partnerships with similar sports or fitness organizations, such as the YMCA, Creative Outlet Dance Theater Brooklyn, and the New York Junior Tennis League. Other District 13 middle schools also have community partnerships offering a range of literacy, music, and educational technology programs, such as Joyce Theater Company, American Museum of Natural History, Marquis Studios, Urban Word, MOUSE Squad, Brooklyn Museum, Brooklyn-Queens Conservatory of Music, and the Mark Morris Dance Theater Company. Other partnerships promoting college awareness and readiness currently offered in District 13 middle schools include: PACE University, Duke University, CUNY, Medgar Evars College, Long Island University, New York University, and Polytechnic University. Therefore, residents of District 13 will continue to have access to partnerships like those currently offered at ABCD at other District 13 middle schools.²³

According to the High School Directory,²⁴ ABCD currently offers its high school students the following academic programs and extracurricular activities and partnerships: Adult-to-Student Mentoring and Student-to-Student Mentoring; Academic Enrichment in Math, Science, and Social Studies; and New York University Liberty Partnerships Fine Arts and Drama Club. ABCD also offers the following clubs: Arcade, Chess, Drama, Study Hall, and Community Service. ABCD currently offers a basketball program.²⁵ Current ABCD students will continue to have the opportunity to participate in these programs, initiatives, partnerships, clubs, sports, and extracurricular activities as the school closes, though the specific programs offered may change; this is true for any City student, as all schools modify offerings based on student demand and available resources.

Eagle Academy, which is similar to ABCD in that it is a single-gender school serving only males, also offers high school grades. Eagle Academy currently serves male students in grades six through ten, and is phasing-in to eventually serve male students in grades six through twelve.

Impact on Current and Future Students at Leadership Prep Bed Stuy and the ALC in K258

The DOE does not anticipate that the proposed closure of ABCD will impact admissions, current or future student enrollment, instructional programming, or extracurricular program offerings at either Leadership Prep Bed Stuy or the ALC program housed in K258.

Leadership Prep Bed Stuy is an existing public charter school that currently serves 449 students in kindergarten through sixth grade. The school is still phasing in and will grow to full scale to serve kindergarten through eighth grade in 2013-2014.

²³See the Middle School Directory: <http://schools.nyc.gov/NR/ronlyres/65D6799F-6A2E-4510-816D-00145B9FF446/111826/District13MSD1.pdf>

²⁴<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

²⁵ Athletic and extracurricular offerings reflect those listed for ABCD in the 2011-2012 Directory of High Schools. PSAL is the Public School Athletic League.

If this proposal is approved, Leadership Prep Bed Stuy will continue offering student athletics and other extracurricular programs. In addition, Leadership Prep Bed Stuy will continue to offer an ESL program for its ELL students. The existing programs for ELL students would continue to be provided as ABCD closes, and students with disabilities will continue to receive mandated services in accordance with their IEPs.

Leadership Prep Bed Stuy currently offers the following extracurricular activities: Music, Drama, Dance, and Fitness. Leadership Prep Bed Stuy will continue to offer extracurricular programs in the future based on student interests, available resources, and staff support for those programs.

The ALC located within K258 serves as a suspension center for middle school students, providing an educational setting for students who are on a Superintendent's suspension of up to 90 days. ALCs provide a safe and high quality instructional program to students who have received a superintendent's suspension. This is a personalized and differentiated educational program that includes social and emotional development to prepare students for their return to their home schools. Each borough has a principal that oversees five to seven of these suspension centers. Each site has a site supervisor, four core content area teachers, one special education teacher, one counselor, one paraprofessional, and one school aide. ALCs typically enroll 40-80 students and, at the time of this posting, the ALC at K258 serves approximately 47 students.

Admissions Impact for Future Middle School Students - Middle School Choice Process

As stated above, ABCD is a single-gender, all-male school geographically located in District 13. It is a borough-wide middle school and does not provide a priority preference for District 13 residents. ABCD admits sixth grade students through the Middle School Choice process, where fifth grade students rank order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. If this proposal is approved and ABCD is closed, students will continue to have access to a broad range of middle school options through the Middle School Choice process, as outlined in the tables at the end of this section.

Middle school admissions applications were due on December 16, 2011. If this proposal is approved by the PEP, the school will be removed from the matching process for the 2011-2012 District 13 middle school choice application process, and no current fifth grade students would be matched to ABCD for the 2012-2013 school year. For example, if a current fifth grade student has submitted his or her application and selected ABCD as a third choice school, the matching process will automatically skip to the fourth choice school. 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 13, where there is middle school choice, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>. In District 13 Middle School Choice, students rank their preferences from among District 13 choice middle schools. These options include:

- choice middle schools with a screened application process (entrance is based on criteria designated by the school);
- choice middle schools with an unscreened or limited-unscreened application processes (unscreened schools do not apply any criteria for admission; limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session).

As previously stated, ABCD is currently the only all boys secondary school in District 13. Eagle Academy, located in District 23, is another existing borough-wide middle school open to only male students. In addition, screened and audition middle schools exist 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, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Thus, students who are ELL students are placed according to the same placement criteria as their English-speaking peers.

The table below outlines District 13, borough-wide, and Citywide middle schools' performance, the percentage of special education students, the percentage of ELL students, the admissions process, target utilization rate, and site accessibility.²⁶ Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.²⁷

DBN	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	Building Utilization	2010-2011 EMS Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
DISTRICT Choice											
13K103	Satellite Three ²⁸	K056	170 GATES AVENUE	06-08	06-08	67%	D	11%	8%	Screened	Not functionally accessible
13K113	M.S. 113 Ronald Edmonds Learning Center	K113	300 ADELPHI STREET	06-08	06-08	70%	D	11%	3%	Screened	Fully Programmatically accessible
13K265	Dr. Susan S. McKinney Secondary School of the Arts	K265	101 PARK AVENUE	06-12	06-12	48%	B	14%	5%	Screened	Not functionally accessible
13K266	M.S. K266 - Park Place Community Middle School	K902	62 PARK PLACE	06-08	06-08	N/A	C	13%	3%	Screened	Not functionally accessible
13K282	P.S. 282 Park Slope	K282	180 6 AVENUE	0K-08	0K-08	109%	C	3%	1%	Limited Unscreened	Not functionally accessible

²⁶ Target utilization rates are from the 2010-2011 Blue Book.

²⁷ <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

²⁸ In a separate EIS, the DOE has proposed to phase-out Satellite Three beginning in the 2012-2013 school year.

13K301	Satellite East Middle School	K305	344 MONROE STREET	06-08	06-08	74%	B	10%	5%	Screened	Not functionally accessible
13K313	Satellite West Middle School	K307	209 YORK STREET	06-08	06-08	54%	A	20%	6%	Screened	Not functionally accessible
13K492	Urban Assembly Academy of Arts and Letters	K020	225 ADELPHI STREET	0K-01,06-08	0K-08	69%	B	8%	1%	Screened	Not functionally accessible
13K571	M.S. 571 ²⁹	K009	80 UNDERHILL AVENUE	07-08	Closed	64%	N/A	20%	11%	Screened	Partially Programmatically accessible
13K596	Knowledge and Power Preparatory Academy VII Middle School ³⁰	K117	300 WILLOUGHBY AVENUE	06-08	06-08	70%	F	13%	10%	Limited Unscreened	Not functionally accessible
13K691	FORT GREENE PREPARATORY ACADEMY	K046	100 CLERMONT AVENUE	06-07	06-08	75%	N/A	18%	4%	Screened	Not functionally accessible
BOROUGH-WIDE Choice											
13K527	Urban Assembly Institute of Math and Science for Young Women	K313	283 ADAMS STREET	06-11	06-12	100%	B	13%	1%	Screened	Not functionally accessible
13K592	Khalil Gibran International Academy ³¹	K287	50 NAVY STREET	07-08	09-12	55%	N/A	9%	21%	Screened	Not functionally accessible
14K614	Young Women's Leadership School of Brooklyn	K049	223 GRAHAM AVENUE	06-09	06-12	65%	A	10%	3%	Limited Unscreened	Not functionally accessible
17K543	Science, Technology and Research Early College High School at Erasmus	K465	911 FLATBUSH AVENUE	06-12	06-12	81%	B	2%	0%	Screened	Fully Programmatically accessible
17K590	Medgar Evers College Preparatory School	K590	1186 CARROLL STREET	06-12	06-12	114%	C	0%	0%	Screened	Fully Programmatically accessible

²⁹ M.S. 571 is in the process of being phased-out.

³⁰ In a separate EIS, the DOE has proposed to phase-out KAPPA VII beginning in the 2012-2013 school year.

³¹ Khalil Gibran International Academy will be re-sited to District 15 at the close of the 2011-2012 school year. They will also be phasing-in to serve high school grade levels only.

18K235	P.S. 235 Lenox School	K235	525 LENOX ROAD	0K-08	0K-08	88%	A	2%	1%	Screened	Partially Programmatically accessible
20K609	Urban Assembly School for Criminal Justice	K223	4200 16 AVENUE	06-10	06-12	66%	A	13%	15%	Unscreened	Not functionally accessible
22K555	Brooklyn College Academy	K555	2900 BEDFORD AVENUE	07-12	07-12	222%	A	0%	0.2%	Screened	Fully Programmatically accessible
23K493	Brooklyn Collegiate: A College Board School ³²	K055	2021 BERGEN STREET	06-12	06-12	65%	F	5%	2%	Screened	Fully Programmatically accessible
23K518	Kappa V	K275	985 ROCKAWAY AVENUE	06-08	06-08	70%	A	19%	2%	Screened	Not functionally accessible
23K522	Mott Hall IV	K271	1137 HERKIMER STREET	06-08	06-08	52%	F	5%	2%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 HERKIMER STREET	06-09	06-12	52%	B	16%	3%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	K175	226 BRISTOL STREET	06-12	06-12	89%	B	7%	2%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	05-08	05-08	77%	B	4%	1%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	0%	3%	Screened	Not functionally accessible

³² In a separate EIS, the DOE has proposed to phase-out the middle school grades of Brooklyn Collegiate beginning in the 2012-2013 school year.

03M334	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0.4%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	0%	1%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	2%	1%	Test Outcome	Not functionally accessible

In addition, District 13 students have several charter middle school options. The table below lists charter schools currently located in District 13 that serve middle school grades, admit students through a lottery application process, and provide a preference for District 13 students.³³ All students in District 13 will continue to have the opportunity to participate in these respective charter lotteries.

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ³⁴	Admissions Method
84K517	Leadership Prep Bed Stuy	K-6	K-8	449	Lottery
84K508 ³⁵	Achievement First Endeavor Charter School	K-1, 5-10	K-12	505	Lottery
84K702	Community Partnership Charter School	K-7	K-8	368	Lottery
84K780	Brooklyn East Collegiate Charter School	5-6	5-12	141	Lottery

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

Enrollment Impact for Future High School Students—High School Admissions Process

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:

Round One: 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. Regardless of academic progress, first-time ninth grade students who receive a match are entitled to it, and the receiving school is obligated to program appropriately. Should a ninth grade student not meet promotional standards at the close of the 2011-2012 school year, the DOE assumes that the receiving school to which that ninth grade student was matched will program appropriately.

³³ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools.

³⁴ Based on charter school headcount as of October 1, 2011.

³⁵ Achievement First Endeavor Charter school serves its high school grades at another site, located in District 17.

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

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

High school students with IEPs are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring them greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above. In accordance with DOE policy, ELL students are admitted to high schools in the same manner as their non-ELL peers.

Neither Leadership Prep Bed Stuy nor the ALC admit students as part of the High School Admissions Process.

High school admissions applications were due on December 2, 2011.

If this proposal is approved, and a student who has ranked an ABCD program on their application does not submit a new application in February, ABCD's high school program will be removed from the student's existing ranking list before the Round two match is executed. In this scenario, any schools ranked lower than the program offered at ABCD on the application would move up on the application. This may or may not impact the eventual match, as the student might have been matched to a school ranked higher than ABCD on the application. However, if the student would have been matched to ABCD, he or she would instead be matched to the next highest program listed on the application for which an opening is available.

Over-the-Counter Placements

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)³⁶; or
- Did not participate in the Middle School Choice Process or the Citywide High School Admissions Process for some other reason.

Admissions Impact for Middle School Students –Over-the-Counter Placement

When a middle school eligible student arrives for an OTC placement, his/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

³⁶ 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.

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.

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. 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. While the DOE cannot predict the exact number of students who will apply to a particular middle school through the Middle School Choices Process or the number of OTC arrivals, the following analysis uses the data from the 2011-2012 school year to approximate future needs.

The chart below provides an overview of how many sixth grade students arrived at ABCD through each admissions method:

	Middle School Choice Process	OTC	Holdovers
6th Grade	36	5	4

Additionally, ABCD admitted nine students in seventh and eighth grade through OTC placement:

	Over-the-Counter
7th Grade	4
8th Grade	5

During the 2011-2012 school year, 14 schools in District 13 accepted a total of 330 students in grades six through eight through the OTC placement process, reflecting an average of approximately 24 students per school. Once ABCD has been closed, no further OTC arrivals will be accommodated at ABCD. Since ABCD is a borough-wide choice middle school, OTC students would be accommodated at other middle schools in District 13, or across Brooklyn.

Admissions Impact for Future High School Students—Over-the-Counter Placement

When a high school student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address and which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs.

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

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

Screened programs (those that have academic criteria), which have a two year track record of not filling through the High School Admissions Process, are “de-screened” for OTC in order to increase the number

of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.³⁷ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographic of students it will need to serve as a result of a closure decision. ABCD has a total of 31 new ninth grade admits.³⁸ New ninth grade admits are made up of students who enter the school through two methods:

- High School Admissions process
- OTC placement

While the DOE cannot predict the exact number of students who will apply to a particular high school through the High School Admissions Process or the number of students who will arrive OTC, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many ninth students arrived at ABCD through each admissions method:

	High School Admissions Process	OTC
9th Grade	28	3

ABCD admitted 4 OTC students in tenth grade, as well.³⁹ Once ABCD has been closed, no further OTC arrivals will be accommodated at ABCD. Since ABCD admits students through the Citywide High School Admissions process, OTC students would be accommodated at other high schools in District 13, in Brooklyn, or across the City.

It is critical that the needs of all students, whether they arrive through the admissions process or the OTC process, are met.

B. Schools

ABCD currently enrolls 225 sixth through twelfth grade students. If this proposal is approved, ABCD will no longer serve any students after the 2011-2012 school year.

As stated earlier, there are no current plans to co-locate any additional school organizations in K258. In 2012-2013, once ABCD has closed, there will be approximately 531-708 students served in K258, yielding an estimated building utilization rate of approximately 46-62%. This means that K258 has more than adequate capacity to accommodate both the ALC and Leadership Prep Bed Stuy, even as the charter school continues to phase in to full scale. The estimated enrollment for all organizations is detailed in Section IV below.

³⁷ 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 students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

³⁸ 2011-2012 unaudited register as of October 31, 2011.

³⁹ ABCD admitted no OTC students in eleventh or twelfth grade during the 2011-2012 school year.

If this proposal to close ABCD is approved, there would continue to be sufficient space to serve Leadership Prep Bed Stuy and the ALC in building K258 pursuant to the Citywide Instructional Footprint (the “Footprint”). There is no expected impact on the ALC or Leadership Prep Bed Stuy as a result of this proposal. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

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 representative.

As in other situations where schools are co-located, the schools would continue 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 continue to 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 would also continue meet a minimum of four times a year and report back to the Building Council regarding the scheduling of shared spaces.

C. Community

ABCD 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 better options for families in the community. Under this proposal, K258 will remain open, and the DOE may propose to offer new educational options that better support the learning needs of students in the future.

Sixth Grade Seat Capacity

The DOE supports parent choice and strives to ensure that all families have access to high-quality middle schools that meet their children’s needs. While the DOE has no plans to open a new middle school to replace the middle school grades of ABCD at this time, District 13 middle schools have existing capacity to accommodate future sixth grade students.

- Excluding the seats currently available at ABCD, there are 1,613 total sixth grade seats in District 13 choice middle schools, 230 of which are charter school seats.
- Currently, there are 1,331 sixth grade students enrolled in District 13 middle schools.
- Therefore, even after excluding the seats that are offered at ABCD, there is still an excess in sixth grade seat capacity in District 13 middle schools and the proposal to close ABCD is not expected to yield a net deficit of sixth grade seats District 13.

Other than this proposal to close ABCD, the DOE is proposing to phase out and close two other middle schools in District 13: Knowledge and Power Preparatory Academy VII (13K596, “KAPPA VII”) and Satellite Three Middle School (13K103, “Satellite Three”).

The DOE is not proposing any direct replacements at ABCD at this time. The DOE will continue to assess seat capacity and needs in District 13 and across the borough to determine the most optimal use of the space that will be vacated if the proposals are approved. Any proposed changes in building utilization for these buildings will follow procedures outlined in Chancellor’s Regulation A-190.

In total, if the proposals to phase out KAPPA VII, ABCD, and Satellite Three are all approved, there will continue to be an excess in sixth grade seat capacity in District 13 middle schools:

- As stated above, in 2011-2012, there are only 1,331 sixth grade students enrolled in all District 13 middle schools.
- Excluding the seats currently available at KAPPA VII, ABCD, and Satellite Three, there are 1,391 total sixth grade seats in District 13 choice middle schools.⁴⁰ Therefore, even if all three of those schools are closed and not replaced, there is still an excess in seat capacity in District 13 middle schools.
- In a separate EIS posted in December 2011, the DOE has proposed to replace KAPPA VII with a new district middle school, I.S. 395 (13K395), in building K117, which will provide 85-95 new sixth grade seats in District 13. The details of that proposal are detailed in an EIS which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.
- In a separate EIS posted in December 2011, the DOE has proposed to replace Satellite Three with a new district middle school, M.S. 351 (13K351), in building K056, which will provide 85-95 new sixth grade seats in District 13. The details of that proposal are detailed in an EIS which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.
- Additionally, in a separate EIS posted in December 2011, the DOE proposed the co-location of the middle school grades of Community Roots Charter School (84K536) in building K287. If this proposal is approved, District 13 will increase its sixth grade seat capacity by approximately 50 sixth grade seats. The details of that proposal are detailed in an EIS which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Jan2012Proposals>.
- As of December, 2011, the DOE will also be moving forward with a proposal to implement a “grade expansion” of P.S. 8 Robert Fulton (13K008, “P.S. 8”) and co-locate it with George Westinghouse Career and Technical Education High School (13K605), City Polytechnic High School of Engineering, Architecture, and Technology (13K674), and a District 75 School (75K369@K580) in building K580 beginning in 2012-2013. The DOE projects that the proposed expansion of P.S. 8 would add 70-80 sixth grade seats to District 13 in 2012-2013.
- Therefore, if the proposals to open and co-locate I.S. 395 in K117 and I.S. 351 in K056, the proposal to co-locate CRCS’s middle school grades in K287, and the proposed grade expansion and co-location of P.S. 8 in K580 are approved, the DOE projects that there will be approximately 1,678 sixth grade seats District 13 in 2012-2013.

Seventh and Eighth Grade Seat Capacity

If the proposed closure of ABCD is approved, there would still be an excess of seventh and eighth grade seats across District 13 middle schools.

- Excluding the seats currently available at ABCD, there are a total of 3,593 seventh and eighth grade seats in District 13 middle schools, 150 of which are charter school seats.
- Currently, there are 2,406 seventh and eighth graders enrolled across District 13 middle schools.⁴¹ Therefore, even after excluding the seats that are offered at ABCD, there is still an excess in seventh and eighth grade seat capacity in District 13 middle schools.

High School Seat Capacity

While the DOE has no plans to open a new secondary school to replace ABCD at this time, Brooklyn high schools have existing capacity to accommodate future Brooklyn high school students.

⁴⁰ Including charter schools in District 13.

⁴¹ Including charter schools in District 13.

Even with the proposed closure of ABCD, there is excess of ninth grade seat capacity in the borough.

- Excluding the ninth grade seats currently available at ABCD, there are 27,614 total ninth grade seats in Brooklyn high schools, 834 of which are in Brooklyn charter schools serving high school grade levels.
- Currently, there are 24,933⁴² ninth grade students enrolled in Brooklyn high schools.⁴³
- Therefore, even after excluding the ninth grade seats that would have been offered at ABCD, there is still an excess in ninth grade seat capacity in Brooklyn high schools.

In addition, even with the proposed closure of ABCD, there is an excess of total high school seat capacity in the borough.

- Excluding the seats currently available at ABCD, there are 99,049 total high school seats in Brooklyn high schools, 2,138 of which are in Brooklyn charter schools serving high school grades.
- In 2011-2012, there were only 89,182⁴⁴ students enrolled in Brooklyn high schools.⁴⁵ In separate Educational Impact Statements posted in December 2011, the DOE proposed the phase out of International Arts Business School (17K544, “International Arts Business”), and the opening and co-location of a new high school (17K745) to replace the seats lost by the phase-out of International Arts Business School (17K544, “International Arts Business”). If that proposal is approved, 17K745 will serve 420-460 students in grades nine through twelve.
- Therefore, even after excluding the seats that would have been offered at ABCD and International Arts Business, and taking into account the planned opening of 17K745 there is still an excess in seat capacity in Brooklyn high schools.

In short, the proposal to close ABCD is not expected to yield a net deficit of ninth grade or overall high school seats in Brooklyn. There will continue to be an excess of ninth grade and overall high school seat capacity.

Information regarding the new schools that the DOE is proposing to open in 2012 will be provided in the winter for students who may be interested in applying to the schools as part of the Citywide High Schools Admissions Process. The details of this process were discussed earlier in this EIS. Detailed information about all City high schools is published annually in the City’s High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm> .

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K258. This proposal is not expected to impact the site accessibility (fully accessible) of K258.

⁴² 2011-2012 unaudited register as of October 31, 2011.

⁴³ This includes charter schools serving high school grades.

⁴⁴ 2011-2012 unaudited register as of October 31, 2011.

⁴⁵ This includes charter schools serving high school grades.

IV. Enrollment, Admissions and School Performance Information

ABCD

Admissions Data

Current Admissions	6-8: Middle School Choice Process 9-12: Limited Unscreened; Citywide High School Application Process
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Enrollment Data

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2011-12 (unaudited)	45	35	39	39	22	29	16	225
2012-13 (proj.)	-	-	-	-	-	-	-	-
2013-2014	-	-	-	-	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ⁴⁶	13%
Percentage of Students with IEPs ⁴⁷	25%
Percentage of ELL Students ⁴⁸	3%
Percentage of Students Eligible for Free or Reduced Lunch ⁴⁹	69%

School Performance Data

Academy of Business and Community Development (Grades 6-8)	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	D	D
Quality Review Score	N/A	P	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	49%	20%	19%
Math % Proficient (Levels 3 and 4)	59%	25%	26%

⁴⁶ Students receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

⁴⁷ Students with IEPs as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

⁴⁸ ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

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

Other Key Performance Indicators			
Attendance Rate	91%	87%	86%
2010-2011 State Accountability Status	In Good Standing		

Academy of Business and Community Development (Grades 9-12)	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	P	D
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	4%	48%	80%
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	79%	76%	77%
2010-2011 State Accountability Status	In Good Standing		

Leadership Prep Bed Stuy

Admissions Data

Current Admissions	Charter Lottery Process
Admissions after Closure of ABCD	Charter Lottery Process

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	67	83	86	80	53	48	32	-	-	449
2012-13 (proj.)	78-100	78-100	78-100	75-95	72-92	45-58	37-47	28-36	-	491-628
2013-14 (proj.)	78-100	78-100	78-100	75-95	72-92	45-58	37-47	28-36	27-35	552-706

Demographic Data

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	10%
Percentage of ELL Students	2%

Percentage of Students Eligible for Free or Reduced Lunch ⁵⁰	43%
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School Performance Data

Leadership Prep Bedford Stuyvesant Charter School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	B
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	49%	62%
Math % Proficient (Levels 3 and 4)	N/A	90%	89%
Other Key Performance Indicators			
Attendance Rate	N/A	95%	97%
2010-2011 State Accountability Status	In Good Standing		

ALC (88K983)

There is neither demographic nor performance data for ALCs.

V. Initial Costs and Savings

Once the closure is fully implemented, the DOE will cease to allocate funds to ABCD and will repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”).

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 ABCD would be excessed after the closure.⁵¹ All excessing will be conducted in accordance with existing labor contracts. For example, the current UFT contract requires 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 teachers 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

⁵⁰ Students eligible for free or reduced lunch as percentage of total students from the unaudited register as of October 31, 2011.

⁵¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

exceeded, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

There is no anticipated impact on the personnel needs of the ALC or Leadership Prep Bed Stuy.

B. Cost of Instruction

At the end of June 2011, ABCD would no longer be in operation as a school, and no funding would be allocated to this school for 2012-2013.

C. Administration

All school supervisor and/or administrator positions assigned to ABCD would be excessed when the school is closed. All excessing will take place in accordance with existing labor contracts.

D. Transportation

Transportation will no longer be provided at ABCD. Transportation will continue to be provided to the ALC and Leadership Prep Bed Stuy according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

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

Building		K258
Type of Building		Secondary School
Year Built		1955
Overall BCAS rating		2.61
2010-2011 Target Building Utilization		55%
2010-2011 Target Building Capacity		1,144
FY 2011 Maintenance Costs	Labor	\$13,091
	Materials	\$5,951
	Maintenance and repair contracts	\$45,607
	Service contracts	\$5,652
	Custodial operations costs— Materials	\$10,194
	Custodial operations costs— Custodial Allocation	\$308,750

FY2011 Energy Costs	Electric	\$146,887
	Gas	\$5,018
	Oil	\$122,035
Projects completed during the current or prior school year		IEH-PO18 rooms 301,302 & Leading
Projects proposed in the capital plan		N/A
Accessibility of the building		Fully Programmatically accessible
Building attributes		Art room, Auditorium, Cafeteria, Gymnasium, Library, Nurse's office, Science Laboratory