

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Truncation of Middle School Grades at Brooklyn Collegiate: A College Board School (23K493) 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 Brooklyn Collegiate: A College Board School (23K493, “Brooklyn Collegiate”), a secondary school in building K055 (“K055”), located at 2021 Bergen Street, Brooklyn NY 11233, in Community School District 23, because of the middle school grades’ low performance and inability to turn around quickly to better meet student needs. Brooklyn Collegiate currently serves students in sixth through twelfth grade and is a Brooklyn borough-wide choice school with a school-based application for entry into the middle school. Brooklyn Collegiate’s high school admits ninth grade students through the Citywide High School Admissions Process. If this truncation proposal is approved, Brooklyn Collegiate would no longer admit sixth grade students after the conclusion of the 2011-2012 school year. The middle school grades will then be phased out in each subsequent year until Brooklyn Collegiate only serves ninth through twelfth grade in 2014-2015. Current middle school students at Brooklyn Collegiate will continue to be served and supported by Brooklyn Collegiate as they progress toward completion of middle school. Any middle school students remaining who have not met promotional requirements by the end of the 2013-2014 school year would be provided with an alternate placement in a District 23 middle school, or a middle school in the district where the student resides. Current eighth grade students will be supported through the Citywide High School Admissions Process as they select a high school, and may apply to remain at Brooklyn Collegiate for high school.

Brooklyn Collegiate is currently “co-located” in K055 with Achievement First Brownsville Charter School (84K626, “Achievement First Brownsville”), a charter school currently serving students in kindergarten through fourth grade and phasing in to serve students in kindergarten through eighth grade in K055. Achievement First Brownsville will reach full scale in K055 in 2015-2016, as planned when the school was sited in May 2008.

At this time, there are no plans to co-locate any other organizations in K055. The DOE will continue to assess seat capacity and the needs in District 23 and across the borough to determine the most optimal use of the space that will be vacated by the proposed truncation of Brooklyn Collegiate. Proposals for significant changes in building utilization will follow the process outlined in Chancellor’s Regulation A-190.

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

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

intensive support or intervention, including the possibility of phase-out or grade reconfiguration.<sup>1</sup> Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth to twelfth grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms and talk with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

A school’s Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criterion leads to a phase-out 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.

Brooklyn Collegiate’s middle school has experienced a steady decline in performance. It earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, Brooklyn Collegiate’s middle school earned an overall D grade, and on the 2008-2009 Progress Report, it earned an overall B grade.<sup>2</sup>

As a result, the DOE initiated a comprehensive review of Brooklyn Collegiate with the goal of determining what intensive supports and interventions would best benefit the Brooklyn Collegiate community. The comprehensive review has led the DOE to believe that the truncation and gradual phase-out of the middle school grades of Brooklyn Collegiate will allow Brooklyn Collegiate to focus on its high school grades and ensure that the school is better able to serve current and future students and the broader community.

### *Performance and School Environment of Brooklyn Collegiate’s Middle School Grades*

Brooklyn Collegiate’s middle school has struggled to improve, and its performance during the last few years confirms the DOE’s assessment that the school’s sixth through eighth grades lack the capacity to turn around quickly to better support student needs.

- Brooklyn Collegiate students remain below grade level in English and Math. In 2010-2011, only 29% of students were performing on grade level in English and only 29% of students were performing on grade level in Math.
- Brooklyn Collegiate is not adequately helping students to make progress. Brooklyn Collegiate is in the bottom 16% of middle schools Citywide in terms of learning growth in English and the bottom 2% in terms of learning growth in Math. Learning growth measures annual student growth on New York State English Language Arts (“ELA”) and Math tests relative to similar students. If these outcomes persist, Brooklyn Collegiate students will fall further behind their peers in other 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. Brooklyn Collegiate earned an overall F grade on its 2010-2011 annual Progress Report, including F grades for Student Progress and Student Performance.
- As a secondary school serving sixth through twelfth grades, all eighth grade students have the option to matriculate to ninth grade at the school and remain there for grades nine through twelve. However only

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<sup>1</sup> 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.

<sup>2</sup> 97% of elementary/middle schools Citywide received an A or B on the 2008-2009 Progress Report. Brooklyn Collegiate’s middle school’s 2008-2009 Progress Report overall score was in the bottom 6% Citywide.

45% of eighth grade students in 2009-2010 chose to enroll in the ninth grade for the 2010-2011 school year.<sup>3</sup> This suggests that demand for the high school is also low because there is a lack of satisfaction with the middle school.

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

| <b>Brooklyn Collegiate: A College Board School<br/>(Grades 6-8)</b> | 2008-2009        | 2009-2010 | 2010-2011 |
|---|------------------|-----------|-----------|
| <b>School Performance and Progress</b>                              |                  |           |           |
| Overall Progress Report Grade                                       | B                | D         | F         |
| Progress Report Progress Grade                                      | C                | F         | F         |
| Progress Report Performance Grade                                   | A                | F         | F         |
| Progress Report Environment Grade                                   | C                | D         | B         |
| Quality Review Score  | WD <sup>4</sup>  | WD        | P         |
| <b>Performance Data<sup>5</sup></b>                                 |                  |           |           |
| English Language Arts % Proficient (Levels 3 and 4)                 | 75%              | 31%       | 29%       |
| Math % Proficient (Levels 3 and 4)                                  | 83%              | 29%       | 29%       |
| <b>2010-2011 State Accountability Status<sup>6</sup></b>            | In Good Standing |           |           |

### *Overview of Past Strategic Improvement Efforts at Brooklyn Collegiate*

Staff members have worked hard to improve the middle school grades of Brooklyn Collegiate, but even with support the school has not produced adequate outcomes for the students. To help the school’s efforts to improve performance, the DOE offered numerous supports, including:

#### **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 implementation of plans in support of Citywide instructional initiatives.

<sup>3</sup> Excludes holdovers and students who did not meet promotional requirements to enter ninth grade.

<sup>4</sup> Quality Reviews evaluate how well schools are organized to support student learning, and schools can receive the following ratings: Underdeveloped (“U”), Developing (“D”), Proficient (“P”), and Well Developed (“WD”).

<sup>5</sup> 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.

<sup>6</sup> <http://www.p12.nysed.gov/irs/accountability/>

- Supporting leadership and staff in generating meaningful strategies for improving the quality of classroom visitations, instructional feedback, and teacher reflections 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.
- Offering training for staff on successful ways to periodically assess student progress and use the information to inform and improve teacher practice.
- Training teachers on instruction in non-fiction writing, as well as other strategies aimed at supporting students in developing comprehensive writing skills that they are able to use across genres.

#### **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 on developing innovative summer school and Regents scheduling in order to increase instructional time and improve student achievement.

#### **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.

Given Brooklyn Collegiate's lack of success despite these supports, particularly in the middle school, it is apparent that Brooklyn Collegiate's middle school has failed to develop the proper infrastructure to meet the needs of its sixth through eighth grade students and families. Therefore, if this proposal is approved, Brooklyn Collegiate's middle school grades will be phased out gradually over the next several years, and the school will not admit new sixth grade students after the end of this school year.

#### *Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the Brooklyn Collegiate community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association ("PTA") and the School Leadership Team ("SLT") on November 9, 2011, to discuss possible interventions for Brooklyn Collegiate due to its continued poor performance. The meeting with the PTA was attended by approximately 40 people and the meeting with the SLT was attended by approximately 21 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=58>

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

- Low teacher retention;
- Lack of adequate materials and technology;
- Lack of rigorous curriculum, communication structure, or organization;
- Lack of common courtesy and respect from the school staff and administration;

- Lack of adequate staffing and administration for the middle school grades; and
- Concerns with enforcing discipline and creating a respectful, responsive environment.

The SLT expressed some similar concerns, discussing difficulties in attracting students to the school, and the fact that the school receives over-the-counter<sup>7</sup> student enrollment. While many members of the Brooklyn Collegiate community objected to the possibility of truncating the middle 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 Brooklyn Collegiate students working toward promotion and should it develop plans to replace Brooklyn Collegiate with other schools that better meet student and community needs in the future.

We also welcome 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"), K055 has the capacity to serve 1,447 students. K055 is a fully programmatically accessible building for students with physical disabilities. In 2010-2011, the building served only 925 students,<sup>8</sup> yielding a utilization rate of just 64%.<sup>9</sup> In 2011-2012, the building is serving 964 total students,<sup>10</sup> yielding a utilization rate of 67%.<sup>11</sup> The concept of "target capacity" is explained below.

The proposed grade spans for this school year and the next four school years for the schools in the building are as follows:

| Grades Spans |                               |           |           |           |           |           |
|--------------|-------------------------------|-----------|-----------|-----------|-----------|-----------|
| DBN          | School Name                   | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
| 23K493       | Brooklyn Collegiate           | 06-12     | 07-12     | 08-12     | 09-12     | 09-12     |
| 84K626       | Achievement First Brownsville | K-04      | K-05      | K-06      | K-07      | K-08      |

The table below demonstrates enrollment across all existing organizations during the course of the truncation and gradual phase-out of Brooklyn Collegiate's middle school grades, as well as the continued phase-in of Achievement First Brownsville:

<sup>7</sup> A detailed description of the over-the-counter placement process is included below in Section III.A.

<sup>8</sup> 2010-2011 audited register.

<sup>9</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2010.

<sup>10</sup> 2011-2012 unaudited register as of October 31, 2011.

<sup>11</sup> 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.

| School Name                      | 2010-2011 Audited Register | 2011-2012 Unaudited Enrollment | 2012-2013 Projected Enrollment | 2013-2014 Projected Enrollment | 2014-2015 Projected Enrollment | 2015-2016 Projected Enrollment |
|----------------------------------|----------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Brooklyn Collegiate              | 587                        | 583                            | 460 - 520                      | 400 - 450                      | 350 - 390                      | 350 - 390                      |
| Achievement First Brownsville    | 338                        | 381                            | 454 - 579                      | 529 - 674                      | 599 - 764                      | 665 - 848                      |
| <b>Total Building Enrollment</b> | 925                        | 964                            | 914 – 1,099                    | 929 – 1,124                    | 949 – 1,154                    | 1,015 – 1,238                  |
| <b>Utilization</b>               | 64%                        | 67%                            | 63% - 76%                      | 64% - 78%                      | 66% - 80%                      | 70% - 86%                      |

In 2014-2015, once Brooklyn Collegiate has completed its truncation to eliminate grades six through eight, there would be approximately 949-1,154 total students served in the building. The projected utilization for K055 at that point is approximately 66%-80%. In 2015-2016, once Achievement First Brownsville has fully phased in, there would be approximately 1,015-1,238 total students served in the building. The projected utilization for K055 at that point is approximately 70%-86%.

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

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

#### A. Students

##### *Enrollment Options for Current Brooklyn Collegiate Middle School Students*

If this proposal is approved, the middle school grades of Brooklyn Collegiate will be truncated and phased out gradually over the next three years. Brooklyn Collegiate 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 Brooklyn Collegiate as they progress towards completion of middle school and transition to high school, either at Brooklyn Collegiate or another high school through the Citywide High School Admissions process.

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

If this proposal is approved, students who do not meet promotional requirements during the phase-out will continue to have access to appropriate courses to support their progress toward promotion and will continue to be enrolled at Brooklyn Collegiate. For example, if a current sixth grade student does not meet promotional standards to enter seventh grade in 2012-2013, he or she would continue enrollment as a sixth grade student at Brooklyn Collegiate even though the school would not admit any incoming sixth grade students. Students who do not meet promotional requirements would be provided with the appropriate support and instruction needed to meet such requirements. This may include accommodating those students in existing classes, bridge classes, or pull-out classes. Specific instructional decisions on how to serve students who do not meet promotional requirements would be made by school administrators and instructional staff. In June 2014, after the truncation is complete and Brooklyn Collegiate will no longer serve middle school students, any student who does not meet graduation requirements would be placed at another District 23 middle school or a middle school in the district in which the student resides.

##### *Impact on Academic, Extracurricular Programs, and Community Partnerships at Brooklyn Collegiate*

If this proposal is approved, Brooklyn Collegiate will not be required to make any immediate changes to available academic or extracurricular programs currently offered at Brooklyn Collegiate. That said, the availability of certain offerings at the school would inevitably be impacted as the middle school grades phase out, the school would serve an increasingly smaller student population.

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

During the proposed truncation, the DOE will build on our past efforts to help the school 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.

Brooklyn Collegiate currently offers Integrated Co-Teaching (“ICT”) classes, self-contained (“SC”) special education classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students. The existing ICT and SC classes and the SETSS would continue to be provided as Brooklyn Collegiate’s middle school grades phase out, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current students at Brooklyn Collegiate who receive ELL services will continue to receive ELL services as the middle school phases out.

According to the High School Directory, Brooklyn Collegiate currently offers the following special programs and initiatives, extracurricular activities, and partnerships to both its middle and high school students:<sup>12</sup>

- **Special Programs and Initiatives:** College Ed, emphasis on Mathematics, Reading, and Writing, Internships, Anti-Bias
- **Enrichment Classes:** PSAT Kaplan Test Prep, WEB Quest, College Now, College Tours, Parents Certified as Learning Leaders, French, Spanish
- **Extra curricular Activities:** Student government, tutoring, student ambassadors, peer mediators, peer educators
- **Boys Sports:** Basketball, Cross Country (co-ed)
- **Girls Sports:** Basketball, Cross Country (co-ed)
- **Partnerships:** Medgar Evers College, New York City College of Technology, The College Board, Merrill Lynch, Brooklyn Public Library

Additionally, Brooklyn Collegiate was selected to participate in the iLearnNYC grant for the 2011-2012 school year. iLearnNYC is one of several initiatives associated with the iZone. The iZone is a community of schools seeking to increase student achievement in kindergarten through twelfth grade, college, and career readiness by supporting innovative educational strategies and school models that personalize learning around the needs, motivations, and strengths of each student. Across the iZone, schools achieve personalization in a variety of ways based on which ideas, technology and tools work best for their school communities. iLearnNYC, which allows middle and high schools to flexibly meet the needs of individual students through online and blended learning, is one of the initiatives in which an iZone school may participate.

iLearnNYC provides access to a state-of-the-art online and blended learning platform that aggregates content from fourteen vendors, allows for authoring of online content, offers the Turnitin plagiarism checker and a gradebook, and facilitates cross-school collaboration around instruction and best practices. Schools participating in iLearnNYC are supported by central staff to incorporate online and blended learning into their schools and they receive Professional Development based on the individual school needs. iLearnNYC schools also receive hardware and facilities support for the online and blended courses, as well as technical support associated with these courses.

Brooklyn Collegiate has been using the iLearnNYC grant to support credit recovery programs for students in grades nine through twelve. For the 2012-2013 school year, iZone is currently accepting applications from schools interested in participating in iLearnNYC. All current iLearnNYC schools must reapply to be a part of the iZone for the 2012-2013 school year. Information about the application process can be found here: <http://schools.nyc.gov/community/innovation/izone/ProspectiveSchools/default.htm>. Brooklyn

<sup>12</sup> <http://schools.nyc.gov/ChoicesEnrollment/High/Publications/default.htm>

Collegiate will receive preference in the application process as a school proposed for middle school truncation.

Brooklyn Collegiate could continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the middle school grades are truncated. 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 school as all schools modify extracurricular offerings annually based on student demand and available resources.

As the middle school grades are truncated, the DOE will work with Brooklyn Collegiate staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the truncation period.

### *Enrollment Impact on Current and Future Students at Achievement First Brownsville*

The DOE does not anticipate that the proposed truncation of Brooklyn Collegiate's middle school grades will impact admissions, current or future student enrollment, or instructional programming at Achievement First Brownsville. As discussed previously, Achievement First Brownsville currently serves students in kindergarten through fourth grade and is phasing in to serve students in kindergarten through eighth grade in K055 at scale. Achievement First Brownsville will reach full scale in K055 in 2015-2016, as planned when the school was sited in May 2008. Achievement First Brownsville currently admits students through the charter lottery application process with a priority to District 23 residents. Achievement First Brownsville currently serves students with IEP's and all students with disabilities will continue to receive mandated services in accordance with IEPs.

### *Enrollment Impact for Future Middle School Students*

Brooklyn Collegiate's middle school is a borough-wide middle school with a school-based application process that gives priority to Brooklyn residents. In order to apply for middle school at Brooklyn Collegiate, students must contact the school directly for the application and any additional admissions information such as Open House dates and selection criteria. If this proposal is approved by the PEP, the school will not admit any sixth grade students beginning in September 2012.

In District 23, 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, similar to Brooklyn Collegiate. 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>. Middle school admissions applications were due on December 16, 2011. In District 23 Middle School Choice, students rank their preferences from among District 23 choice middle schools. These options include:

- Un-zoned middle schools with a screened application process;<sup>13</sup>
- Un-zoned middle schools with unscreened<sup>14</sup> or limited-unscreened application<sup>15</sup> processes;
- A zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school).

<sup>13</sup> Screened schools admit students based on specific criteria they designate for admission.

<sup>14</sup> Unscreened schools admit all students who are eligible to apply to the school.

<sup>15</sup> Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

As discussed previously Brooklyn Collegiate admits sixth grade students through a school-based application process and is not listed as an option on the District 23 Middle School Choice application. If this proposal is approved, students who submitted the school-based application at Brooklyn Collegiate would not receive an offer for a sixth grade seat there.

There are eight existing middle schools in District 23; additional information on these schools is provided in the charts below. The types of middle schools available to District 23 students include unscreened, 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.

Future sixth grade students will continue to have access to a broad range of middle school options through the District 23 Middle School Choice process, and borough-wide and Citywide middle school options. The table below outlines information about District 23, borough-wide, and Citywide middle schools, including the 2010-2011 Progress Report grade, the percentage of special education students, the percentage of ELL students, the admissions process, the building utilization rate, and site accessibility.<sup>16</sup> Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.<sup>17</sup>

The available District 23 choice middle schools open to Brooklyn Collegiate students, along with their peers throughout the district, include:

| 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                |
|----------------------------|---|---------------|---------------------|--------------------|---------------------|----------------------|---------------------------------|------|-------|------------------|-----------------------------------|
| <b>DISTRICT Choice</b>     |   |               |                     |                    |                     |                      |                                 |      |       |                  |                                   |
| 23K392                     | I.S. 392  | K356          | 104 SUTTER AVENUE   | 05-08              | 05-08               | 103%                 | A                               | 4%   | 1%    | Screened         | Fully Programmatically accessible |
| 23K634                     | General D. Chappie James Middle School of Science           | K183          | 76 RIVERDALE AVENUE | 06-08              | 06-08               | 89%                  | D                               | 14%  | 4%    | Unscreened       | Not functionally accessible       |
| 23K671                     | MOTT HALL BRIDGES MIDDLE SCHOOL                             | K263          | 210 CHESTER STREET  | 06-07              | 06-08               | 58%                  | N/A                             | 20%  | 2%    | Screened         | Not functionally accessible       |
| <b>BOROUGH-WIDE Choice</b> |   |               |                     |                    |                     |                      |                                 |      |       |                  |                                   |
| 13K336                     | Academy of Business and Community Development <sup>18</sup> | K258          | 141 MACON STREET    | 06-12              | 06-12               | 55%                  | D                               | 13%  | 3%    | Screened         | Fully Programmatically accessible |
| 13K527                     | Urban Assembly Institute of Math and                        | K313          | 283 ADAMS STREET    | 06-11              | 06-12               | 100%                 | B                               | 13%  | 1%    | Screened         | Not functionally accessible       |

<sup>16</sup> Building utilization rates are from the 2010-2011 Blue Book.

<sup>17</sup> <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

<sup>18</sup> The DOE is proposing to close Academy of Business and Community Development at the end of the 2011-2012 school year: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

|                         |   |      |                      |       |       |      |     |     |      |                    |                                       |
|-------------------------|---|------|----------------------|-------|-------|------|-----|-----|------|--------------------|---------------------------------------|
|                         | Science for Young Women   |      |                      |       |       |      |     |     |      |                    |                                       |
| 13K592                  | Khalil Gibran International Academy <sup>19</sup>                     | 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     |
| 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%   | 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     |
| <b>CITY-WIDE Choice</b> |   |      |                      |       |       |      |     |     |      |                    |                                       |
| 01M539                  | New Explorations into Science, Technology and Math                    | M022 | 111 COLUMBIA STREET  | 0K-12 | 0K-12 | 99%  | A   | 0%  | 0.2% | Screened           | Not functionally accessible           |

<sup>19</sup> Khalil Gibran International Academy will be serving high school grades only, beginning in 2012-2013, and will also be re-sited to District 15.

|        |   |      |                      |       |       |      |   |    |      |              |                                   |
|--------|---|------|----------------------|-------|-------|------|---|----|------|--------------|-----------------------------------|
|        | High School                                   |      |                      |       |       |      |   |    |      |              |                                   |
| 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       |
| 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       |

Students with IEPs will participate in the middle school admissions process 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. The placement 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.

In addition, District 23 students have several charter school options that will phase in to serve middle school grade levels once at scale. The table below lists the schools located in District 23 that are phasing in to serve middle school grades, admit students through a lottery application process, and provide a preference for District 23 students.<sup>20</sup> All students in District 23 will continue to have the opportunity to participate in these respective charter lotteries.

| DBN    | School                        | Grade Span 2011-12 | Grade Span at Scale | Admissions Method | Extracurricular Activities                  |
|--------|-------------------------------|--------------------|---------------------|-------------------|---|
| 84K626 | Achievement First Brownsville | K-4                | K-12                | Lottery           | After-school tutoring program, extended day |

<sup>20</sup> For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

|        |  |     |      |         |  |
|--------|--|-----|------|---------|--|
|        |  |     |      |         | and extended year                                |
| 84K710 | Brownsville Collegiate Charter School      | 5-8 | 5-12 | Lottery | Girls and Boys Basketball                        |
| 84K711 | Leadership Prep Brownsville Charter School | K-3 | K-8  | Lottery | After-school program, music, art, dance, fitness |
| 84K775 | Leadership Prep Ocean Hill Charter School  | K-2 | K-8  | Lottery | Dance  |
| 84K777 | Ocean Hill Collegiate Charter School       | 5-6 | 5-12 | Lottery | After-school tutoring, enrichment                |

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

### *Admissions 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 New York City school at the time school started. These students fall into one of three 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); or
- Did not participate in the middle school application process for some other reason.<sup>21</sup>

When a middle-school eligible student arrives for an OTC placement, his/her school assignment is determined by his or her interest, his or her 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 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.

In 2011-2012, approximately 27 sixth-grade students were admitted to Brooklyn Collegiate through the OTC placement process. Similarly, 4 OTC students were admitted to Brooklyn Collegiate for seventh grade and 10 students were admitted for eighth grade through the OTC placement process. Brooklyn Collegiate will continue to accept students through OTC placement process during the truncation period for the grades it still serves.

During the 2011-2012 school year, 20 schools in District 23 accepted a total of 590 students in grades six through eight through the OTC placement process, reflecting an average of approximately 30 students per

<sup>21</sup> 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.

school. This number may increase slightly once Brooklyn Collegiate fully truncates its sixth through eighth grades.

### *Enrollment Impact for Future High School Students*

Currently, Brooklyn Collegiate gives priority to its eighth grade students for admission into the ninth grade. If this proposal is approved, and Brooklyn Collegiate no longer serves middle school grades after the 2014-2015 school year, this priority will no longer be in place. Brooklyn Collegiate will continue to accept ninth grade students through the Citywide High School Admissions Process and OTC placement described above. Additionally, throughout the period of the truncation process, Brooklyn Collegiate will continue to provide continuing eighth grade students priority to admission into the ninth grade through the Citywide High School Admissions Process.

While the DOE cannot predict the exact number of students who will apply to a particular high school through the Citywide High School Admissions Process or the number of students who will arrive OTC, data from the 2011-2012 school year is used to approximate future needs. In 2011-2012, approximately 105 students were admitted to Brooklyn Collegiate for ninth grade through the Citywide High School Admissions Process. Approximately 9 ninth grade students, 5 tenth grade students, and 1 eleventh grade student were admitted to Brooklyn Collegiate through the OTC placement process.

## **B. Schools**

Brooklyn Collegiate currently enrolls 206 sixth- through eighth-grade students. If this proposal is approved, Brooklyn Collegiate's middle school grades will be truncated and will phase out gradually.

If this proposal is approved, in 2014-2015, once the middle school grades of Brooklyn Collegiate have been eliminated and Achievement First Brownsville has phased in to serve students in kindergarten through seventh grade, there would be approximately 949-1,154 students served in K055, yielding a projected utilization rate of approximately 66%-80%. In 2015-2016, once Achievement First Brownsville's phase-in is complete and all schools have reached stable enrollment, there would be approximately 1,015-1,238 students served in K055, yielding a projected utilization rate of approximately 70%-86%. The estimated enrollments for both organizations in K055 over a five-year period are set forth in Section IV below.

When Achievement First Brownsville was permanently sited at K055 in May 2008, the DOE determined that there was sufficient space in K055 pursuant to the Citywide Instructional Footprint (the "Footprint") to house both Achievement First Brownsville at full scale, when it will serve students in kindergarten through eighth grade, and grades six through twelve of Brooklyn Collegiate. Therefore, since under this proposal fewer students will be served at K055 than anticipated when Achievement First Brownsville was originally sited, there will continue to be sufficient space pursuant to the Footprint to serve Brooklyn Collegiate and Achievement First Brownsville in K055 throughout the truncation period. Please visit the DOE's web site to access the Footprint, which guides space allocation and use in City schools:

<http://schools.nyc.gov/community/planning/default.htm>.

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

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special

education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any 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.

If this proposal is approved, Brooklyn Collegiate would serve fewer grade levels and fewer students. As such, the baseline footprint for Brooklyn Collegiate would decrease accordingly. Similarly, as Achievement First Brownsville continues to phase in and serves additional grade levels its baseline footprint would increase accordingly.

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 be made by the Building Council, consisting of principals from all co-located schools. 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.

### C. Community

Brooklyn Collegiate has struggled with low performance in the middle school grades despite the considerable support that the DOE has offered and/or provided to the school. As a result, under this proposal, Brooklyn Collegiate would be truncated so that it serves only ninth through twelfth grades.

If this proposal is approved, other middle schools in the district and across the borough may receive a larger pool of applicants through the respective District Middle School Choice processes and, as a result, may also experience a slight increase in enrollment. The anticipated impact at any individual school may be consistent with normal enrollment fluctuations that are experienced by all schools Citywide.

The proposal to truncate the middle school grades of Brooklyn Collegiate is not expected to yield a net loss of sixth grade seats in District 23.

- In 2011-2012, excluding Brooklyn Collegiate, there are 1,781 sixth grade seats in District 23 schools that serve middle school grades.<sup>22</sup>
- In 2011-20102, there are 1,393 total sixth grade students enrolled in District 23.<sup>23</sup>
- Therefore, even after excluding the middle school seats that are offered at Brooklyn Collegiate, this proposal is not expected to yield a net deficit of sixth grade seats in District 23 and there will continue to be excess sixth grade seat capacity in District 23 middle schools.

Brooklyn Collegiate is one of two District 23 schools whose middle school grades the DOE has proposed to

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<sup>22</sup> Includes charter school seat capacity.

<sup>23</sup> Includes charter school enrollment.

truncate this year. The DOE has proposed to truncate the middle school grades of P.S. 298 Betty Shabazz (23K298, “P.S. 298”) located in building K298 beginning in 2012-2013.<sup>24</sup> If the proposals to truncate P.S. 298 and Brooklyn Collegiate are both approved, there will continue to be excess sixth grade seat capacity in District 23 middle schools.

- As stated above, in 2011-2012, there are 1,393 sixth-grade students enrolled in all District 23 schools.
- Excluding the sixth grade seats currently available at P.S. 298 and Brooklyn Collegiate, there are 1,698 total sixth-grade seats in District 23 schools.<sup>25</sup> Therefore, even after excluding the sixth-grade seats that would have been offered at P.S. 298 and Brooklyn Collegiate, there is still an excess in sixth grade seat capacity in District 23 middle schools.
- Additionally, as noted above the DOE is proposing to open a new middle school, I.S. 423 (23K423) in K298, which is intended to better serve the needs of the District 23 community and offer a new middle school option that would admit students through the District 23 Middle School Choice using a limited unscreened admissions method.<sup>26</sup> If the proposal to open and co-locate I.S. 423 in K298 is approved, approximately 85-95 sixth grade seats will be added to District 23.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K055. This proposal is not expected to impact the site accessibility (fully programmatically accessible) of K055.

## IV. Enrollment, Admissions and School Performance Information

### Brooklyn Collegiate

#### Admissions Data

|                           |   |
|---------------------------|---|
| <b>Current Admissions</b> | Middle School: School-Based Application Process<br>High School: Citywide High School Admissions Process |
| <b>Future Admissions</b>  | Middle School: NA<br>High School: Citywide High School Admissions Process                               |

#### Enrollment Data

|                       | Grade 6 | Grade 7 | Grade 8 | Grades 9-12 | Total Enrollment |
|-----------------------|---------|---------|---------|-------------|------------------|
| 2011-2012 (unaudited) | 53      | 65      | 88      | 377         | 583              |
| 2012-2013 (proj.)     | -       | 50 - 60 | 60 - 70 | 350 - 390   | 460 - 520        |
| 2013-2014 (proj.)     | -       | -       | 50 - 60 | 350 - 390   | 400 - 450        |
| 2014-2015 (proj.)     | -       | -       | -       | 350 - 390   | 350 - 390        |
| 2015-2016 (proj.)     | -       | -       | -       | 350 - 390   | 350 - 390        |

<sup>24</sup> <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

<sup>25</sup> Includes charter school seat capacity.

<sup>26</sup> <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

## Demographic Data

|   |     |
|---|-----|
| Percentage of Students Receiving ICT or SC Services <sup>27</sup>       | 5%  |
| Percentage of Students with IEPs <sup>28</sup>                          | 14% |
| Percentage of ELL Students <sup>29</sup>                                | 2%  |
| Percentage of Students Eligible for Free or Reduced Lunch <sup>30</sup> | 85% |

## Middle School Performance Data

| Brooklyn Collegiate (Grades 6-8)                    | 2008-2009        | 2009-2010 | 2010-2011 |
|---|------------------|-----------|-----------|
| <b>School Performance and Progress</b>              |                  |           |           |
| Overall Progress Report Grade                       | B                | D         | F         |
| Progress Report Progress Grade                      | C                | F         | F         |
| Progress Report Performance Grade                   | A                | F         | F         |
| Progress Report Environment Grade                   | C                | D         | B         |
| Quality Review Score                                | WD               | WD        | P         |
| <b>Performance Data</b>                             |                  |           |           |
| English Language Arts % Proficient (Levels 3 and 4) | 75%              | 31%       | 29%       |
| Math % Proficient (Levels 3 and 4)                  | 83%              | 29%       | 29%       |
| <b>2010-2011 State Accountability Status</b>        | In Good Standing |           |           |

## High School Performance Data

| Brooklyn Collegiate: (Grades 9-12)                | 2008-2009        | 2009-2010 | 2010-2011 |
|---|------------------|-----------|-----------|
| <b>School Performance and Progress</b>            |                  |           |           |
| Overall Progress Report Grade                     | B                | C         | B         |
| Quality Review Score                              | WD               | WD        | P         |
| <b>Key Components of Performance and Progress</b> |                  |           |           |
| % 10+ Credit Accumulation in Year 1               | 73%              | 64%       | 73%       |
| 4 Year Graduation Rate                            | 80%              | 68%       | 64%       |
| 6 Year Graduation Rate                            | -                | 80%       | 89%       |
| % Graduating with a Regents Diploma               | 44%              | 44%       | 56%       |
| Attendance Rate                                   | 87%              | 85%       | 85%       |
| <b>2010-2011 State Accountability Status</b>      | In Good Standing |           |           |

<sup>27</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>28</sup> Students with IEPs as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>29</sup> ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.

<sup>30</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

## Achievement First Brownsville

### Admissions Data

|                           |   |
|---------------------------|---|
| <b>Current Admissions</b> | Charter Lottery Application Process; District 23 priority |
|---------------------------|---|

### 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) | 60       | 81      | 77      | 88      | 75      | -       | -       | -       | -       | 381              |
| 2012-13 (proj.)     | 79-101   | 79-101  | 77-98   | 72-92   | 68-86   | 79-101  | -       | -       | -       | 454-579          |
| 2013-14 (proj.)     | 79-101   | 79-101  | 77-98   | 72-92   | 68-86   | 79-101  | 75-95   | -       | -       | 529-674          |
| 2014-15 (proj.)     | 79-101   | 79-101  | 77-98   | 72-92   | 68-86   | 79-101  | 75-95   | 70-90   | -       | 599-764          |
| 2015-16 (proj.)     | 79-101   | 79-101  | 77-98   | 72-92   | 68-86   | 79-101  | 75-95   | 70-90   | 66-84   | 665-848          |

### Demographic Data

|  |     |
|--|-----|
| Percentage of Students Receiving ICT or SC Services        | 0%  |
| Percentage of Students with Individualized Education Plans | 7%  |
| Percentage of English Language Learner Students            | 0%  |
| Percentage of Students Eligible for Free or Reduced Lunch  | 81% |

### School Performance Data

Achievement First Brownsville is a phasing in and therefore does not yet have a Progress Report Grade.

## V. Initial Costs and Savings

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Brooklyn Collegiate roster as the phase-out is implemented, the school is expected to receive approximately \$4,412.45 less in base per-pupil funding annually for middle school students. 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.

If this proposal is approved, as a result of the truncation, the total number of students enrolled at Brooklyn Collegiate 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 Brooklyn Collegiate middle school, the DOE will repurpose all remaining funds previously allocated to the school. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are

unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available 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**

If this proposal is approved, as the truncation proceeds and Brooklyn Collegiate’s enrollment declines, teachers and administrative and non-pedagogical staff at Brooklyn Collegiate would be excessed over the course of the truncation.<sup>31</sup> This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school’s staffing needs will naturally be reduced.

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

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in Brooklyn Collegiate 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 and law regarding teachers’ seniority.

It is also important to understand that the students who would otherwise have enrolled in Brooklyn Collegiate will enroll in other existing and new schools in District 23, 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, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

While there is no anticipated impact on the personnel needs of Achievement First Brownsville as a result of this proposal, the school will be adding administrative, non-pedagogical, and instructional staff as it phases in to serve kindergarten through eighth-grade students.

### **B. Cost of Instruction**

If this proposal is approved, as a result of the truncation, the total number of students enrolled at Brooklyn Collegiate 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.

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<sup>31</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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, middle schools received an additional \$2,043.69 per pupil for each ELL student they enrolled.

As with all other schools Citywide, Brooklyn Collegiate 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. Brooklyn Collegiate 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 Brooklyn Collegiate’s middle schools grades are truncated, funding will continue to be provided to meet the needs of all Brooklyn Collegiate students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction at Achievement First Brownsville as a result of this proposal.

### **C. Administration**

If this proposal is approved, all school supervisor and/or administrator positions assigned to Brooklyn Collegiate’s middle school would eventually be excessed when the middle school grades no longer exist. . Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

There is no anticipated impact on the administration of Achievement First Brownsville as a result of this proposal.

### **D. Transportation**

There will be no change to existing transportation practices at Brooklyn Collegiate or Achievement First Brownsville throughout the proposed truncation. Transportation will be provided 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**

|                         |                  |
|-------------------------|------------------|
| <b>Building</b>         | K055             |
| <b>Type of Building</b> | Secondary School |
| <b>Year Built</b>       | 1967             |

|   |   |   |
|---|---|---|
| <b>Overall BCAS rating</b>  |   | 2.80  |
| <b>2010-2011 Target Building Utilization</b>                          |   | 65%   |
| <b>2010-2011 Target Building Capacity</b>                             |   | 1,447   |
| <b>FY 2011<br/>Maintenance Costs</b>                                  | <b>Labor</b>  | \$72,710  |
|   | <b>Materials</b>  | \$20,829  |
|   | <b>Maintenance and repair contracts</b>                     | \$53,992  |
|   | <b>Service contracts</b>                                    | \$5,020   |
|   | <b>Custodial operations costs—<br/>Materials</b>            | \$11,774  |
|   | <b>Custodial operations costs—<br/>Custodial Allocation</b> | \$339,660   |
| <b>FY 2011<br/>Energy Costs</b>                                       | <b>Electric</b>   | \$216,858   |
|   | <b>Gas</b>  | \$76,305  |
|   | <b>Oil</b>  | \$0   |
| <b>Projects completed during the<br/>current or prior school year</b> |   | CIP – Walk-in freezer replacement, safety system/exterior masonry/windows. IP surveillance cameras  |
| <b>Projects proposed in the capital plan</b>                          |   | Safety & security systems, system replacements-exterior masonry & windows. IP surveillance camera installation, walk-in freezer replacement |
| <b>Accessibility of the building</b>                                  |   | Fully programmatically accessible   |
| <b>Building attributes</b>  |   | Art room, Auditorium, Cafeteria, Computer rooms, Gymnasium, Library, Nurse's Office and Science Laboratory (Class Rooms)                    |