

## AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of Aspire Preparatory Middle School (11X322) Beginning in 2012-2013

### I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out and close Aspire Preparatory Middle School (11X322, “Aspire”) because of its low performance and its inability to turn around quickly to better support student needs. Aspire is an existing zoned middle school housed in building X135 (“X135” or “Whalen Campus”), located at 2441 Wallace Avenue, Bronx, NY 10467, in Community School District 11 (“District 11”). Aspire currently serves students in sixth through eighth grades and admits students through the District 11 Middle School Choice process through a campus choice model, described in more detail below. If this phase-out proposal is approved, Aspire will no longer admit sixth-grade students after the conclusion of the 2011-2012 school year. One grade will then be phased out in each subsequent year. Aspire will close in June 2014. Current students will continue to be served and supported by Aspire as they progress toward completion of middle school. Current eighth-grade students will be supported through the Citywide High School Admissions Process as they apply to a high school.

This amended Educational Impact Statement (“EIS”) corrects several typographical errors, includes additional information about how enrollment projections are calculated, and corrects the number of sixth grade seats that will remain in District 11 after the implementation of this and several concurrently posted proposals.

Aspire is currently “co-located” in building X135 with Bronx Green Middle School (11X326, “Bronx Green”) and Pelham Academy of Academics and Community Engagement (11X468, “Pelham Academy”).<sup>1</sup> Aspire, Bronx Green, and Pelham Academy are existing zoned middle schools that currently serve students in sixth through eighth grades. The schools all admit students through the District 11 Middle School Choice process and offer priority to students residing in the Whalen Campus zone through a campus choice admissions method, in which all students zoned to the Whalen Campus have priority for a seat on the campus and rank each school in the order of preference. Students are then matched to one of the schools through a matching process operated by the Office of Student Enrollment (“OSE”).

In a separate Educational Impact Statement (“EIS”), also posted on December 19, 2011, the DOE has proposed to co-locate a new zoned middle school, I.S. 556 (11X556, “I.S. 556”), in building X135, which will serve students in sixth through eighth grades when it reaches full scale in 2014-2015. This new middle school will admit sixth-grade students through the same campus choice model. If the proposal to co-locate I.S. 556 in building X135 is approved, it will provide a new middle school option for District 11 families and replace the seats lost by the proposed phase-out of Aspire. I.S. 556 will be co-located in the Whalen Campus with Bronx Green, Pelham Academy and Aspire as it phases out. This proposal can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

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

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their Quality Review; or (3) they have

<sup>1</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

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

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

Aspire earned an overall F grade on its 2010–2011 Progress Report. On the 2009–2010 Progress Report, Aspire earned a C grade, and on the 2008–2009 Progress Report, Aspire earned a B grade.<sup>3</sup>

As a result, the DOE initiated a comprehensive review of Aspire with the goal of determining what intensive supports and interventions would best benefit the Aspire community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Aspire—will best serve students and the community. Phasing out and closing Aspire will allow for new school options to develop in the Whalen Campus that will provide better options for families.

### *Performance and School Environment at Aspire*

Aspire 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 Aspire students remain below grade level in English and Mathematics. Last year, only 24% of students were performing on grade level in English, putting the school in the bottom 40% Citywide, and only 38% of students were performing on grade level in Mathematics, putting the school in the bottom 34% Citywide.
- Aspire is not adequately helping students to make progress. Learning growth measures annual student growth on State ELA and Mathematics tests relative to similar students, and Aspire is in the bottom 9% of all middle schools Citywide in terms of learning growth in English and the bottom 6% of all middle schools Citywide in terms of learning growth in Mathematics. If these conditions persist, Aspire 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

<sup>2</sup> Elementary and middle schools that have average mathematics and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earn a “Well Developed” or “Outstanding” rating on the most recent Quality Review, which earned an A or B on their most recent Progress Report, or which are receiving a Progress Report grade for the first time are not considered for phase-out.

<sup>3</sup> 97% of elementary and middle schools Citywide received an A or B on the 2008–2009 Progress Report. Aspire’s 2008–2009 overall Progress Report score was in the bottom 8% Citywide.

school environment, compared to other schools serving similar student populations. Aspire earned an overall F grade on its 2010-2011 annual Progress Report, including F grades for Student Progress and School Environment and a D grade for Student Performance.

- While Aspire received a B grade on its Progress Report in 2008-2009, its overall performance was in the bottom 8% of middle schools Citywide in that year. Aspire received a C grade in 2009-2010 and an F grade in 2010-2011. Based on Aspire's most recent Progress Report, the school is in the bottom 3% of middle schools Citywide.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 35% of teacher respondents agreed that discipline and order were maintained at Aspire.

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

Aspire Preparatory Middle School	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress<sup>4</sup></b>			
Overall Progress Report Grade	B	C	F
Progress Report Progress Grade	C	C	F
Progress Report Performance Grade	B	D	D
Progress Report Environment Grade	B	D	F
Quality Review Score <sup>5</sup>	N/A	P	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	61%	28%	24%
Mathematics % Proficient (Levels 3 and 4)	76%	42%	38%
<b>Other Key Performance Indicators</b>			
Attendance Rate	93.9%	92.2%	91.6%
<b>2010-2011 State Accountability Status<sup>6</sup></b>		In Good Standing	

<sup>4</sup> In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percentage of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City students' scale scores on the tests remained largely unchanged relative to the prior year.

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

<sup>6</sup> This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

## *Overview of Past Strategic Improvement Efforts at Aspire*

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

### **Leadership Support:**

- Providing extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan and Language Allocation Plan.
- Providing on-going support in operating, developing, and maintaining a meaningful summer school program.
- Coaching and training leadership on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.

### **Instructional Support:**

- Training and coaching leadership, teachers, and curriculum development teams on instructional improvement strategies, including the sequencing and mapping of rigorous curriculum.
- Supporting teacher teams in using data analysis to improve instruction for target student populations such as English Language Learners, students with disabilities, and students performing below grade level.
- Coaching English Language Arts teachers in the development of discussion and guided writing techniques, aimed at raising student achievement and strengthening teacher practice.
- Facilitating training in technology integration and utilization to improve teacher practices, raise student interest, and increase achievement.
- Training teacher teams in various data-driven tools, supports, and measures aimed at improving student achievement through developing data analysis as a best practice.

### **Operational Support:**

- Coaching school staff on budgeting, human resources, teacher recruitment, and building management.
- Training and supporting school leaders in monitoring student progress and meeting compliance regulations for English Language Learners and students with disabilities.

### **Student Support:**

- Training staff in conflict management, aimed at improving best practices and outcomes when working with difficult behavior patterns.
- 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.

Despite these supports, Aspire has not been able to succeed and 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 Aspire community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association ("PTA"), the School Leadership Team ("SLT"), and the school's teachers on October 12, 2011 to discuss possible outcomes for Aspire due to its continued poor performance. The

parent meeting was attended by approximately 40 people and the SLT meeting was attended by a total of six people. The DOE also solicited community feedback via telephone and e-mail and created a dedicated Web site to provide information to the public:

<http://schools.nyc.gov/community/planning/changes/bronx/proposal?id=8>

The parents had some positive comments about the school, including a new homework protocol that is improving communication with parents. However, they also cited concerns, such as:

- There is a lack of communication and professionalism.
- Parents have not learned early enough about concerns with their students' performance.

While many members of the Aspire community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's performance struggles and recent decline. The DOE will incorporate community feedback as we continue to support current Aspire students working toward promotion and as we develop plans to replace Aspire with another school that will better meet student and community needs.

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

## II. Proposed or Potential Use of Building

The Whalen Campus has a target capacity of 1,118 students.<sup>7</sup> In 2010-2011—the most recent year for which audited enrollment data is available—the building served 1,136 total students,<sup>8</sup> yielding a target utilization rate of 102%.<sup>9</sup> In 2011-2012, the building served 1,078 total students,<sup>10</sup> yielding a utilization rate of 96%.<sup>11</sup> The concept of "target capacity" is explained below.

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<sup>7</sup> 2010-2011 Enrollment, Capacity, Utilization, Report (the "Blue Book")

<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> October 31, 2011 Unaudited Register

<sup>11</sup> The utilization rate reported for 2011-2012 and beyond 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.

The proposed grade spans for the all current and proposed schools in the X135 building over the course of four years are shown in the table below.

<b>Grade Spans</b>					
<b>DBN</b>	<b>School Name</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
11X322	Aspire Preparatory Middle School	6-8	7-8	8	-
11X556	I.S. 556	-	6	6-7	6-8
11X326	Bronx Green Middle School	6-8	6-8	6-8	6-8
11X468	Pelham Academy of Academics and Community Engagement	6-8	6-8	6-8	6-8

The current and projected enrollment across all existing organizations and I.S. 556 during the course of the proposed phase-out of Aspire and the proposed phase-in of I.S. 556 are shown in the table below.

<b>DBN</b>	<b>School Name</b>	<b>2011-2012 Unaudited Enrollment</b>	<b>2012-2013 Projected Enrollment</b>	<b>2013-2014 Projected Enrollment</b>	<b>2014-2015 Projected Enrollment</b>
11X322	Aspire Preparatory Middle School	398	235 - 255	110 - 120	-
11X556	I.S. 556	-	115 - 125	230 - 250	345 - 375
11X326	Bronx Green Middle School	357	335 - 365	330 - 360	340 - 370
11X468	Pelham Academy of Academics and Community Engagement <sup>12</sup>	323	275 - 305	270 - 300	270 - 300
<b>Total Building Enrollment</b>		<b>1,078</b>	<b>960 – 1,050</b>	<b>940 – 1,030</b>	<b>955 – 1,045</b>
<b>Total Building Utilization</b>		<b>96%</b>	<b>86% - 94%</b>	<b>84% - 92%</b>	<b>85% - 93%</b>

<sup>12</sup> The current cohort of eighth grade students enrolled at Pelham Academy is expected to graduate after this year. This class is larger than both its sixth and seventh grades, and once the current eighth grade graduates, this is expected to reduce total enrollment as enrollment becomes normative across all grades.

If the proposals are approved, in 2014-2015, once Aspire has phased out and I.S. 556 has phased in, there will be approximately 955-1,045 total students served in the building.<sup>13</sup> The projected utilization for the campus at that point is approximately 85-93%. This means that X135 has adequate capacity to accommodate the proposed new middle school.

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

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

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

#### A. Students

##### *Enrollment Options for Current Aspire Students*

If this proposal is approved, Aspire will be phased out gradually over the next several years and 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 Aspire as they progress towards completion of middle school and transition to high school. Current eighth-grade students who meet promotional requirements will apply for high school through the Citywide High School Admissions process.

If this proposal is approved, in 2012-2013 Aspire will only serve students in seventh and eighth grades, and in 2013-2014 Aspire will only serve students in eighth grade. Aspire will close in June 2014.

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<sup>13</sup> All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

Students who do not meet promotional requirements during the phase-out would continue to have access to appropriate courses to support their progress toward promotion and will continue to be enrolled at Aspire. For example, if a current sixth-grade student does not meet promotional standards to enter seventh grade in 2012-2013, he or she will continue enrollment as a sixth-grade student at Aspire even though the school would not admit any incoming sixth-grade students. Students who do not meet promotional requirements will be provided with the appropriate support and instruction needed to meet promotion requirements, and this may include accommodating those students in existing classes, bridge classes, or pull-out classes.<sup>14</sup> Specific instructional decisions on how to serve students who do not meet promotional requirements are made by school administrators and instructional staff. In June 2014 (the final year of phase-out), any student who does not meet promotional requirements would be offered a seat at another District 11 middle school, or a middle school in the district in which the student resides.

### *Impact on Academic, Extra-curricular Programs, and Community Partnerships at Aspire*

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

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

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

- 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.

Aspire currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). The existing ICT and SC classes and SETSS will continue to be provided as Aspire phases out, and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current students at Aspire who receive ELL services will continue to receive their mandated services as the school phases out.

According to the District 11 Middle School Directory, Aspire currently offers the following special

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<sup>14</sup> A “bridge class” refers to instances where a small number of students from multiple grade levels are combined and served in the same class or period by one or more teachers. A “pull-out class” refers to instances where a small group of students may be provided with targeted instruction apart from their peers for a class period. Instructional decisions are made by school leaders.

programs and initiatives, extra-curricular activities, and partnerships:<sup>15</sup>

- **Leadership & Support:** Small Group Advisory; Small Group Academic Intervention Class
- **Academic:** Spanish; Integrated Algebra; Living Environment; Web Design
- **Artistic:** Art; Cooking; Drama
- **Clubs:** School Newspaper; Robotics; Key Club
- **Athletics:** Basketball; Football; Tennis; Dance
- **Partnerships:** The Bronx Institute of Lehman College/Gaining Early Awareness and Readiness of Undergraduate Programs (GEAR UP); Parents as Arts Partners; Public Education Needs Civic Involvement in Learning (PENCIL)

If this proposal is approved, Aspire will continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

As outlined in the Middle School Directory, other District 11 middle schools currently have similar partnerships promoting college awareness and readiness with Gaining Early Awareness and Readiness of Undergraduate Programs (GEAR UP). Other District 11 middle schools, including the currently co-located Bronx Green, also have community partnerships with organizations facilitating community involvement, including but not limited to Urban League, the Children's Aid Society, YMCA, Boy Scouts of America, Moshulu Montefiore Community Center, Sylvia Center, and generationOn. Other District 11 middle schools, including the currently co-located schools Bronx Green and Pelham Academy, also have programs offering mentor or private partnerships with schools with the same or similar organizations, such as Public Education Needs Civic Involvement in Learning (PENCIL), Community of Unity, Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS), and Directions For Our Youth. Therefore, District 11 students will continue to have access to partnerships like those currently offered at Aspire at other District 11 middle schools.

As the school phases out, the DOE will work with Aspire staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out period. The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported Aspire students in the past.

### *Enrollment Impact on Current and Future Students at Existing Schools in X135*

The DOE does not anticipate that the proposed phase-out and eventual closure of Aspire will significantly impact admissions, current or future student enrollment, or instructional programming at Bronx Green or Pelham Academy. It is possible that students zoned to the Whalen Campus will change their preferences on their Middle School Choice application as a result of the proposed phase-out and co-location; however, the DOE anticipates that Bronx Green and Pelham Academy will continue to enroll a similar number of students in 2012-2013 and all future years.

The impact of the proposed co-location of I.S. 556 in the building is described in detail in a separate EIS that was posted on December 19, 2011. Please visit the DOE Web site to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>

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<sup>15</sup> The District 11 Middle School Directory is available on the DOE Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx/default.htm>.

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

Aspire, Bronx Green, and Pelham Academy are zoned middle schools that admit students through the District 11 Middle School Choice process through a campus choice admissions method, in which fifth graders zoned to the Whalen Campus rank in order their middle school preferences among the three schools on a centralized application and are matched to schools through a computer-based matching process. Students zoned to the Whalen Campus may also apply to District 11 choice middle schools through the District 11 Middle School Choice process. Aspire, Bronx Green, and Pelham Academy all admit zoned students through an unscreened method. Any remaining seats at these schools are filled through the over-the-counter (“OTC”) placement process, described in detail below. The proposal to phase out Aspire will not impact the admission methods of Bronx Green or Pelham Academy. If this proposal is approved, students would continue to have access to a broad range of middle school options through the District Middle School Choice process, as described further below and 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 on February 9, 2012, Aspire will be removed from the District 11 Middle School Choice application and matching process, and no current fifth-grade students will be matched to Aspire for the 2012-2013 school year. For example, if a current fifth-grade student has submitted his or her application and selected Aspire as a third-choice school, the matching process will automatically skip to the fourth-choice school, and so on. Additionally, new middle schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a “new schools” application. Through the District 11 Middle School Choice process, students are offered the opportunity to apply to a range of middle schools within their district and/or schools with boroughwide or Citywide eligibility. If this proposal is approved, eligible students would continue to have access to a broad range of middle school options through the District 11 Middle School Choice process.

Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx>. Please note that this directory is updated yearly.

Excluding Aspire, there are currently 22 district schools in District 11 serving middle school grades. In the District 11 Middle School Choice process, students rank their preferences from among District 11 choice middle schools. These options include:

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

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

Students zoned to the Whalen Campus have priority to a seat on that campus and may also apply to any District 11 choice middle school. Some of these choice middle schools admit students through the same or similar admissions methods as Aspire’s. For example, Bronx Green and Pelham Academy are available to students in the X135 zone through the same campus choice unscreened method. The existing District 11 middle schools with limited unscreened admissions methods are I.S. 181 Pablo Casals and Cornerstone Academy for Social Action Middle School. There are also several zoned schools with limited unscreened programs for unzoned students. Additional information on these schools is provided in the charts below in this section.

Students with IEPs participate in the Middle School Choice 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. 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 schools to which they are matched.

In accordance with DOE policy, ELL students participate in the Middle School Choice process in the same manner as their non-ELL peers. Thus, ELL students are placed according to the same placement criteria as their English-speaking peers.

### *Enrollment Impact for Over-the-Counter Students*

Aspire also admits students through the over-the-counter (“OTC”) process. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>16</sup> or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

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

Approximately 88 students were admitted to sixth grade through the Middle School Choice process at Aspire during the 2010-2011 school year for September 2011 enrollment. Five students were held over from the previous year, and approximately 22 sixth-grade students were admitted to Aspire through the OTC placement process. Similarly, 5 OTC students were admitted to Aspire for seventh grade and 12 OTC students were admitted for eighth grade.

Future sixth-grade students will continue to have access to a broad range of middle school options through

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<sup>16</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.

the District 11 Middle School Choice process and boroughwide and Citywide middle school options. The table below outlines information about these options, including the District 11, boroughwide, and Citywide middle schools' Progress Report grade, the percentage of special education students ("SE"), the percentage of ELL students, the admissions process, building utilization rate, and site accessibility.<sup>17</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>18</sup>

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>Zoned with Choice Options</b>											
11X127	J.H.S. 127 The Castle Hill	X127	1560 PURDY STREET	6-8	6-8	81%	C	11%	11%	Zoned	Not functionally accessible
11X144	J.H.S. 144 Michelangelo	X144	2545 GUNTHER AVENUE	6-8	6-8	63%	C	13%	6%	Zoned	Not functionally accessible
<b>Campus Choice Options</b>											
11X272	Globe School for Environmental Research	X113	3710 BARNES AVENUE	6-8	6-8	89%	C	14%	11%	Unscreened	Partially programmatically accessible
11X287	The Forward School	X113	3710 BARNES AVENUE	6-8	6-8	89%	B	19%	6%	Unscreened	Partially programmatically accessible
11X289	The Young Scholars Academy of The Bronx	X113	3710 BARNES AVENUE	6-8	6-8	89%	C	15%	7%	Unscreened	Partially programmatically accessible
11X326	Bronx Green Middle School	X135	2441 WALLACE AVENUE	6-8	6-8	102%	B	18%	17%	Unscreened	Not functionally accessible
11X370	School of Diplomacy	X113	3710 BARNES AVENUE	6-8	6-8	89%	F	11%	8%	Unscreened	Partially programmatically accessible
11X468	Pelham Academy of Academics and Community Engagement	X135	2441 WALLACE AVENUE	6-8	6-8	102%	B	10%	14%	Unscreened	Not functionally accessible
<b>DISTRICT Choice</b>											
11X089	P.S. 089 Bronx	X089	980 MACE AVENUE	K-8	K-8	93%	C	12%	18%	Limited Unscreened, Zoned	Not functionally accessible
11X180	M.S. 180 Dr. Daniel Hale Williams	X180	700 BAYCHESTER AVENUE	6-8	6-8	71%	C	12%	2%	Screened, Zoned	Fully programmatically accessible
11X181	I.S. 181 Pablo Casals	X181	800 BAYCHESTER AVENUE	6-8	6-8	77%	B	15%	2%	Test Outcome, Zoned	Fully programmatically accessible
11X270	Pelham Academy for Scholarship and Entrepreneurship: A College Board	X362	921 EAST 228TH STREET	6-12	6-12	88%	D	13%	7%	Unscreened	Fully programmatically accessible

<sup>17</sup> Target organizational capacity and building utilization rates are from the 2010-2011 Blue Book.

<sup>18</sup> The Middle School Directory is available at <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

	School										
11X462	Cornerstone Academy for Social Action Middle School (CASA)	X189	3441 STEENWICK AVENUE	6-8	6-8	81%	B	9%	4%	Limited Unscreened	Fully Programmatically accessible
11X498	P.S./M.S. 498 - Van Nest Academy	X498	1640 BRONXDALE AVE	K-2,6-7	K-8	46%	N/A	10%	6%	Unscreened, Limited Unscreened	Fully Programmatically accessible
11X529	One World Middle School at Edenwald	X142	3750 BAYCHESTER AVENUE	6	6-8	66%	N/A	9%	9%	Unscreened	Not functionally accessible
11X532	Baychester Middle School	X142	3750 BAYCHESTER AVENUE	6	6-8	66%	N/A	22%	4%	Unscreened	Not functionally accessible
<b>BOROUGH-WIDE Choice</b>											
09X231	Eagle Academy for Young Men	X465	4143 THIRD AVENUE	6, 9-12	6-12	86%	N/A	13%	4%	Limited Unscreened	Not functionally accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	6-12	6-12	72%	C	15%	5%	Screened	Fully Programmatically accessible
10X308	Bronx Dance Academy School	X852	3617 BAINBRIDGE AVENUE	6-8	6-8	81%	B	14%	10%	Screened	Fully Programmatically accessible
<b>CITY-WIDE Choice</b>											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	K-12	K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	6-12	6-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	6-12	6-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	4-8	4-8	60%	B	0%	3%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	K-8	K-8	103%	A	0%	0.4%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	K-8	K-8	57%	A	0%	1%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	K-8	K-8	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	6-8	6-8	79%	A	2%	1%	Test Outcome	Not functionally accessible

In addition, District 11 students have one charter school currently serving all middle school grades.<sup>19</sup> The table below lists the charter school currently located in District 11 that serves middle school grades, admits students through a lottery application process, and provides a preference for District 11 students. All students in District 11 will continue to have the opportunity to participate in this charter lottery:

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	Admissions Method	Extra-curricular Activities
84X488	The Equality School	4140 Hutchinson River PKWY E., Bronx NY 10475	6-8	6-12	Lottery, Priority to District 11 Students	Yes

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

## B. Schools

Aspire currently enrolls 398 sixth- through eighth-grade students. As previously noted, if this proposal and the proposal to co-locate I.S. 556 in building X135 are approved, Aspire will phase out gradually, and the middle school seats lost as a result of that phase-out would be replaced through the phase-in of I.S. 556. The impact of the proposed co-location of I.S. 556 on the existing schools in X135 is contained in a separate EIS, available online at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

The estimated enrollment for the three existing schools in X135 over a four-year period are shown below:

Aspire:

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	113	129	156	398
2012-13 (proj.)	-	110 - 120	125 - 135	235 - 255
2013-14 (proj.)	-	-	110 - 120	110 - 120
2014-15 (proj.)	-	-	-	-

Bronx Green:<sup>20</sup>

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	104	131	122	357

<sup>19</sup> While Icahn Charter School 2 serves kindergarten through sixth grades and Bronx Charter School for Excellence serves kindergarten through seventh grades, only continuing fifth graders can enroll in these schools' sixth grade, and therefore they are not options for other District 11 fifth grade students for middle school.

<sup>20</sup> The schools at the Whalen Campus have traditionally seen an increase in student enrollment as their cohorts move up from sixth through eighth grade. Projections assume this trend will continue going forward.

<b>2012-13 (proj.)</b>	105 - 115	105 - 115	125 - 135	335 - 365
<b>2013-14 (proj.)</b>	105 - 115	110 - 120	115 - 125	330 - 360
<b>2014-15 (proj.)</b>	105 - 115	115 - 125	120 - 130	340 - 370

Pelham Academy:

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8<sup>21</sup></b>	<b>Total Enrollment</b>
<b>2011-12 (unaudited)</b>	93	102	128	323
<b>2012-13 (proj.)</b>	90 - 100	90 - 100	95 - 105	275 - 305
<b>2013-14 (proj.)</b>	90 - 100	90 - 100	90 - 100	270 - 300
<b>2014-15 (proj.)</b>	90 - 100	90 - 100	90 - 100	270 - 300

If this proposal to phase out Aspire and the proposal to open and co-locate I.S. 556 in X135 are approved, there will be sufficient space to serve Aspire, I.S. 556, Bronx Green, and Pelham Academy pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Aspire phases out and while I.S. 556 gradually phases in until 2014-2015. 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’s representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every 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 rooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

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

The details of the proposal to open and co-locate I.S. 556 in X135, including the baseline allocation of

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<sup>21</sup> The current cohort of eighth grade students enrolled at Pelham Academy is expected to graduate after this year. This class is larger than both its sixth and seventh grades, and once the current eighth grade graduates, this is expected to reduce total enrollment as enrollment becomes normative across all grades.

rooms each school will receive during the co-location, are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>

## C. Community

Aspire 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, building X135 will remain open, but it will offer a new educational option that is intended to better support the learning needs of future middle school students in District 11. The DOE is proposing to open a new middle school in 11X556, which is intended to better serve the needs of the community and replace the seats lost by the phase out of Aspire.

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. The seats eliminated by Aspire's phase-out and eventual closure in District 11 would be recovered by the phase-in of 11X556.1 As a result, the proposal to phase out Aspire is not expected to yield a net loss of middle school seats in building X135 or in District 11.

- Excluding the seats currently available at Aspire, there are 3,771 total sixth-grade seats in District 11 choice middle schools.<sup>22</sup>
- In 2011-2012, there are only 3,255 sixth-grade students enrolled in District 11 choice middle schools and District 11 charter middle schools. Therefore, even after excluding the seats that would have been offered at Aspire, there is still an excess in seat capacity in District 11 middle schools.
- Based on the 2011-2012 unaudited enrollment register, as of October 31, 2011, Aspire is currently serving 113 sixth grade students. The proposed opening of 11X556 in building X135 is projected to create 115-125 sixth grade seats in District 11. The sixth grade seats in District 11 eliminated by Aspire's phase-out and eventual closure would be recovered through the phase-in of 11X556.
- With the proposed opening of 11X556 in building X135, the DOE estimates that 115-125 new sixth grade seats will be created in District 11 during the 2012-2013 school year. At full scale, 11X556 is projected to enroll 345-375 sixth through eighth grade students.
- In short, the proposal to phase out Aspire is not expected to yield a net deficit of seats in building X135 or in District 11. There will continue to be an excess seat capacity in District 11 middle schools.

Aspire is the only school in District 11 that the DOE has proposed to phase out this year. In addition, the DOE has proposed to truncate the middle school grades of a secondary school in the district

- In December 2011, the DOE proposed to truncate the middle school grades of the Academy of Scholarship and Entrepreneurship (11X270, "ASE"), located in building X362 at the end of the 2011-2012 school year.<sup>23</sup> There are no current plans to co-locate any organizations in building X362 at this time. The DOE will continue to assess seat capacity and needs in District 11 and across the Bronx to determine the most optimal use of space that would be vacated by the proposed truncation of the middle school grades of ASE. Any proposed changes in building utilization for the 2012-2013 school year will follow procedures outlined in Chancellor's Regulation A-190.

In total, if the proposals to truncate the middle school grades of ASE and the proposal to phase out Aspire are approved, there will continue to be an excess in seat capacity in District 11 middle schools.

<sup>22</sup> Includes charter schools located in District 11.

<sup>23</sup> The corresponding EIS is posted on the following Web site:  
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

- As stated above, in 2011-2012, there are only 3,255 sixth-grade students enrolled in all District 11 middle schools.
- Excluding the seats currently available at ASE and Aspire, there are 3,670 total sixth-grade seats in District 11 choice middle schools. Therefore, even after excluding the sixth grade seats that would have been offered at ASE and Aspire, there is still excess seat capacity in District 11 middle schools.
- With the proposed opening of 11X556 in X135, the DOE estimates that 115-125 new sixth grade seats will be created in District 11 during the 2012-2013 school year. At full scale, 11X556 is projected to enroll 345-375 sixth through eighth grade students at scale.
- Therefore, if the proposal to open and co-locate 11X556 in X135 is approved, there will still be excess sixth grade seat capacity in District 11.

Moreover, community residents may enroll in a District 11 middle school through the District 11 Middle School Choice Process or apply to other public charter schools in District 11 or Citywide. As a result, the proposal to phase out Aspire is not expected to yield a lack of adequate capacity of seats in District 11.

There are two new District 11 middle schools, One World Middle School and Baychester Middle School, as well as three charter schools, phasing in to serve middle school grades. All are described in the table below:

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**District 11 Schools Phasing In**

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DBN	School	Grade Span 2011-12	Grade Span at Scale	Admissions Method	Extracurricular Activities
11X529	One World Middle School at Edenwald	6	6-8	Unscreened	Enrichment Clubs, Geek Squad, Theater/Arts Program, Mighty Milers, Mentorships, Education through Aviation, Girl Scouts
11X532	Baychester Middle School	6	6-8	Unscreened	Ancient Greece Olympics, Breakfast Club, Bingo Night, Career Day, Movie Night, Stock Market Club, Technology Club
84X378	Icahn Charter School 2	6	K-8	Lottery	No
84X496	Icahn Charter School 4	K-4	K-8	Lottery	No
84X255	Bronx Charter School for Excellence	K-7	K-8	Lottery	No

Detailed information about charter schools will also be published annually and would be available in print or on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X135.

## IV. Enrollment, Admissions, and School Performance Information

### Aspire Preparatory Middle School

#### Admissions Data

<b>Current Admissions</b>	Admissions Method: Unscreened Zoned Campus Choice
<b>Admissions after the Proposed Phase-out of Aspire</b>	N/A

#### Enrollment Data

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
<b>2011-12 (unaudited)</b>	113	129	156	398
<b>2012-13 (proj.)</b>	-	110 - 120	125 - 135	235 - 255
<b>2013-14 (proj.)</b>	-	-	110 - 120	110 - 120
<b>2014-15 (proj.)</b>	-	-	-	-

#### Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>24</sup>	15%
Percentage of Students with Individualized Education Programs <sup>25</sup>	21%
Percentage of English Language Learner Students <sup>26</sup>	11%
Percentage of Students Eligible for Free or Reduced Lunch <sup>27</sup>	77%

<sup>24</sup> Students receiving ICT and SC services as percentage of total students from the October 31, 2011 Unaudited Register

<sup>25</sup> Students with Individualized Education Programs as percentage of total students from the October 31, 2011 Unaudited Register

<sup>26</sup> English Language Learner students as percentage of total students from the October 31, 2011 Unaudited Register

<sup>27</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

## School Performance Data

Aspire Preparatory Middle School	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress<sup>28</sup></b>			
Overall Progress Report Grade	B	C	F
Quality Review Score <sup>29</sup>	-	P	-
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	61%	28%	24%
Mathematics % Proficient (Levels 3 and 4)	76%	42%	38%
<b>Other Key Performance Indicators</b>			
Attendance Rate	93.9%	92.2%	91.6%

<b>2010-2011 State Accountability Status<sup>30</sup></b>	In Good Standing
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## Bronx Green Middle School

### Admissions Data

<b>Current Admissions</b>	Admissions Method: Unscreened Zoned Campus Choice
<b>Admissions after the Proposed Phase-out of Aspire</b>	Admissions Method: Unscreened Zoned Campus Choice

<sup>28</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>29</sup> <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>

<sup>30</sup> This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability/>

## Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
<b>2011-12 (unaudited)</b>	104	131	122	357
<b>2012-13 (proj.)</b>	105 - 115	105 - 115	125 - 135	335 - 365
<b>2013-14 (proj.)</b>	105 - 115	110 - 120	115 - 125	330 - 360
<b>2014-15 (proj.)</b>	105 - 115	115 - 125	120 - 130	340 - 370

## Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>31</sup>	18%
Percentage of Students with Individualized Education Programs <sup>32</sup>	22%
Percentage of English Language Learner Students <sup>33</sup>	17%
Percentage of Students Eligible for Free or Reduced Lunch <sup>34</sup>	92%

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

<sup>32</sup> Students with Individualized Education Programs as percentage of total students from the October 31, 2011 Unaudited Register

<sup>33</sup> English Language Learner students as percentage of total students from the October 31, 2011 Unaudited Register

<sup>34</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

### School Performance Data

Bronx Green Middle School	2008-2009	2009-2010 <sup>35</sup>	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	B
Quality Review Score	P	UPF	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	46%	18%	25%
Mathematics % Proficient (Levels 3 and 4)	56%	27%	42%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92.2%	91.0%	90.1%

<b>2010-2011 State Accountability Status<sup>36</sup></b>	In Good Standing
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### Pelham Academy of Academics and Community Engagement

#### Admissions Data

<b>Current Admissions</b>	Admissions Method: Unscreened Zoned Campus Choice
<b>Admissions after the Proposed Phase-out of Aspire</b>	Admissions Method: Unscreened Zoned Campus Choice

<sup>35</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

<sup>36</sup> This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability/>.

## Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	93	102	128	323
2012-13 (proj.)	90 - 100	90 - 100	95 - 105	275 - 305
2013-14 (proj.)	90 - 100	90 - 100	90 - 100	270 - 300
2014-15 (proj.)	90 - 100	90 - 100	90 - 100	270 - 300

## Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>37</sup>	10%
Percentage of Students with Individualized Education Programs <sup>38</sup>	16%
Percentage of English Language Learner Students <sup>39</sup>	14%
Percentage of Students Eligible for Free or Reduced Lunch <sup>40</sup>	89%

<sup>37</sup> Students receiving ICT and SC services as percentage of total students from the October 31, 2011 Unaudited Register

<sup>38</sup> Students with Individualized Education Programs as percentage of total students from the October 31, 2011 Unaudited Register

<sup>39</sup> English Language Learner students as percentage of total students from the October 31, 2011 Unaudited Register

<sup>40</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

## School Performance Data

PELHAM ACADEMY OF ACADEMICS AND COMMUNITY ENGAGEMENT	2008-2009	2009- 2010 <sup>41</sup>	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	-	-	B
Quality Review Score	-	-	-
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	-	32%	27%
Mathematics % Proficient (Levels 3 and 4)	-	53%	56%
<b>Other Key Performance Indicators</b>			
Attendance Rate	-	94.1%	92.5%

<b>2010-2011 State Accountability Status<sup>42</sup></b>	In Good Standing
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## V. Initial Costs and Savings

If this proposal is approved, once the phase-out is fully implemented, the DOE will cease to allocate funds to Aspire and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the Aspire 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.

As a result of the phase-out, the total number of students enrolled at Aspire will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if

<sup>41</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

<sup>42</sup> This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability/>

teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (“ATR”). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available per classroom to support the cost of classroom operations. All dollar amounts are based on FY 12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening I.S. 556 will be included in the separate EIS proposing the co-location of I.S. 556 in building X135.

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

### **A. Personnel Needs**

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Aspire would be excessed over the course of the phase-out.<sup>43</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 United Federation of Teachers (“UFT”) contract would require excessing to take place in reverse seniority order within each given teaching license area.

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

It is also important to understand that the students who would otherwise have enrolled in Aspire may enroll in I.S. 556 or other new schools opening boroughwide, 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.

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

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

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

If this proposal is approved, as a result of the phase-out, the total number of students enrolled at Aspire 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

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<sup>43</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per-pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools received an additional \$2,043.69 per pupil for each English Language Learner student they enrolled.

As with all other schools Citywide, Aspire 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. Aspire 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 Aspire is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

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

### **C. Administration**

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

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

### **D. Transportation**

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

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

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

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

## VII. Building Information

<b>Building</b>		X135
<b>Type of Building</b>		Junior High-Intermediate-Middle
<b>Year Built</b>		1955
<b>Overall BCAS rating</b>		2.86 out 5.0
<b>2010-2011 Target Building Utilization</b>		102%
<b>2010-2011 Target Building Capacity</b>		1,118
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$27,653
	<b>Materials</b>	\$17,139
	<b>Maintenance and repair contracts</b>	\$22,681
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs—Materials</b>	\$9,763
	<b>Custodial operations costs—Custodial Allocation</b>	\$309,060
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$112,608
	<b>Gas</b>	\$2,660
	<b>Oil<sup>44</sup></b>	\$143,166
<b>Projects completed during the current or prior school year</b>		CIP - Anslu systems, Exterior masonry/window/roofs & FY10 Reso A computers and Smartboards
<b>Projects proposed in the capital plan</b>		System replacements- Exterior masonry, roofs, windows and IP surveillance camera installation
<b>Accessibility of the building</b>		Building is not functionally programmatically accessible
<b>Building attributes</b>		Auditorium, Computer room, Gymnasium, Library, Nurse's office and Science lab

<sup>44</sup> Exact Fuel Oil cost data is not available. Amount based on delivery data for FY11 and average FY11 costs for #6 fuel oil.