

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of The Anna Gonzalez Community School (32K296) Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase-out and close The Anna Gonzalez Community School (32K296, “The Anna Gonzalez Community School”), an existing zoned middle school located at 125 Covert Street, Brooklyn, NY 11207, in Community School District 32, in Building K296 (“K296”) because of its low performance and inability to turn around quickly to better support student needs. The Anna Gonzalez Community School currently serves students in sixth through eighth grades. If this phase-out proposal is approved, The Anna Gonzalez Community School would 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. The Anna Gonzalez Community School will close after June 2014. Current students will continue to be served and supported by The Anna Gonzalez Community School as they progress toward completion of middle school. Current eighth grade students will be supported through the Citywide High School Admissions Process (“High School Admissions Process”) as they select a high school.

The Anna Gonzalez Community School is currently “co-located” in building K296 with the following schools: P053K@I296K, a District 75 school (75K053, “P053K@I296K”),¹ and Achievement First Bushwick Charter School (84K538, “Achievement First Bushwick”).² P053K@I296K serves students who are autistic or intellectually disabled in grades six through eight. Achievement First Bushwick serves students in grades kindergarten through nine, but only serves students in grades kindergarten through four at the K296 building.

This amended EIS corrects the grade span that P053K@I296K serves at K296. The EIS published on December 19, 2011 incorrectly stated that P053K@I296K serves students in grades four through eight. This EIS clarifies that P053K@I296K serves students in grades six through eight.

In a separate Educational Impact Statement (“EIS”) posted on December 19, 2011, the DOE has also proposed to co-locate a new middle school, (32K562, “I.S. 562”), which would serve students in sixth through eighth grade when it reaches full scale in K296 in 2014-2015. This new middle school would serve students in the existing middle school zone for The Anna Gonzalez Community School. If the proposal to co-locate I.S. 562 in K296 is approved, it would provide a new middle school option for District 32 families and replace the seats lost by the proposed phase out of The Anna Gonzalez Community School. I.S. 562 would be co-located in K296 with The

¹ 75K053 is located at 7 sites, including the K296 building: P053K@P838K located at 720 Livonia Ave., Brooklyn NY 11207; P053K@1088K located at 544 Seventh Ave., Brooklyn NY 11215; P053K@P104K located at 9115 Fifth Ave., Brooklyn NY 11209; P053K@Abraham Lincoln HS located at Ocean Parkway & West Ave., Brooklyn NY 11235; P053K@Kingsboro High School (Leon M. Goldstein) located at 1830 Shore Blvd., Brooklyn NY 11235; and P053K@P384K located at 242 Cooper St., Brooklyn NY 11207. This proposal will only impact P053K@I296K. All references to enrollment will refer to P053K@I296K only.

² A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

Anna Gonzalez Community School, P053K@I296K, and Achievement First Bushwick as The Anna Gonzalez Community School phases out and I.S. 562 phases in.

Background on the DOE's Decision-Making Process

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.³ 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 and teachers, and from sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms, and talk with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

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

The Anna Gonzalez Community School earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, The Anna Gonzalez Community School earned a C grade, and on the 2008-2009 Progress Report, The Anna Gonzalez Community School earned an A grade.⁴

Additionally, The Anna Gonzalez Community School has been identified by New York State as Persistently Low Achieving.

As a result, the DOE initiated a comprehensive review of The Anna Gonzalez Community School with the goal of determining what intensive supports and interventions would best benefit The Anna Gonzalez Community School 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 The Anna Gonzalez Community School—will best serve students and the community. Phasing out and closing The Anna Gonzalez Community

³ 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 2010-11 Progress Report or which are receiving a Progress Report for the first time are not considered for phase-out.

⁴ 84% of elementary/middle schools citywide received an A (97% received an A or B) on the 2008-09 Progress Report. The Anna Gonzalez Community School’s 2008-09 Progress Report overall score was in the bottom 34% Citywide.

School will allow for new school options to develop in the K296 building that are intended to provide better options for families.

Performance and School Environment at The Anna Gonzalez Community School

The Anna Gonzalez Community School 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 students at The Anna Gonzalez Community School remain below grade level in English and Math. Last year, only 14% of students were performing on grade level in English, putting the school in the bottom 14% of middle schools Citywide in terms of English proficiency. Only 20% of students were performing on grade level in Math, putting the school in the bottom 6% of middle schools Citywide in terms of Math proficiency. In 2009-2010, the school scored in the bottom 12% of schools Citywide in English Language Arts proficiency and the bottom 9% in Math proficiency.
- The Anna Gonzalez Community School is not helping students to make adequate progress. The school is in the bottom 1% of middle schools Citywide in terms of learning growth in English and the bottom 9% of middle schools Citywide in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If those outcomes persist, 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. On the 2010-2011 Progress Report, The Anna Gonzalez Community School received an overall grade of F, including F grades for Student Progress, Student Performance, and School Environment. The Anna Gonzalez Community School was the only middle school in the district to earn an F grade on its 2010-2011 Progress Report.⁵ Additionally, in 2010-2011 the school was designated by the State as Persistently Lowest Achieving, which means that The Anna Gonzalez Community School was in the bottom 5% of Title I schools in the State in terms of student performance.
- The school's attendance rate remains below most middle schools. The 2010-2011 attendance rate at the school was 88%, compared to the Citywide middle school average of 92.6%, putting the school in the bottom 11% of all middle schools Citywide in terms of attendance.
- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, underdeveloped) to measure how well a school is organized to support student achievement.⁶ The Anna Gonzalez Community School was rated "Developing" on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.
- Safety issues have been a concern at the school. On the 2011 New York City School Survey, only 22% of teacher respondents believed that order and discipline are maintained at the school and

⁵ P.S. 377 Alejandrina B. De Gautier (32K377), which serves students in grades kindergarten through eight, also received an overall Progress Report score of F in 2010-2011.

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

only 50% of student respondents believed that they were safe in the hallways, bathrooms, and locker rooms.

- Demand for seats at The Anna Gonzalez Community School is low. Only 30% of students in grades 6-8 who were zoned to the school chose to attend the school in 2011-12. Additionally, during the 2010-2011 school year, only 11% of students who applied to The Anna Gonzalez Community School ranked the school as their top choice.⁷

All of these concerns suggest that the school is ill-equipped to turn around quickly to better support students. The chart below summarizes key performance data for The Anna Gonzalez Community School over the past three years.

The Anna Gonzalez Community School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	F
Progress Report Progress Grade	B	F	F
Progress Report Performance Grade	A	F	F
Progress Report Environment Grade	B	D	F
Quality Review Score ⁸			Developing
Performance Data⁹			
English Language Arts % Proficient (Levels 3 and 4)	52%	14%	14%
Math % Proficient (Levels 3 and 4)	64%	19%	20%
Other Key Performance Indicators			
Attendance Rate	90.8%	89.0%	88.2%
2010-2011 State Accountability Status¹⁰	Restructuring (advanced) Comprehensive		

⁷ 2010-2011 fifth grade applicants applying to middle school for the 2011-2012 school year.

⁸ The DOE Quality Review rubric can be found here: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRubricwheader.pdf>

⁹ 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.

¹⁰ For more information on measures of state accountability, visit: <http://www.p12nysed.gov/irs/accountability>.

Overview of Past Strategic Improvement Efforts at The Anna Gonzalez Community School

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

Leadership Support:

- 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.
- Leadership training on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.
- Coaching to leaders on the implementation of curriculum mapping, strategies for language development for English Language Learners, integrated co-teaching models, data analysis as a tool for instructional improvement, and methods for identifying and sharing best practices.

Instructional Support:

- Training and coaching to teacher teams on creating rigorous and standards-based assessments.
- Support and training to teachers in creating curriculum maps, strategies aimed at addressing various students' entry points into content, and other instructional tools to raise teacher practice and improve student achievement.
- Facilitated training for English Language Arts teachers in the development of discussion and guided writing techniques aimed at increasing student interest, developing teacher practice, and raising student achievement.
- Training to staff on technology integration and utilizing technology to improve teacher practice, raise student interest, and increase achievement.
- Coaching to teachers in content-specific instructional improvements across disciplines, with a focus on ELA, Math, and Social Studies.
- Training for 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 to school staff on budgeting, human resources issues, teacher recruitment, and building management.
- Leadership support and training in monitoring progress and meeting compliance regulations for English Language Learners and Special Education students.

- Support to school with grants and other funding opportunities such as the Center for Arts Education SASI grant.

Student Support:

- Training to 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.
- Training to staff in family engagement and methods for analyzing, monitoring, and improving student attendance in an effort to increase student academic readiness.
- Support related to meaningful and beneficial school partnerships with the Hispanic Coalition, Brooklyn College, and the Beacon Program.

Despite the availability of these supports, it is apparent that The Anna Gonzalez Community School 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 Anna Gonzalez Community School community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association (“PTA”) and the School Leadership Team (“SLT”) on October 21st, 2011 to discuss possible outcomes for The Anna Gonzalez Community School due to its continued poor performance. The meetings were attended by approximately 75 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=20>.

While parents had some positive comments about recent programs and initiatives designed to improve school culture, they also expressed concerns about student discipline and a lack of communication with the school staff and leadership. Parents at the meeting questioned the validity of the Learning Environment Survey, particularly the data points regarding school safety. Parents at the meeting expressed their opinion that the school provided a safe environment for their children. Parents also expressed dissatisfaction with general parental involvement, and stated their opinion that the school would benefit from the support and cooperation of strong family engagement.

The SLT expressed similar concerns and discussed difficulties regarding school culture, student achievement, and parent involvement. Staff and parents did express positive feedback about recent professional development related to curriculum planning, instructional practices, and pedagogical skills. Some teachers expressed their opinion that the school needs more time to implement the programs, initiatives and professional development that has been provided to the school in recent months.

While many members of The Anna Gonzalez Community School community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the

school’s longstanding performance struggles and the very low demand for seats at the school. The DOE will incorporate community feedback as it continues to support current students at The Anna Gonzalez Community School working toward promotion and develops plans to replace The Anna Gonzalez Community School with other schools that better meet student and community needs.

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

II. Potential Use of Building

The building in which The Anna Gonzalez Community School is located, K296, has the capacity to serve 1,388 students. In 2010-2011—the most recent year for which audited enrollment data is available—the building served only 998 total students¹¹ yielding an estimated utilization rate of just 72%.¹² In 2011-2012, the building served 848 total students¹³, yielding an estimated utilization rate of 61%.¹⁴ This is one indicator that the building is “underutilized” and has extra space to accommodate additional students.¹⁵

In a separate EIS that was posted on December 19, 2011 the DOE proposed the co-location of a new middle school, I.S. 562, in K296. Over the next four years, the proposed grade spans for the schools in the building are as follows:

DBN	School Name	Grade Spans			
		2011-12	2012-13	2013-14	2014-15
32K296	The Anna Gonzalez Community School	06-08	07-08	08	-
32K562	I.S. 562	-	06	06-07	06-08
75K503	P053K@I296K	06-08	06-08	06-08	06-08
84K538	Achievement First Bushwick Charter School	0K-04	0K-04	0K-04	0K-04

The table below demonstrates enrollment across all existing organizations and I.S. 562 during the

¹¹ 2010-2011 audited register

¹² All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Enrollment, Capacity, Utilization Report (“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.

¹³ As of the October 31, 2011 unaudited register

¹⁴ 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.

¹⁵ 2010-2011 audited register

course of the phase-out of The Anna Gonzalez Community School and the phase-in of I.S. 562:

School Name	2010-2011 Audited Register	2011-12 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
The Anna Gonzalez Community School	535	414	245 - 265	100 - 110	-
I.S. 562 ¹⁶	-	-	115 - 125	230 - 250	345 - 375
P053K@I296K	32	32	28 - 36	28 - 36	28 - 36
Achievement First Bushwick	431	402	375 - 478	375 - 478	375 - 478
Total Building Enrollment	998	848	763 - 904	733 - 874	748 - 889
Utilization	72%	61%	55% - 65%	53% - 63%	54% - 64%

In 2014-2015, once The Anna Gonzalez Community School has fully phased out and I.S. 562 has fully phased-in, there would be approximately 748-889 total students served in the building. The projected utilization for K296 at that point is approximately 54%-64%. This means that K296 has adequate capacity to accommodate the new middle school.

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”) which is available at

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

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may

¹⁶ Enrollment projections are based on a standard phase-in plan of 4 general education sections and 1 SC section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on demand from zoned students and out-of-zone applicants.

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

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

A. Students

Enrollment Options for Current Students at The Anna Gonzalez Community School

If this proposal is approved, The Anna Gonzalez Community School would be phased out gradually over the next several years and would no longer admit new sixth-grade students after the end of this school year. Current sixth and seventh grade students would be supported at The Anna Gonzalez Community School as they progress towards completion of middle school and transition to high school. Current eighth grade students who meet promotional requirements would apply for high school through the Citywide High School Admissions Process. Current sixth grade students who do not meet promotional standards at the end of this school year would continue enrollment as a sixth grade student at The Anna Gonzalez Community School even though the school would not admit any incoming sixth grade students. These students would also have the opportunity to enroll as a sixth grade student at I.S. 562.

If this proposal is approved, in 2012-2013 The Anna Gonzalez Community School would only serve students in seventh and eighth grades. In 2013-2014, The Anna Gonzalez Community School would only serve students in eighth grade. The Anna Gonzalez Community School would close after June 2014. Students who do not meet promotional requirements during the phase-out period will continue to have access to appropriate courses, support, and instruction to support their progress toward promotion and will continue to be enrolled at The Anna Gonzalez Community School. This may include accommodating them in existing classes, bridge classes, or pull-out classes.¹⁷ Specific instructional decisions on how to serve these students will be made by school administrators and instructional staff. At the end of the 2013-2014 school year when the school is scheduled to close, any The Anna Gonzalez Community School students who do not meet promotional standards will be placed at another District 32 middle school or at a middle school in the district in which the student resides.

Impact on Academic, Extracurricular Programs, and Community Partnerships at The Anna

¹⁷ A bridge class refers to instances where a small number of students from multiple grade levels are served in the same class 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.

Gonzalez Community School

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered at The Anna Gonzalez Community School. 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, The Anna Gonzalez Community School 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.

The DOE remains focused on helping The Anna Gonzalez Community School students to succeed. If this proposal is approved, The Anna Gonzalez Community School would be provided with targeted, customized, and intensive supports aimed at the unique needs of the school and its students. These supports would be in the areas of budgeting, 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.

The Anna Gonzalez Community School 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, SC, and SETSS classes would continue to be provided as The Anna Gonzalez Community School phases out and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). Current students at The Anna Gonzalez Community School who receive ELL services will continue to receive ELL services as the school phases out.

According to the District 32 Middle School Directory, The Anna Gonzalez Community School currently offers the following special programs and initiatives, extracurricular activities, and partnerships:¹⁸

- **Clubs & Activities:** Kaplan/Princeton Review Reading & Mathematics, America’s Choice Program, 21st CCLC Reading & Math Program, Drama, Dance, Art, Music, Chess Club, Paint Club, Conflict Resolution Teams, Robotics
- **Athletics:** Basketball, swimming, softball, baseball, football, handball, indoor track, outdoor track, soccer, volleyball, wrestling

¹⁸ <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>

- **Program & Resource Partnerships:** St. John's University, The City College of New York (CCNY), Queens College (QC), Ridgewood Bushwick Senior Citizens Counsel, Inc. (RBSCC), Beacon Program, Relationship Abuse Prevention Program (RAPP), Substance Abuse Prevention Intervention Services (SAPIS), 21st Century Community Learning Center (CCLC), Science and Technology Entry Program (STEP), The Wilson Program, Great Leaps, Kaplin, JP Morgan Chase, The Princeton Review, America's Choice

The Anna Gonzalez Community School would 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 extracurricular offerings annually based on student demand and available resources.

As outlined in the Middle School Directory, other District 32 middle schools currently offer or have partnerships with similar health, sports or fitness organizations, such as the Child and Family Clinic Plus, Substance Abuse Prevention Intervention Services and the New York Junior Tennis League. Other District 32 middle schools also have community partnerships offering a range of literacy, music, and educational technology programs, such as the 21st Century Community Learning Center, Kaplan, Learning through an Expanded Arts Program, Science and Technology Entry Program, Athletes for Charity, Bilingual Education Technical Assistance Center, The Joyce Theater, and the American Museum of Natural History. Other partnerships promoting college awareness and readiness currently offered in District 32 middle schools include: Teachers College Columbia University, Hunter College, Brooklyn College Community Partnership, St. John's University, The City College of New York (CCNY), Queens College (QC), New York University (NYU), Long Island University (LIU), Polytechnic University, Barnard College, Duke University, and Morehouse College. Therefore, residents of District 32 will continue to have access to partnerships like those currently offered at The Anna Gonzalez Community School at other District 32 middle schools.

As the school phases out, the DOE will work with The Anna Gonzalez Community School 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 The Anna Gonzalez Community School students in the past. As appropriate, the DOE will work with The Anna Gonzalez Community School to introduce or expand partnerships with the community organizations that currently support The Anna Gonzalez Community School students and other District 32 middle school students.

Admission Impact on Current and Future Students at Existing Schools in K296

The DOE does not anticipate that the proposed phase-out and eventual closure of The Anna Gonzalez Community School will impact admissions, current or future student enrollment, or instructional programming at P053K@I296K or at Achievement First Bushwick.

The impact of the proposed co-location of I.S. 562 in the building is described in detail in a separate EIS that was posted on December 19, 2011. Please visit the DOE website to access that

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

Admissions Impact for Future Middle School Students in District 32

The Anna Gonzalez Community School is a zoned middle school that also maintains three Screened: Academic programs.¹⁹ A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes, please visit the DOE website at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>. If you are interested in determining your zoned school, please visit the DOE website's School Search function: <http://schools.nyc.gov/SchoolSearch>.

The three Screened: Academic programs at The Anna Gonzalez Community School (Academy of Math, Science and Technology, Leadership Academy and Performing Arts Academy) maintain separate criteria for admissions. For entry into the Academy of Math, Science and Technology, the school reviews a guidance counselor recommendation, a student's record of attendance and punctuality and a student's grades and test scores. For entry into the Leadership Academy, the school reviews a student's record of attendance and punctuality and a student's grades and test scores. For entry into the Performing Arts Academy, the school uses an art exam in addition to reviewing a student's record of attendance and punctuality, and a student's grades and test scores. For each program, students who reside in District 32 (including those who are zoned to attend The Anna Gonzalez Community School) are eligible to apply. As noted above, demand for these seats is low: only 13% of students who applied to the Academy of Math, Science and Technology ranked it as their first choice, only 7% of students who applied to the Leadership Academy ranked it as their first choice, and only 11% of students who applied to the Performing Arts Academy ranked it as their first choice.²⁰

In the District 32 Middle School Choice process, fifth grade students rank in order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. If this proposal is approved, students would continue to have access to a broad range of middle school options through the District 32 Middle School Choice process, as outlined in the tables at the end of this section.

Middle school admissions applications were due on December 16, 2011. If this proposal is approved by the PEP on February 9, 2012, the school will be removed from the matching process for the 2011-2012 District 32 Middle School Choice application process, and no current fifth-grade students would be matched to The Anna Gonzalez Community School for the 2012-2013 school year. For example, if a current fifth-grade student has submitted his or her application and selected The Anna Gonzalez Community School as a third-choice school, the matching process will automatically skip to the fourth-choice school, and so on and so forth. Additionally, students have the opportunity to submit a new admission application with revised school rankings in February. This application would replace the previously submitted application. New middle schools designated to open throughout the City for the 2012-2013 school year will also be available for these students to consider as well.

¹⁹ Schools with Screened: Academic programs maintain selection criteria for admission such as a review of attendance and punctuality, grades and test scores and other factors.

²⁰ 2010-2011 fifth grade applicants applying to middle school for the 2011-2012 school year.

In District 32, where there is Middle School Choice, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>. In District 32 Middle School Choice, students rank their preferences from among District 32 choice middle schools. These options include:

- choice middle schools with a screened application process (entrance is based on criteria designated by the school); and
- choice middle schools with an unscreened or limited-unscreened application processes (Note: limited-unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session).

The existing District 32 middle schools with an admissions method (Screened: Academic) comparable to that of The Anna Gonzalez Community School are: Willoughby School (J.H.S. 162), Roland Hayes (J.H.S. 291), School of Humanities (I.S. 347), Math Science & Technology (I.S. 349) and Philippa Schuyler (J.H.S. 383). Additional information on these schools is provided in the charts below in this section. In addition, screened and audition middle schools exist and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. The DOE will support middle schools in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched is expected to develop a program to meet the student's needs. This process applies to students with IEPs transitioning to middle school in the same manner as it applies to all other students. All students with IEPs will continue to receive mandated services at the choice school to which they are matched.

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

In a separate EIS posted on December 19, 2011, the DOE has proposed the creation of a new zoned middle school, I.S. 562, that would serve the same zone as The Anna Gonzalez Community School, and which would be located in the same building that currently houses The Anna Gonzalez Community School. Additionally, the school would admit students through a Limited: Unscreened program.²¹ These students would be admitted through the Middle School Choice process, as described above.

Incoming sixth grade students who reside in The Anna Gonzalez Community School zone would receive priority in the new middle school that would open next September in building K296. This

²¹ 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.

includes students who seek to enroll “over-the-counter” (“OTC”), which is described in further detail below. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started.

Approximately 807 sixth to eighth grade students are zoned to The Anna Gonzalez Community School in the 2011-2012 school year.²² During the 2011-2012 school year, approximately 30% of these students attended The Anna Gonzalez Community School, which means that 70% of those students who were guaranteed a seat in the school chose to attend middle school elsewhere. If more zoned students choose to attend the new school than attended The Anna Gonzalez Community School, the school building has the capacity to accommodate additional students. In fact, the building has the capacity to serve 1,388 students. If both this phase-out proposal and the proposal to phase in and co-locate I.S. 562 are approved, students who live in the current zone for The Anna Gonzalez Community School will be zoned to attend the new zoned school, I.S. 562. I.S. 562 will provide priority to those students who currently reside within the zone for The Anna Gonzalez Community School, including OTC students and students requiring SC or ICT classes. During the phase-out, OTC students will attend school at either The Anna Gonzalez Community School or at I.S. 562 depending on which school offers the appropriate grade level.

As The Anna Gonzalez Community School would no longer admit new sixth-grade students after the end of this school year, incoming sixth grade students will not have access to the three Screened: Academic programs currently offered at The Anna Gonzalez Community School. However, I.S. 562 will offer a Limited: Unscreened option, thereby allowing District 32 students from outside of the I.S. 562 zone an option of attending I.S. 562. As noted earlier, a Limited: Unscreened program at I.S. 562 will admit students on the same basis as an unscreened school except that it will give preference to students who have attended an information session. This program will be open to students who reside in District 32, including those currently zoned to attend The Anna Gonzalez Community School or who will be zoned to attend I.S. 562.

Additionally, future sixth-grade students will continue to have access to a broad range of middle school options through the District 32 Middle School Choice process and through Borough-wide and Citywide middle school options. The table below outlines District 32, Borough-wide, and Citywide middle schools’ performance, the percentage of special education students (“SE”), the percentage of ELL students, the admissions process, building utilization rate, and site accessibility.²³ Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.²⁴

²² As of the October 31, 2011 unaudited register

²³ Target Utilization Rates are from the 2010-2011 Enrollment Capacity Utilization Report.

²⁴ <http://schools.nyc.gov/ChoicesEnrollment/Middle>

District Choice Options

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
DISTRICT Choice											
32K162	J.H.S. 162 The Willoughby	K162	1390 WILLOUGHBY AVENUE	06-08	06-08	68%	C	17%	18%	Screened	Not functionally accessible
32K291	J.H.S. 291 Roland Hayes	K291	231 PALMETTO STREET	06-08	06-08	57%	C	12%	25%	Screened	Partially Programmatically accessible
32K347	I.S. 347 School of Humanities	K111	35 STARR STREET	06-08	06-08	71%	C	11%	22%	Screened	Not functionally accessible
32K349	I.S. 349 Math, Science & Tech.	K111	35 STARR STREET	06-08	06-08	71%	C	8%	23%	Screened	Not functionally accessible
32K554	All City Leadership Secondary School	K779	1474 GATES AVENUE	06-12	06-12	101%	A	0%	3%	School Based	Fully Programmatically accessible
BOROUGH-WIDE Choice											
13K336	Academy of Business and Community Development	K258	141 MACON STREET	06-12	06-12	55%	D	13%	3%	Screened	Fully Programmatically accessible
13K527	Urban Assembly Institute of Math and Science for Young Women	K313	283 ADAMS STREET	06-11	06-12	100%	B	13%	1%	Screened	Not functionally accessible
13K592	Khalil Gibran International Academy	K287	50 NAVY STREET	07-08	09-12	55%	NA	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
23K493	Brooklyn Collegiate: A College Board School	K055	2021 BERGEN STREET	06-12	06-12	65%	F	5%	2%	Screened	Fully Programmatically accessible
23K518	Kappa V	K275	985 ROCKAWAY AVENUE	06-08	06-08	70%	A	19%	2%	Screened	Not functionally accessible
23K522	Mott Hall IV	K271	1137 HERKIMER STREET	06-08	06-08	52%	F	5%	2%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 HERKIMER STREET	06-09	06-12	52%	B	16%	3%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	K175	226 BRISTOL STREET	06-12	06-12	89%	B	7%	2%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	05-08	05-08	77%	B	4%	1%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	0%	2%	Screened	Not functionally accessible

02M4 42	Ballet Tech, NYC Public School for Dance	M905	890 BROADWA Y	04-08	04-08	60%	B	0%	3%	Screened	Not functionall y accessible
03M3 34	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0.4%	Screened	Fully Programm atically accessible
03M8 59	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	0%	1%	Screened	Not functionall y accessible
04M0 12	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programm atically accessible
21K2 39	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	2%	1%	Test Outcome	Not functionall y accessible

In addition, incoming sixth grade students have other middle school options. The table below lists two charter schools currently located in District 32 that either currently enroll middle school students or are projected to do so once fully phased-in. Both schools enroll students through the charter school lottery application process and provide a preference for District 32 students.²⁵ All students in District 32 will continue to have the opportunity to participate in these respective charter lotteries.

District Charter Options

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ²⁶	Admissions Method
84K538	Achievement First Bushwick Charter School	0K-09	0K-12	768	Lottery
84K793	Bushwick Ascend Charter School	0K-02	0K-12	231	Lottery

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

²⁵ 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>.

²⁶ Based on headcount as of October 1, 2011

Admissions Impact for OTC Students

OTC students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);²⁷ or
- Did not participate in the Middle School Admissions Process for some other reason.

When a middle school eligible student arrives for an OTC placement, his/her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In 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.²⁸ 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.

Approximately 59 students were admitted to sixth grade through the Middle School Choice process at The Anna Gonzalez Community School during the 2010-2011 school year for September 2011 enrollment. Nineteen students were held over from the previous year, and approximately 29 sixth-grade students were admitted to The Anna Gonzalez Community School through the OTC placement process. Similarly, 15 OTC students were admitted to The Anna Gonzalez Community School for seventh grade and 29 OTC students were admitted for eighth grade.

During the 2011-2012 school year, 10 schools in District 32 accepted a total of 381 students in grades 06-08 through the OTC placement process, reflecting an average of approximately 38 students per school. Since I.S. 562 will also accept OTC students, all OTC arrivals will continue to be accommodated.

B. Schools

²⁷ 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.

²⁸ Educational Option (“Ed Opt”) applies to high schools only and refers to a type of admission method where a program has a certain portion of seats based on scores attained on the seventh grade ELA reading exam for student high, middle, and low reading levels. If a student scores in the top 2% on the previous year's English Language Arts reading exam and lists an Ed Opt program as a first choice on the application, students are guaranteed a match to that program. High school admissions information is available online: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory>.

The Anna Gonzalez Community School currently enrolls 414 sixth through eighth grade students. If this proposal is approved, The Anna Gonzalez Community School will phase out gradually, but the middle school seats lost as a result of that phase-out will be replaced as I.S. 562 phases in at K296.

As described in a separate EIS, the DOE is proposing to open and co-locate I.S. 562 in K296 beginning in 2012-2013. The proposal is available online:

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

In 2014-2015, once The Anna Gonzalez Community School has phased out and I.S. 562 is at full scale, there would be approximately 748-889 total students served in the building. The projected utilization for K296 at that point is approximately 54%-64 %. This means that K296 has adequate capacity to accommodate the new middle school. The estimated enrollment for all organizations over a four-year period are shown below:

The Anna Gonzalez Community School:

	Grade 06	Grade 07	Grade 08	Total Enrollment
2011-12 (unaudited)	105	152	157	414
2012-13 (proj.) ²⁹	-	100 - 110	145 - 155	245 - 265
2013-14 (proj.)	-	-	100 - 110	100 - 110
2014-15 (proj.)	-	-	-	-

IS 562:

	Grade 06	Grade 07	Grade 08	Total Enrollment
2011-12 (unaudited)	-	-	-	-
2012-13 (proj.) ³⁰	115 - 125	-	-	115 - 125
2013-14 (proj.)	115 - 125	115 - 125	-	230 - 250
2014-15 (proj.)	115 - 125	115 - 125	115 - 125	345 - 375

P053K@I296K:

²⁹ 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.

³⁰ As noted earlier, enrollment projections are based on a standard phase-in plan of 4 general education sections and 1 SC section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

	Grade 06	Grade 07	Grade 08	Total Enrollment
2011-12 (unaudited)	32			32
2012-13 (proj.) ³¹	28-36			28-36
2013-14 (proj.)	28-36			28-36
2014-15 (proj.)	28-36			28-36
2015-16 (proj.)	28-36			28-36

Achievement First Bushwick Charter School:

	Grade 0K	Grade 01	Grade 02	Grade 03	Grade 04	Total Enrollment
2011-12 (unaudited)	59	87	87	89	80	402
2012-13 (proj.) ³²	79-101	79-101	77-98	72-92	68-86	375-478
2013-14 (proj.)	79-101	79-101	77-98	72-92	68-86	375-478
2014-15 (proj.)	79-101	79-101	77-98	72-92	68-86	375-478

If this proposal to phase out The Anna Gonzalez Community School and the proposal to open and co-locate I.S. 562 in K296 are approved, there would be sufficient space to serve The Anna Gonzalez Community School, I.S. 562, and P053K@I296K, pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while The Anna Gonzalez Community School phases out and while I.S. 562 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/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint

³¹ All District 75 projections referenced for the 2012-2013 school year and beyond assume that total enrollment on October 31, 2011 will be sustained.

³² All projections referenced for the 2012-2013 school year and beyond reflect the charter school’s authorized enrollment pursuant to its Charter application.

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.

As described in more detail in the attached Building Utilization Plan ("BUP") that accompanies this EIS, there will be sufficient instructional space in K296 for The Anna Gonzalez Community School, I.S. 562, Achievement First Bushwick, and P053K@I296K.

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

The details of the proposal to open and co-locate I.S. 562 in K296 are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.htm>.

C. Community

The Anna Gonzalez Community School 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, the K296 building will remain open, but will offer new educational options that are intended to better support the learning needs of future middle school students in District 32. The Anna Gonzalez Community School is the only middle school in District 32 that the DOE has proposed to phase out this year.

The DOE is proposing to open a new middle school in K296, which is intended to better serve the needs of the community by replacing the seats lost by the phase out of The Anna Gonzalez Community School. In addition, the chart in Section III-A above lists current middle school choice options in District 32 along with specific information on each school.

- Excluding the seats currently available at The Anna Gonzalez Community School, there are 2,084 total sixth-grade seats in District 32 middle schools.
- In 2011-2012, there are only 1,414 sixth grade students enrolled in District 32 middle schools. Therefore, even after excluding the seats that would have been offered at The

Anna Gonzalez Community School, there is still an excess in seat capacity in District 32 middle schools.

- The proposed opening of I.S. 562 in K296 is projected to create 115-125 sixth grade seats in District 32.
- In short, the proposal to phase out The Anna Gonzalez Community School is not expected to yield a net deficit of seats in K296 or in District 32. There will continue to be an excess seat capacity in District 32 middle schools.

There is one charter school that is in the process of phasing in that will serve middle school grade at full scale. This school is listed in the below table:

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	Admissions Method	Extracurricular Activities
84K793	Bushwick Ascend Charter School	751 Knickerbocker Ave., Brooklyn NY 11221	0K-02	0K-12	Lottery	N/A

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K296.

IV. Enrollment, Admissions and School Performance Information

The Anna Gonzalez Community School

Admissions Data

Current Admissions	Zoned; Screened: Academic
---------------------------	---------------------------

Enrollment Data

	Grade 06	Grade 07	Grade 08	Total Enrollment
2011-12 (unaudited)	105	152	157	414
2012-13 (proj.)	-	100 - 110	145 - 155	245 - 265
2013-14 (proj.)	-	-	100 - 110	100 - 110
2014-15 (proj.)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ³³	10%
Percentage of Students with Individualized Education Plans ³⁴	17%
Percentage of English Language Learner Students ³⁵	17%
Percentage of Students Eligible for Free or Reduced Lunch ³⁶	91%

School Performance Data

The Anna Gonzalez Community School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	F
Progress Report Progress Grade	B	F	F
Progress Report Performance Grade	A	F	F
Progress Report Environment Grade	B	D	F
Quality Review Score			Developing
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	52%	14%	14%
Math % Proficient (Levels 3 and 4)	64%	19%	20%
Other Key Performance Indicators			
Attendance Rate	90.8%	89.0%	88.2%
2010-2011 State Accountability Status		Restructuring (advanced) Comprehensive	

³³ Students Receiving ICT and SC services as percentage of total students from the 2011 unaudited register as of October 31, 2011.

³⁴ Students with Individualized Education Plans as percentage of total students from the 2011 unaudited register as of October 31, 2011.

³⁵ English Language Learner students as percentage of total students from the 2011 unaudited register as of October 31, 2011.

³⁶ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

P053K@I296K

Admissions Data

Current Admissions	D75 Placement Process
---------------------------	-----------------------

Enrollment Data

	Grade 06	Grade 07	Grade 08	Total Enrollment
2011-12 (unaudited)	32			32
2012-13 (proj.)	28-36			28-36
2013-14 (proj.)	28-36			28-36
2014-15 (proj.)	28-36			28-36

Demographic Data³⁷

Percentage of Students Receiving ICT or SC Services	37%
Percentage of Students with Individual Education Plans	53%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	75%

School Performance Data

P053K (75K053)	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	A
Progress Report Progress Grade	N/A	C	A
Progress Report Performance Grade	N/A	B	B
Progress Report Environment Grade	N/A	A	A
Quality Review Score	Well-Developed	Well-Developed	Well-Developed
Performance Data			

³⁷ Demographic data presented here refer to the entire P053K enrollment, including but not solely P053K@I296K.

English Language Arts % Proficient (Levels 3 and 4)	N/A	5.7%	12.3%
Math % Proficient (Levels 3 and 4)	N/A	15.9%	18.5%
Other Key Performance Indicators			
Attendance Rate	92.68%	88.83%	93.32%
2010-2011 State Accountability Status	In Good Standing		

Achievement First Bushwick Charter School

Admissions Data

Current Admissions	Lottery
---------------------------	---------

Enrollment Data³⁸

	Grade 0K	Grade 01	Grade 02	Grade 03	Grade 04	Total Enrollment
2011-12 (unaudited)	59	87	87	89	80	402
2012-13 (proj.)	79-101	79-101	77-98	72-92	68-86	375-478
2013-14 (proj.)	79-101	79-101	77-98	72-92	68-86	375-478
2014-15 (proj.)	79-101	79-101	77-98	72-92	68-86	375-478

Demographic Data

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with Individual Education Plans	12%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch ³⁹	81%

School Performance Data

³⁸ Achievement First Bushwick serves grades kindergarten through nine. Data presented here reflect grades kindergarten through four which are served at K296.

³⁹ Percentage of Students Eligible for Free or Reduced Lunch from 2011-2012 unaudited register as of October 31, 2011.

Achievement First Bushwick Charter School	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	A	B	A
Progress Report Progress Grade	A	C	A
Progress Report Performance Grade	A	C	B
Progress Report Environment Grade	A	A	A
Quality Review Score			
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	71%	34%	46%
Math % Proficient (Levels 3 and 4)	91%	72%	81%
<i>Other Key Performance Indicators</i>			
Attendance Rate	96.2%	96.2%	96.9%
<i>2010-2011 State Accountability Status</i>	In Good Standing		

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to The Anna Gonzalez Community School, 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 Anna Gonzalez Community School 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 The Anna Gonzalez Community School 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 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.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of The Anna Gonzalez Community School with I.S. 562.

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

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at The Anna Gonzalez Community School would be excessed⁴⁰ over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school’s staffing needs will naturally be reduced.

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

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving 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 The Anna Gonzalez Community School may enroll in I.S. 562 or other new schools opening borough-wide, 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 hiring that have an impact on a school that is closing or phasing out, shall be required to hire no less than 50% of the most senior qualified staff from the closing or phasing out school, if a sufficient number of staff apply, until the impacted school is closed.

⁴⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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

B. Cost of Instruction

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

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools received an additional \$1,633.71 per pupil and \$2,043.69 per middle school pupil for each ELL they enrolled.

As with all other schools citywide, The Anna Gonzalez Community School 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. The Anna Gonzalez Community School 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 Anna Gonzalez is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

As a school identified as PLA, The Anna Gonzalez Community School is eligible for School Improvement funds to support the Turnaround model. In most cases schools undergoing a Turnaround model must replace the principal and at least 50% of the staff. In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If The Anna Gonzalez School is selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between The Anna Gonzalez Community School and the new proposed middle school to be co-located in K296, and will be available to support programs at both schools.

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 The Anna Gonzalez Community School would eventually be excessed when the school is closed. Some positions would likely be

exceeded 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 The Anna Gonzalez Community School throughout its phase-out.

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>.

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

Building		K296
Type of Building		Junior High-Intermediate-Middle
Year Built		1961
Overall BCAS rating		2.63
2010-2011 Target Building Utilization		72%
2010-2011 Target Building Capacity		1388
FY 2011 Maintenance Costs	Labor	\$37,209
	Materials	\$34,811
	Maintenance and repair contracts	\$44,838
	Service contracts	\$0
	Custodial operations costs— Materials	\$11,271
	Custodial operations costs— Custodial Allocation	\$314,255
FY2011	Electric	\$169,087

Energy Costs	Gas	\$3,830
	Oil	\$144,527
Projects completed during the current or prior school year		CIP- Walk in freezer replacement
Projects proposed in the capital plan		CIP - walk in freezer replacement
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer rooms, Gymnasium, Library & Nurse's office