

EDUCATIONAL IMPACT STATEMENT:

The Proposed Consolidation of M.S. 334 Middle School for Academic and Social Excellence (17K334) with M.S. 354 The School of Integrated Learning (17K354) in Building K390 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate Middle School for Academic and Social Excellence (17K334, “M.S. 334”), an existing Renewal middle school that currently serves students in sixth through eighth grades, with M.S. 354 The School of Integrated Learning (17K354, “M.S. 354”), an existing middle school serving students in sixth through eighth grades, in building K390 (“K390”), located at 1224 Park Place, Brooklyn, NY 11213, beginning in the 2016-2017 school year. The DOE is proposing to consolidate M.S. 334 and M.S. 354 because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. If this proposal is approved, M.S. 334 and M.S. 354 will be combined such that students, staff, and resources of M.S. 334 will become part of M.S. 354 and M.S. 334 will no longer exist as a distinct school option as of the 2016-2017 school year.

M.S. 334 and M.S. 354 are currently co-located¹ in K390 with KIPP AMP Academy (84K357, “KIPP AMP”) an existing public charter school that will serve kindergarten through eighth grade by the 2017-2018 school year. The District 17 Superintendent’s office is also located on the first floor of the building.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.² M.S. 354 is currently in Good Standing. M.S. 334’s state accountability status is currently a Focus school.³ If this proposal is approved, the newly consolidated school would not inherit the “Focus” state accountability status of M.S. 334. Rather, the consolidated school would retain M.S. 354’s “Good Standing” state accountability status.

M.S. 334 is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools. Schools selected to be Renewal Schools were assigned the state accountability status of Priority or Focus Schools by the State Department of Education, demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent

¹ 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.

² The New York State Education Department (“SED”) provides accountability statuses under the NY State waiver for the No Child Left behind: <http://www.p12.nysed.gov/accountability/APA/home.html>

³ The New York State Education Department identified “Focus Schools” as Title I schools with the lowest subgroup achievement in terms of proficiency on the statewide assessments or high schools with the lowest graduation rate for subgroups. These schools were initially identified in 2012-13. A new list of Focus schools will be released in early 2016 at which time the old list will sunset.

Quality Review. (In four instances, schools were selected to be Renewal Schools per the Chancellor's discretion.) M.S. 334 is currently a Renewal school.⁴

As a Renewal School, M.S. 334 is being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges. The consolidated school would not be designated as a Renewal School, but it would maintain its designation as a Community School.

M.S. 354 is part of the Progressive Redesign Opportunity for Schools of Excellence (PROSE) program. As part of the PROSE Program, M.S. 354 has a demonstrated record of effective school leadership collaboration, and has been trusted to implement innovative practices outside of existing practices. Administrators and teachers in 126 PROSE schools collaboratively engage in school improvement efforts guided by the Framework for Great Schools and leverage flexibilities granted to them in the United Federation of Teachers and/or Council of School Administrators contracts, as well as Chancellor's and/or State regulations in order to increase student achievement.

Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. A consolidation may also be proposed to allow the DOE to leverage a particularly strong school leader. Since most funding in schools' budgets is allocated on a per-pupil basis based on Fair Student Funding ("FSF") per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example they may not be able to afford the full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively. Other potential benefits of consolidations include increased access to resources and improvements in school performance.

The DOE is proposing to consolidate M.S. 334 with M.S. 354 based primarily on the benefits students would derive from the additional resources made available by consolidating the two school organizations into one. If this proposal is approved, students attending the consolidated M.S. 354 will have access to a variety of academic and enrichment opportunities, interventions, extended day learning, and supports that M.S. 354 will provide as a PROSE school and Community School. In addition to increased resources, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

This proposal has been developed by the District 17 Superintendent in conjunction with the principals of the consolidating schools and the school communities through a collaborative planning process. In addition to working with the school communities, Superintendent Clarence Ellis has worked closely with various DOE offices and the principals of M.S. 334 and M.S. 354 to determine the best path to support the students at both schools. The collaborative planning process culminated in a decision to consolidate these schools into one, stronger middle school.

Collaboration at these schools is already underway. These schools are already co-located, and through the 2015-2016 school year, staff from both schools will increase existing collaboration, focusing on developing shared instructional practices, sharing resources, and building a cohesive school culture.

⁴ Renewal school program overview: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

This collaboration has been further enhanced by the appointment of M.S. 354 Principal Monique Campbell as the Master Principal of both M.S. 334 and M.S. 354 for the 2015-2016 school year. A “Master Principal” is an experienced principal put in place to supervise two schools. In this capacity, Principal Campbell is responsible for overseeing the budget and allocating resources across both schools.

Public Engagement

Public engagement was conducted in the course of creating this proposal, including:

- Parent Information Session hosted by Superintendent Ellis and M.S. 334 and M.S. 354 Principals on April 28, 2015.
- Letters discussing the potential consolidation “backpacked” home with students in May 2015.
- A walkthrough of K390 with a member of DOE Senior Leadership on September 30, 2015 to discuss the proposal further and a School Leadership Team (“SLT”) Debrief which occurs where DOE Senior leadership takes questions and concerns from representatives of the school communities in advance of the Panel for Education Policy (“PEP”) vote. Participants included representatives from the Office of District Planning (“ODP”), the Office of Space Planning (“OSP”), the District 17 Community Education Council (“CEC 17”), M.S. 334’s SLT, and M.S. 354’s SLT.

The DOE will offer other public engagement opportunities following this posting including:

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities to discuss the proposal and take questions, comments, and feedback.
- A public hearing to be held at K390. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing in any language to D17Proposals@schools.nyc.gov. All comments received at the above-noted hearing or through phone or email lines by 6 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6 p.m. on the day before the PEP meeting.
- A meeting with members of CEC 17 on October 20, 2015 to discuss the proposed consolidation and next steps.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/November2015SchoolProposals>.

If this proposal is approved, M.S. 334 will be consolidated with M.S. 354 beginning in the 2016-

2017 school year. The consolidated M.S. 354 will continue to serve students in grades six through eight, and it will also be both a PROSE School and a Community School. M.S. 334 will no longer exist as an individual school option, and current M.S. 334 students will be accommodated at M.S. 354 (see Section III for more information).

Building K390 has the capacity to serve a total of 1,458 students.⁵ If this proposal is approved, in 2016-2017, M.S. 354 will absorb the enrollment of M.S. 334 and will serve a projected 295-325 students in sixth through eighth grade. Based on the projected enrollments of the consolidated M.S. 354 and KIPP AMP schools, in 2016-2017 K390 will have a total projected building enrollment of 1,030-1,140 students in K390, yielding a projected building utilization rate of 71%-78%⁶. By 2017-2018, when KIPP AMP’s enrollment is projected to be at scale, K390 will have an estimated building utilization rate of 78%-86%. KIPP AMP Academy will continue to use shared spaces with newly consolidated M.S. 354. As set forth in the Building Utilization Plan (“BUP”) that accompanies this proposal, there is sufficient space in the building to accommodate this consolidation.

II. Proposed or Potential Use of Building

As noted in Section I above, building K390 has a target capacity of 1,458 students and currently serves 984 students across M.S. 334, M.S. 354, and KIPP AMP, yielding a building utilization rate of 67%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A. If this proposal is approved, the newly consolidated M.S. 354 will serve approximately 295-325 students in the 2016-2017 school year, and the projected utilization rate of the building that year is expected to be 71-78%.

If M.S. 334’s proposed consolidation with M.S. 354 in K390 is approved, the grade spans served by each of the current and proposed school organizations in K390 will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018
17K354	The School of Integrated Learning	6-8	6-8	6-8
17K334	Middle School for Academic and Social Excellence	6-8	-	-
84K357	KIPP AMP Charter School	K-2,5-8	K-3,5-8	K-8

The chart below shows the projected enrollment and building utilization for building K390, if this proposal is approved:

⁵ According to the 2013-2014 Enrollment Capacity Utilization Report (the “Blue Book”).

⁶ Figures are based on the 2015-2016 Budget Projections as of August 18, 2015 for district schools and the first invoiced enrollment figures for the fiscal year 2016 for charter schools.

DBN	School Name	2015-2016 Budget Projections	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
17K354	The School of Integrated Learning	215	295 - 325	295 - 325
17K334	Middle School for Academic and Social Excellence	105	-	-
84K357	KIPP AMP Charter School	664	735 - 815	840 - 930
Total Building Enrollment		984	1,030 - 1,140	1,135 - 1,255
Utilization⁷		67%	71% - 78%	78% - 86%

If this proposal is approved, the newly consolidated M.S. 354 will receive its baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space are available in the BUP that accompanies this Educational Impact Statement (“EIS”). 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/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

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

A. Students

M.S. 334 currently serves students in grades six through eight in K390. Because M.S. 334 and M.S. 354 have struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate M.S. 334 with M.S. 354 in K390. If this proposal is approved, current M.S. 334 students in sixth and seventh grades, as well as M.S. 334 students in the eighth grade who must repeat a grade, will be served in M.S. 354 beginning in the 2016-2017 school year. If M.S. 334 is consolidated with M.S. 354, M.S. 354 will be the only school organization co-located in K390 with KIPP AMP as of the 2016-2017 school year, and new students will no longer enroll in M.S. 334.

⁷All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2013-2014 Blue Book and district school enrollment projections based on the 2015-2016 Budget Register Projections for district schools. 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 consolidated schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf.

Impact on Students Currently Attending M.S. 334 and M.S. 354

The proposed consolidation of M.S. 334 with M.S. 354 may impact educational and/or extra-curricular programming available to M.S. 354 students, as the school may offer new opportunities currently available at M.S. 334 in place of or in addition to current offerings. If approved, students currently attending M.S. 334 will gain access to the programming available at M.S. 354 and will no longer be served by M.S. 334 as of the 2016-2017 school year, although many of the programs and services currently provided by M.S. 334 would be offered instead by M.S. 354.

M.S. 334 and M.S. 354 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and future students enrolled at M.S. 354 will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at M.S. 354 and M.S. 334 receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided at the consolidated M.S. 354, and all students will receive their mandated services.

Current eighth grade students who are on track to graduate will complete middle school at their current school (M.S. 334 or M.S. 354) at the end of the 2015-2016 school year, provided they meet promotional criteria, and can apply to high school through the high school admissions process.⁸

If this proposal is approved, current M.S. 354 sixth and seventh grade students, as well as eighth-grade students who are not on track to graduate, will continue to be served by M.S. 354 alongside their new classmates from the former M.S. 334. It is expected that all current M.S. 334 students, with the exception of those continuing on to high school, will attend M.S. 354. However, any students who prefer a different school option may seek a transfer through the Office of Student Enrollment (“OSE”). OSE will work to match students based on their preferences and needs, and seat availability.

This proposal is not expected to impact any particular academic or extra-curricular program currently offered at M.S. 334 or M.S. 354 for the duration of the current (2015-2016) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

M.S. 354’s current extra-curricular activities, sports, and partnerships include:⁹

- **Extra-curricular Activities:** Dance, Steel Drum, Health and Nutrition/Cooking, Drama, Knitting, Crocheting, Quilting, Leadership Training, Step, Double Dutch, SWAT, Student Government, and Yearbook
- **Sports:** Basketball, Flag Football

⁸ More information can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

⁹ School reported data as of January 23, 2015.

- **Special Programs:** Extended Day - Math/ELA, Saturday Academy - Math/ELA and dance

M.S. 334 currently offers the following extra-curricular activities and partnerships:¹⁰

- **Extra-curricular Activities:** Dance, Music & Theater, Cheer Team, Pep Squad, Media Club
- **Sports:** Basketball, Flag Football, and Cheerleading
- **Special Programs:** Critical Thinking in Literacy, Service Learning

If this proposal is approved, M.S. 354 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, M.S. 354 may also offer programs and partnerships that are currently offered by M.S. 334, after M.S. 334 ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

The DOE expects that the consolidation of M.S. 334 with M.S. 354 will allow M.S. 354 to increase the programmatic opportunities available to students, due to the combination of the schools' individual resources.

Impact on Future Middle School Students in District 17

M.S. 334 currently admits students through the middle school admissions process using an un-screened admissions method. The school is open to the borough of Brooklyn with a priority first to zoned students and then to students in District 17. M.S. 354 also currently admits students to middle school through the middle school admissions process using an un-screened admissions method with a priority to zoned students. The school is open to students and residents of District 17. The schools share a zone.

If this proposal is approved, M.S. 334 will no longer be a distinct school option and will cease to admit students as of the 2016-2017 school year. The consolidated M.S. 354 will instead offer admissions to the seats previously available at M.S. 334. M.S. 354 will admit students through the middle school admissions process using an un-screened admissions method with a priority to zoned students.

Through the middle school admissions process, 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 admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm> and Appendix B of this EIS.

¹⁰ School reported data as of January 5, 2015.

Enrollment Impact on Future Over-the-Counter (“OTC”) Students

M.S. 334 and M.S. 354 also currently admit students through the OTC placement process. If this proposal is approved, the consolidated M.S. 354 will continue to admit students through the OTC placement process. The consolidation is not expected to impact the DOE’s ability to accommodate future OTC middle school students in the district since M.S. 354 will have adequate capacity to accommodate students who would have been admitted to M.S. 334 through the OTC process.

OTC placement 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;¹¹
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school arrives for 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.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the consolidated M.S. 354 in K390 pursuant to the Footprint.

As described in the BUP that accompanies this proposal, there will be sufficient instructional and administrative space in K390 to accommodate M.S. 354 and KIPP AMP Academy pursuant to the Footprint, during and after the expansion. 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/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint_91114newlogo.pdf.

As described in more detail in the attached BUP that accompanies this EIS, there is sufficient instructional and administrative space in K390 for KIPP AMP and the consolidation of M.S. 334 and M.S. 354. As with other co-located schools, the schools will continue to share large common and specialty rooms in the building, such as the cafeteria, gymnasium, theatre room, science lab, library, and auditorium. Specific decisions regarding the usage of the shared spaces will continue to be made by the Building Council, consisting of principals from both co-located schools, in conjunction with the DOE’s Office of Space Planning. A Shared Space Committee¹² will continue to meet a minimum of four times a year and report back to the Building Council regarding shared space questions. As per the attached BUP, any space remaining that is not allocated as part of either school’s baseline or adjusted baseline Footprint will be equitably distributed between the schools

¹¹ 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.

¹² Shared spaced committee is explained in the attached BUP.

based on the proportion of the total students in the building enrolled by each school, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

C. Community

Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of M.S. 334 and M.S. 354 will result in a healthy enrollment at the consolidated school and provide the budget required to run effectively. Because of the increased resources, M.S. 354 will be able to enhance programs offered, creating a stronger school environment, and an improved middle school option. Further, there are numerous under-enrolled middle schools in District 17. By reducing the total number of middle schools in the district, other schools may experience an increase in demand and enrollment, which would result in increased resources for those schools.

If this proposal is approved, community members and organizations will be able to obtain school building use permits at the K390 building. This proposal is not expected to impact the accessibility of K390, which is fully accessible.

IV. Enrollment, Admissions and School Performance Information

M.S. 334

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened
Future Admissions	N/A

*Enrollment Data*¹³

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	28	34	43	105
2016-2017 (projections)	-	-	-	-
2017-2018 (projections)	-	-	-	-

¹³ All figures are based on the 2015-2016 Budget Register Projections.

*Demographic Data*¹⁴

Percentage of Students Receiving ICT or SC Services	24%
Percentage of Students with Individualized Education Programs	29%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	74%

School Performance Data

M.S 334 Middle School for Academic and Social Excellence	2012-2013	2013-2014	2014-2015
School Quality Indicators ¹⁵			
1.1 Curriculum	D ¹⁶	N/A ¹⁷	N/A
1.2 Pedagogy	D	N/A	N/A
2.2 Assessment	D	N/A	N/A
3.4 High Expectations	D	N/A	N/A
4.2 Teacher Teams and Leadership Development	D	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	4%	3%	4%
Math % Proficient (Levels 3 and 4)	3%	1%	2%
Other Key Performance Indicators			
Attendance Rate ¹⁸	89%	87%	N/A
2015-2016 State Accountability Status ¹⁹	Focus		

¹⁴ All figures reflect a percentage of total students from the 2014-2015 Audited Register as of October 31, 2014.

¹⁵ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/ronlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

¹⁶ “Developing” is one of four indicators in the 2015-2015 quality review rubric. For more information: <http://schools.nyc.gov/NR/ronlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1516.pdf>

¹⁷ Not all schools receive Quality Reviews every year. Thus, M.S. 334 did not have a Quality Review for the 2013-2014 or 2014-2015 school year.

¹⁸ Attendance Rate for 2014-2015 is not available at this time.

¹⁹ This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

M.S. 354

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened
Future Admissions after consolidation	Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	64	73	78	215
2016-2017 (projections)	100-110	95-105	100-110	295-325
2017-2018 (projections)	100-110	100-110	95-105	295-325

Demographic Data

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with Individualized Education Programs	26%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	89%

School Performance Data

M.S. 354 The School of Integrated Learning	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	N/A	N/A	WD ²⁰
1.2 Pedagogy	N/A	N/A	WD
2.2 Assessment	N/A	N/A	WD
3.4 High Expectations	N/A	N/A	WD
4.2 Teacher Teams and Leadership Development	N/A	N/A	WD
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	8%	17%	36%
Math % Proficient (Levels 3 and 4)	21%	42%	35%
Other Key Performance Indicators			
Attendance Rate	90%	91%	N/A
2015-2016 State Accountability Status	Good Standing		

KIPP AMP Academy*Admissions Data*

Current Admissions	Grades K-2,5-12: Charter lottery application
Future Admissions	Grades K-12: Charter lottery application

²⁰ “Well-developed” is one of four indicators in the 2015-2016 quality review rubric. For more information:
<http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-BOC3703CEA81/0/QualityReviewRubric1516.pdf>

Enrollment Data²¹

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	103	103	103	-	-	96	85	90	84	664
2016-2017 (projections)	95-105	95-105	95-105	95-105	-	95-105	95-105	80-90	85-95	735-815
2017-2018 (projections)	95-105	95-105	95-105	95-105	95-105	95-105	95-105	95-105	80-90	840-930

Demographic Data

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	15%
Percentage of English Language Learner Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data

KIPP AMP Charter School	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	14%	16%	23%
Math % Proficient (Levels 3 and 4)	15%	23%	37%
Other Key Performance Indicators			
Attendance Rate	95%	94%	N/A
2015-2016 State Accountability Status	Good Standing		

²¹ From charter headcount as of November 6, 2014.

V. Initial Impact on Budget and Cost of Instruction

The costs associated with this proposal are explained below.

Most funding in schools' budgets is allocated on a per pupil basis, based on FSF per capita allocation levels. As shown in Section IV above, M.S. 354's enrollment is expected to increase as a result of this consolidation and as a result, M.S. 354's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, English Language Learners, and those students with other supplemental academic needs. Please refer to the FSF Guide²² and FY16 School Allocation Memoranda²³ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this consolidation.

Furthermore, the consolidated school would not be designated as a Renewal School, as M.S. 334 was, but it would be designated as a Community School. As a result, the consolidated school will receive funding through the Community School program but not through the Renewal School program.

This proposal should not otherwise impact the operating budget or costs of instruction at KIPP AMP Academy.

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

A. Personnel Needs

If this proposal is approved, the staff of M.S. 334 and the staff of M.S. 354 will be consolidated. Where possible, the DOE will seek to minimize excessing²⁴ of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from M.S. 334 and M.S. 354 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the absent teacher reserve pool ("ATR"), meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

B. Administration

If this proposal is approved, supervisors and/or administrators from M.S. 334 and M.S. 354 will be consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation. In the event that staff excessing is required, staff from M.S. 334 and M.S.

²² Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf

²³ The FY15 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html

²⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

354 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

C. Transportation

There will be no change to existing transportation practices at M.S. 354 or M.S. 334 during the current school year (2015-2016).

If this proposal is approved, transportation will continue to be provided to eligible students attending the consolidated M.S. 354 according to Chancellor's Regulation A-801:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided as consistent with citywide policy.

VII. Building Information

Building		K390
Type of Building		IS/JHS
Year Built		1984
Overall BCAS rating		2.68
2013-2014 Blue Book Target Building Utilization		66%
2013-2014 Blue Book Target Building Capacity		1,458
FY 2014 Maintenance Costs	Labor	\$14,672
	Materials	\$16,512
	Maintenance, repair, and service contracts	\$34,625
	Custodial operations costs—Materials	\$12,476
	Custodial operations costs—Custodial Allocation	\$312,492
FY 2015 Energy Costs	Electric	\$233,358
	Gas	\$1,401
	Steam	N/A
	Oil (FY 2014)	\$236,593
Projects completed during the current or prior school year		Classroom Connectivity
Projects proposed in the capital plan		Science Lab Upgrade, Elevators, Flood Elimination, Windows, New/Retrofit Telephone/interroom Systems
Accessibility of the building		Partially Accessible
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at:

[http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf)

[2014_Bookone_Target.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.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 goals 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 target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2013-2014. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2013-2014 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 2015-2016 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 will 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 will 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 goal 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 will decrease.

Appendix B: School Admissions

Middle School Admissions

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (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);
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened or screened admissions method for middle school students; and
- Schools with borough-wide or citywide eligibility with an unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2016-2017 school year is in December. Pending PEP approval to open new schools, eligible students will have the opportunity to submit a "new schools" application. Information about middle school application deadlines will be

available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Appendix C: Instructional Footprint

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 classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.