

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of The Angelo Patri Middle School (10X391) and Opening and Co-Location of a New Middle School (10X572) with Theatre Arts Production Company School (10X225) in Building X137 Beginning in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close The Angelo Patri Middle School (10X391, “Angelo Patri”), an existing district middle school in building X137 (“X137”), located at 2225 Webster Avenue, Bronx, NY, 10457, in Community School District 10. It currently serves students in grades six through eight. The DOE is proposing to immediately replace Angelo Patri with New School (10X572, “New School”), a new district middle school serving students in grades six through eight in X137.

If this proposal is approved, Angelo Patri will close at the conclusion of the 2011-2012 school year. All current students who have not been promoted to high school before the start of the 2012-2013 school year will be guaranteed a seat and automatically enrolled in New School.¹

Angelo Patri is co-located in X137 with Theatre Arts Production Company School (10X225, “TAPCo”), an existing district secondary school that currently serves students in grades six through twelve.

Angelo Patri admits students through the Districts 9 and 10 Middle School Choice Process through zoned and limited unscreened methods. TAPCo admits incoming sixth grade students through the Districts 9 and 10 Middle School Choice Process through a screened method. TAPCo also admits incoming ninth-grade students through the Citywide High School Admissions Process with priority given to continuing eighth grade students. Additional information about the Districts 9 and 10 Middle School Choice Process is contained in Section III.A of this proposal.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. By closing Angelo Patri and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in the X137 building. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Angelo Patri staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By improving the quality of teaching and learning in the school, DOE also will maximize New School’s chance of receiving up to \$900,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Angelo Patri and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of Angelo Patri with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

¹ Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Angelo Patri who require summer school to meet promotion or graduation requirements would attend summer school in one of these sites. More information on summer school can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>.

Background on the DOE Decision-Making Process

PLA Identification

Each year, the New York State Education Department (“SED”) designates a number of schools as Persistently Lowest Achieving (“PLA”) based on their low graduations rates or poor academic performance.² (The standards for the PLA designation are described in more detail below.) Angelo Patri was first designated as PLA during the 2010-2011 school year.³

Each year, the DOE comprehensively reviews all of its PLA schools, with the goal of determining what intensive supports and interventions would best benefit the students in these schools. During those reviews, the DOE looks at recent historical performance and demand data from the school, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

School Improvement Grants

The federal Elementary and Secondary Education Act established a School Improvement Fund that makes federal grants (known as Schools Improvement Grants, or SIG) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.⁴

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a PLA school: (1) the Transformation model; (2) the Restart model; (3) the Turnaround model; or (4) the Closure model. The Transformation model augments instructional and student support services and creates new teacher incentive and teacher development systems to build and retain quality staff. Under the Restart model, schools are partnered with a non-profit Educational Partnership Organization (“EPO”) that makes recommendations to the DOE for specific school-based interventions to raise student achievement. In the Turnaround model, schools develop new instructional programs and student support services similar to those developed in Transformation, but also replace at least half of the school’s staff in order to improve teacher quality. In the Closure model, schools are closed and the students who attend the schools are enrolled into other existing schools.⁵

In addition, the Transformation and Restart models require the implementation of a comprehensive teacher evaluation system based on multiple measures. This new teacher evaluation system is intended to enable schools to improve student achievement through a more robust and rigorous teacher evaluation process, which in turn would result in more targeted support for struggling teachers and greater accountability for ineffective teachers by allowing for their expedited removal when they are not serving students well.

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. PLA schools that demonstrated the potential to improve with the supports provided for within the Transformation and Restart models were selected to implement one of those models in school year 2011-2012. Following SED’s review and approval, 19 schools were assigned to the Transformation model and 14 schools were assigned to the Restart model. Eleven schools which the DOE concluded were not able to quickly improve student performance were assigned to implement the phase in/phase out version of the Turnaround model, where one or more new schools replace the PLA school over a number of years, while the PLA school stops accepting students and phases out gradually. In the remaining 10 schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of these schools to support the school to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to Angelo Patri specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made Angelo Patri eligible for up to \$900,000 in SIG funding per year for three school years. However, as explained

² For the 2009-2010 school year, SED identified 57 PLA schools across the State, including 34 in New York City. For the 2010-2011 school year, SED identified 67 PLA schools across the State, including 54 in New York City.

³ For more information, please visit: <http://www.p12.nysed.gov/pla/>.

⁴ SIG funding is available for PLA schools for a maximum of three years from the start of the school’s initial implementation of a model. Angelo Patri was first placed into a SIG model in 2011-2012, meaning that New School will be eligible for two years of funding.

⁵ For purposes of SIG, “School Closure” involves closing a school and enrolling the students who attended that school in other *existing* schools across the city. Because this would not result in the creation of replacement seats in the specific school community, the DOE does not use this model. For more information, please visit: <http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>.

below, Angelo Patri's continuing eligibility for these funds under the Transformation model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement of a new teacher evaluation system.

Unfortunately, by the January 1, 2012 deadline, the DOE was unable to reach an agreement with the UFT on integral elements of this new teacher evaluation system. Because of this, SED informed the DOE that all New York City PLA schools in either the Transformation or Restart models would no longer receive SIG funding to continue the school reforms supported by these models.

After SED informed the DOE that the Transformation and Restart models were no longer available to New York City schools and that funding had been suspended, the DOE began to look at what alternative approaches it could take to ensure that the supports and funding started under Transformation and Restart could continue and be strengthened. Furthermore, the continuing lack of a new teacher evaluation system led the DOE to further examine other options that were available to improve teacher quality.

After this further consideration, the DOE concluded that a number of PLA schools, including Angelo Patri, should be closed and replaced with new schools. By closing Angelo Patri and opening a new school, the DOE will (1) align the DOE's intervention strategy with the school's most recent performance data and the DOE's most recent assessment of the steps which must be taken to improve performance at the school and (2) be able to immediately increase the quality of teachers serving students currently attending Angelo Patri.

Angelo Patri's most recent Progress Report was released at the end of September 2011, after the DOE's decision to implement the Transformation model at the school. That decision was predicated on some positive trends in student progress between 2008-2009 and 2009-2010 which led the DOE to determine that the Transformation model, which along with Restart is a relatively less intensive intervention, was the best fit for the school. However, Angelo Patri's performance during the 2010-2011 school year did not meaningfully improve and in fact declined in some areas. Based on this most recent data, and feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges they faced, the DOE believes that students at Angelo Patri would be better served by implementation of a more intensive intervention. Thus, the DOE decided to propose that Angelo Patri be closed and replaced with a new school that would incorporate the strongest elements of Angelo Patri, while also allowing new staff to be put in place who can accelerate the improvement in student outcomes.

When the DOE placed Angelo Patri in the Transformation model, it hoped that it would be able to quickly reach an agreement with the UFT regarding a comprehensive teacher evaluation system. Unfortunately, that proved impossible. As a result, schools in the Transformation and Restart models were forced to enter another school year without the ability to evaluate and, if necessary, replace their staff in a way that would best support student outcomes. Even though the DOE and UFT have recently moved closer to an agreement on evaluations, as of this date there is still no agreement in place. This creates the strong possibility that these schools will enter yet another school year with limited ability to remove ineffective teachers. Moreover, even if the DOE and UFT do reach an agreement on evaluations, it will likely take at least two years for poor performing teachers to be removed from the classroom. Given the lack of improvement in Angelo Patri's more recent performance data discussed above, the DOE has concluded it cannot wait that long to implement the staff changes necessary to improve student outcomes.

Per Article 18-D of the DOE's collective bargaining agreement with the UFT, when a new school is created to replace a school that is being phased out or closed, the principal of the new school must develop and implement school-based competencies for hiring teaching staff.⁶ Then, a Personnel Committee is created to screen the teaching applicants for the new school using these criteria. Personnel Committee membership, at minimum, consists of two representatives appointed by the UFT President, two representatives appointed by the superintendent (or the Chancellor) and the principal of the new school.

The teachers in the school to be directly replaced by the new school have the right to apply and be considered for positions at the new school. If sufficient numbers of displaced staff apply, at least 50% of the new school's pedagogical positions shall be selected by the Personnel Committee from among the appropriately licensed, most senior applicants from the closing school, who meet the new school's qualifications.

⁶ The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model, one of several models (discussed below) for addressing the problems of Persistently Lowest Achieving schools supported by federal School Improvement Grant funding. Federal guidelines provide the following examples of "competencies": "acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking." The guidelines explain that "it is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."

Any remaining teacher vacancies will then be filled by the Personnel Committee from applicants from the existing teacher pool, or as with all new district schools, if the school is unable to find sufficiently qualified applicants from within the existing teacher pool, the school will be provided an exception to hire up to 40% of its teaching positions from outside of the current teacher pool.

Through the process noted above for hiring instructional staff into a new school, the DOE historically has demonstrated an ability to hire high quality teaching staff into the new school and not rehire staff from the closing school who do not meet the New School's qualifications. As discussed in more detail in Sections V and VI, if this proposal results in a turnover of staff in excess of 50%, New School will become eligible for SIG funding pursuant to the Turnaround model, while also preserving eligibility under the existing SIG model if a final agreement is reached on teacher evaluations. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for New School, seeking to continue SIG funding necessary to build on the work that began under the old model and implement new and revamped programs in New School to improve student achievement even further. However, the DOE intends to proceed with this proposal regardless of whether SIG funding is available, because it believes that the proposed staff, structural, and programmatic changes at New School will better serve students.

New School will guarantee a seat for all students currently attending Angelo Patri and will admit future new sixth grade students through the Districts 9 and 10 Middle School Choice Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Angelo Patri, and replace those interventions that have been less effective. New School will build upon the best elements of Angelo Patri and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

Performance and School Environment at Angelo Patri

SED identifies elementary or middle schools as PLA if their students' performance on the English and Math State tests is among the lowest five percent of schools in New York State and the school's results have not improved significantly in the previous three years. Angelo Patri was identified as a PLA school in 2010-2011 because the school fell into this State-defined category based on its students' low performance on the English and Math tests and insufficient improvement in the school's results over time.

Angelo Patri has struggled to maintain improved performance. Student achievement is not as strong as it needs to be. The DOE has concluded that the school continues to require significant intervention to improve student outcomes. The DOE believes that the most recent data supports taking more aggressive action at this time by closing Angelo Patri and opening New School. The new structural and programmatic elements that are part of this proposal, and the ability to quickly screen and hire staff who are able to implement those enhancements, will allow the DOE to address the core problems that have led to the poor performance highlighted below.

- Low student performance at Angelo Patri has been a persistent trend. In 2010-2011, a majority of Angelo Patri students remained below grade level in English and Math. In 2010-2011, only 11% of students were performing on grade level in English – putting the school in the bottom 6% of City middle schools in terms of English proficiency. Only 23% of students were performing on grade level in Math – putting the school in the bottom 10% of City middle schools in terms of Math proficiency.
- In 2009-2010, Angelo Patri was in the bottom 5% Citywide for both Math and English proficiency. In 2008-2009, Angelo Patri was in the bottom 8% Citywide for Math proficiency and in the bottom 11% Citywide for English proficiency.
- 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. Angelo Patri earned an overall C grade on its 2010-2011 annual Progress Report, with a D grade on Student Performance, a B grade on Student Progress, and a B grade on School Environment.
- The school's attendance rate is among the lowest for middle schools Citywide. The 2010-2011 attendance rate was 89.1%, putting Angelo Patri in the bottom 16% of New York City middle schools in terms of attendance.
- Angelo Patri was rated “Developing” (D) on its most recent Quality Review in 2011-12⁷. Quality Reviews evaluate how well schools are organized to support student learning. Angelo Patri's 2011-12 Quality Review cited a number of serious concerns, including that the school needed to develop higher quality school improvement plans with measurable outcomes and improve differentiated instruction as a school wide practice to better meet students' learning needs.

⁷ Quality Reviews rate school on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating). For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>.

All of these concerns suggest that the school is not equipped to effect dramatic change. However, the data also indicates that some elements of Angelo Patri are worth preserving in the New School.

- Math proficiency at Angelo Patri showed some increase in 2010-2011, rising from 17% of students proficient in 2009-2010 to 23% in 2010-2011. The DOE believes that with new programs and a push to improve teacher quality, the New School could accelerate this recent improvement in Math proficiency.
- Angelo Patri appears to be making some strides in learning growth and proficiency with English Language Learners (“ELL”) students. 46% of ELL students achieved high levels of growth on the English State test in 2010-2011, this result is in the top 31% Citywide for ELL students. The DOE will seek to preserve Angelo Patri’s efforts to support these students in the New School, while implementing new supports to assist other student populations who continue to struggle at Angelo Patri, including students in self-contained, and , and Special Education Teacher Support Services (“SETSS”) settings.
- While the school’s overall 2011-2012 Quality Review score was a “Developing”, the Review indicated some areas of strength, including that the school leaders analyze data to assess the school’s strengths and needs, the school has developed partnerships with families and community based organizations, and the staff have high expectations for students. With the new supports and restructuring that will occur when Angelo Patri closes and New School opens, we expect that the New School will be able to effectively leverage these areas of strength while improving student outcomes for all.

The Angelo Patri Middle School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Progress Report Progress Grade	A	B	B
Progress Report Performance Grade	A	D	D
Progress Report Environment Grade	A	B	B
Quality Review Score	P	-	UD ⁸
Performance Data⁹			
English Language Arts % Proficient (Levels 3 and 4)	43%	11%	11%
Math % Proficient (Levels 3 and 4)	53%	17%	23%
Other Key Performance Indicators			
Attendance Rate	90.5%	88.0%	89.1%
2010-2011 State Accountability Status			
Restructuring (advanced) Comprehensive ¹⁰			

Overview of Past Strategic Improvement Efforts at Angelo Patri

For the past several years, the DOE has sought to support Angelo Patri in order to ensure that it was equipped to provide a quality education for its students.

⁸ In 2011-2012, Angelo Patri received a Developing on its Quality Review.

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 Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

¹⁰ This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Website at <http://www.p12.nysed.gov/irs/accountability>.

Leadership Support:

- Provided leadership training, coaching, and mentoring for the principal and leadership staff to help them set clear goals for the school and improve student performance, including around addressing targeted areas in need of improvement identified in the school's Quality Review.
- Designed strategies with school leadership to improve data collection and analysis to identify areas in need of improvement and improve instruction.
- Worked with school leadership to implement strategies to improve instruction, including differentiating instruction, incorporating intensive literacy supports, designing curriculum and unit maps, and planning.

Instructional Support:

- Worked with teacher teams and held workshops and professional development to integrate Common Core Learning Standards through task analysis and curriculum development.
- Facilitated training for teachers of special education students and English Language Learners (ELL), including scheduling support and procedures for Special Education Related Services, programming tailored for ELLs in order to help Special Education and ELL students meet academic goals.

Operational Support:

- Provided human resources, payroll, and hiring support to school staff.
- Assisted school staff with budgeting and procurement training.

Student Support:

- Assisted school counselors and staff in developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.

Even with these supports, however, the DOE has determined that Angelo Patri does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending Angelo Patri is to close the school and replace it with New School next year. This will allow the DOE to put in place a process to screen and hire the best possible staff for New School, giving all non-graduating students currently attending Angelo Patri access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Angelo Patri community. On January 24, 2012, District 10 Community School Superintendent Sonia Menendez met with Angelo Patri's School Leadership Team ("SLT"), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

The DOE will seek and review further community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Proposed or Potential Use of Building

X137 has a target capacity of 1,612 students.¹¹ (The concept of "target capacity" is explained below.) In 2011-2012, the building is serving 1,142 total students,¹² yielding a utilization rate of 71%.¹³

If this proposal is approved, Angelo Patri will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open for September 2012. Seats in the school will be guaranteed for all students currently enrolled in Angelo Patri who do not graduate by June 2012. TAPCo will continue to serve students in grades six through twelve.

¹¹ 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book")

¹² 2011-2012 Audited Register

¹³ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of the 2011 audited register. 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.

Over a two-year period, the proposed grade spans for the schools in the building are as follows:

Grade Spans			
DBN	School Name	2011-2012	2012-2013
10X391	The Angelo Patri Middle School	6-8	-
10X572	New School	-	6-8
10X225	Theatre Arts Production Company School	6-12	6-12

If this proposal is approved, New School will serve approximately 585-615 students in grades six through eight beginning in the 2012-2013 school year. This includes a guaranteed seat for the 400 students currently in grades six and seven, as well as an expectation of holdover students who need extra time to complete eighth grade. This approximates enrollment levels in Angelo Patri, which is currently serving 621 students.

TAPCo is serving 521 students in 2011-2012 and is projected to serve 480-550 students in grades six through twelve in 2012-2013. The DOE projects that the enrollment of this school will remain at or close to its current level.¹⁴

If this proposal is approved, once Angelo Patri is closed and New School is opened, there will be approximately 1,065-1,165 students served in X137 in 2012-2013, yielding a projected utilization rate of 66-72%. Therefore, the building has adequate capacity to accommodate New School and TAPCo after the closure of Angelo Patri.

Over a two-year period, the enrollments for each school and building utilization rates are as follows:

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
10X391	The Angelo Patri Middle School	621	-
10X572	New School	-	585 - 615
10X225	Theatre Arts Production Company School	521	480 - 550
Total Building Enrollment		1,142	1,065 – 1,165
Utilization		71%	66% - 72%

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 goals for classroom capacities (which are lower than the 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. The DOE’s utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target

¹⁴ Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 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 a 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 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.

The DOE anticipates that building X137 will continue to have excess space once New School replaces Angelo Patri with approximately the same enrollment. Any DOE proposal to site additional school organizations into this space will be described in a separate EIS and be subject to PEP approval.

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

A. Students

Impact on Academic and Extracurricular Offerings and Partnerships at Angelo Patri

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at Angelo Patri. These structural and programmatic changes will be supported by New School's hiring process which will allow the DOE to screen and hire those teachers with the specific skills and talent necessary to properly implement them. This will give all non-graduating students currently attending Angelo Patri access to an improved faculty.

Given the number of structural and programmatic changes that must be made in order to ensure that New School is able to effectively serve the needs of the students currently attending Angelo Patri, the DOE believes that the newly screened and hired staff will be among the most important changes at New School.

The DOE's intention in proposing the closure of Angelo Patri and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Angelo Patri with new staff and new programmatic elements in a new school.

Based on available resources, new elements planned for New School include but are not limited to: a new mission and vision, changes to the structure of the school day schedule, new project-based instructional model that will be aligned with Common Core Learning Standards ("CCLS"), the addition of service learning experiences, and working with new external partners to provide job-embedded professional development to ensure that teachers are better able to meet the needs of their students.

Angelo Patri currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations.

Angelo Patri also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer at least the same extra-curricular activities and clubs. As with all schools citywide, it is difficult to predict precisely how 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 students as all schools modify extracurricular offerings annually based on student demand and available resources.

New School's Mission

The mission of New School is to create a caring community of life-long learners through a challenging and engaging curriculum, focused on technology, service learning, and the development of 21st century skills, including critical thinking/problem solving, creativity,

collaboration, and communication.¹⁵ New School is based on the principle that researching, sharing, and giving back to our community through service learning develops students into well-rounded, productive citizens.

This differs from Angelo Patri's mission, which, while focused on helping all students learn well, stay safe, and graduate, did not address the skills and attitudes necessary to be successful citizens in the 21st Century.

Instructional Model and Curricula

Under the Transformation model, Angelo Patri had begun to implement systems for using data to identify and implement instructional programs. Angelo Patri began periodic reviews at the end of each marking period, and expanded the use of Achieve 3000, a computer-based program that helps teachers to differentiate teaching. Information about student achievement that Angelo Patri had begun to collect through these systems allows for an analysis of where its students were succeeding and struggling. With this knowledge, New School will create a core instructional program that is different from the instructional program that Angelo Patri had in place.

Based on an ongoing assessment of needs, the first major element of New School's instructional model will be project-based learning, which will prepare New School's students for college and career readiness and ensure that students gain mastery of essential Common Core Learning Standards. Each unit of study will focus on key learning targets aligned with the Common Core Learning Standards for that grade level. The unit will be planned around an essential question that sets the foundation for the inquiry. Each unit will begin with an introductory activity to create interest in the topic, raise questions, and/or build background knowledge. The unit will also include a performance task as a culminating activity in which students are able to apply what they learned throughout the unit. These performance tasks can be mini-projects or service learning projects. All culminating activities will have a written component.

Secondly, New School will develop a standards-based grading system to assess students' mastery of the Common Core Learning Standards. A new grading policy will be developed that distinguishes academics skills from work attitude/habits. As a result, students will receive a separate grade for each of the categories. The first category, academics, will reflect mastery of learning targets and as a completion of tasks. To fully assess mastery of the learning targets, each unit will begin with a diagnostic test. Students will keep a record of their performance on this initial assessment. Throughout the unit, students will continue to monitor their progress and teachers will re-teach as necessary, guide students' self-reflections and provide opportunities for students to re-take assessments as they move towards mastery. At the end of the unit, students will reflect on their growth as they compare the results from the diagnostic assessment with the results from the unit test. In a similar way, students will be given performance tasks and assessments that are graded with teacher feedback. Students will then be provided an opportunity, using this feedback, to rework their assignments and resubmit them. This process will allow teachers to monitor student movement and growth and affords students the opportunity to improve upon their product. As students take ownership of mastering the learning targets by self-monitoring their learning, and using the feedback from peers and teachers to produce high quality work, they will be developing habits that will be useful as they navigate the demands of high school and college. The second category in this grading system is work attitude/habits, which are considered separately to provide students a fair grading system in which their work habits cannot diminish their academic grades or cloud their final grades. New School believes two grades should not be melded together since one is specifically designed to assess learning and development of academic skills, while the other is designed to assess behavior and attitude in relation to students' work ethics.

To allow students to develop collaboration skills, the units of study across grades and content will include opportunities to explicitly teach Cooperative Learning Strategies. In all subjects, activities will be created in which students have clearly defined roles and everyone is accountable for the end product. In ELA, students will have an opportunity to apply these strategies by participating in literature circles. In Math, students will develop problem solving skills as they work in collaboration to solve a problem. In Science, students will collaborate on lab experiences. In Social Studies, students will work in collaboration to conduct research.

To develop technology skills, New School plans to incorporate technology literacy in all grades and content whenever possible. New School will build on Angelo Patri's work and will expand technology integration in both school and the home to build communication and collaboration among teachers and parents/guardians in the school community. An example of this would include the use of Engrade, an online grading service that provides families with access to information about their student's assignments and grades. Another initiative

¹⁵ Service-learning is a teaching and learning strategy that integrates meaningful community service with classroom curriculum, allowing students to connect academic studies with real-life solutions in order to strengthen communities. Within the classroom, students identify community needs, apply their skills and studies to research solutions and plan service activities, implement the activities, and evaluate and reflect on the experiences and impact.

critical to achieving the school's vision is to equip all classrooms with at least one computer with an internet connection for instructional use, pending available resources, and to help make technology a fixture in the daily life of teachers and students. Mobile laptop carts and iPads will bring technology into the learning classroom. The Comp2Kids / PerScholas partnership provides families in the school (based on need) with a free refurbished computer after an all day training workshop focused on basic technology skills, internet surfing, and cyber safety programs.

Finally, to prepare students to be part of a global community, New School will seek to have all students participate in service learning experiences with a specific focus in each grade. Students in sixth grade will focus on school-related service learning projects, students in seventh grade will focus on community service learning projects, and students in eighth grade will focus on global service learning projects. The school will use the "Research, Inform, and Give Back" model as the basis of this instruction and learning. Projects will focus on environmental, political and health related issues and are connected with the academic and social targets learned in school. Through service learning on a school-wide basis New School's goal is to inspire, equip and mobilize students to take action that changes the work and themselves through service. In addition, the service learning activities will provide students with the opportunity to apply the academic and social skills that they're learning in school to benefit the community.

Support for Students with Disabilities and English Language Learners

Angelo Patri currently serves students in Integrated Co-teaching ("ICT"), Self-Contained ("SC"), and SETTS, based on the mandated services in each student's IEP. New School will increase the number of ICT classes in order to provide opportunities to move more students into the least restrictive environment.

Angelo Patri currently offers English as a Second Language classes based on student proficiency levels. Classes are arranged as follows: Newcomers, Beginners, Intermediate, and Advanced. Angelo Patri also has a "push-in" program for students in two special needs classes to support student learning by using ESL strategies based on student need. To expand on this initiative, New School will create a Newcomers class based on the large number of newly arrived students that lack many basic skills.

Angelo Patri also offers a transitional bilingual program in Spanish to students in sixth, seventh, and eighth grades. New School will also offer this program.

Based on an ongoing assessment of needs and resources, to best service the ELLs, New School will continue to group students based on their level of language proficiency. Additionally, New School will provide frequent opportunities for ELLs to work in cooperative groups, which will provide them with peer support as they develop their language skills.

Given the increased enrollment of ELLs, New School will continue to use existing technology based programs and increase the number of licenses to ensure all students are afforded the opportunity of rapid acquisition of the English Language. This includes language acquisition software such as Imagine Learn and Rosetta Stone. New School will also increase the licensure of Lexia. Newcomers will get additional instruction by using Imagine Learn to support language acquisition during a proposed Saturday Language Academy, a structure that has worked well at Angelo Patri.

Academic Interventions for Students

Typically, a large number of students at Angelo Patri have been mandated to attend summer school. New School plans to address this issue by developing an early intervention program to meet these students' needs during the school year, so that fewer students will need to attend summer school on a mandated basis.

Support for Honors Students

Angelo Patri currently has one honors class section per grade. Specifically for eighth graders, Angelo Patri offers the Earth Science Regents to its honors students. New School plans to increase the number of advanced courses it will offer, which will include the Living Environment Regents and a Social Studies Regents. Furthermore, pending the availability of SIG funding and based on student interests, New School will offer enrichment opportunities over the summer to engage on- and above- grade level performing students.

School Schedule

New School plans to schedule double blocks of math and ELA Mondays through Thursdays. Classes will be grouped heterogeneously by grade level for instruction during this time. For each class, rigorous units of study based on the Common Core and NYS Standards will serve as the basis for instruction.

On Fridays, the new school seeks to implement a strategic, mastery-based schedule. Formative assessments will be used to measure students' mastery of specific learning targets. Data from these assessments will inform student groups at various skill centers in ELA and Math. At specific times on Fridays, all teachers from the same grade level, regardless of content, will facilitate different mastery groups. All students from that grade will be assigned to a "learning center" based on skill level. Each center will focus on individual students' needs. As soon as a student masters a skill, he/she will move onto another skill-based center. Service-learning opportunities will also be scheduled in this manner on Fridays.

New School will continue to have common planning time for all staff based on content area and by grade level. During these common planning times, teachers will explore student data, develop curriculum, look closely at student work and share/discuss best practices to ensure students' needs are being met. New School plans to expand on this by using part of the common planning time to meet across content areas.

As needed, the School-based Options (SBO) process allows individual schools to modify provisions in the collective bargaining agreement or NYCDOE regulations as related to class size, rotation of assignments or classes, teacher schedules and/or rotation of paid coverage for the school year. Rather than enforcing a one-size-fits-all model for how all schools must extend its day, structure schedules, or set faculty meeting times, the SBO process allows each school to determine how these elements may be most effectively implemented for its own situation and needs, based on approval by staff and the principal. The union chapter committee and school principal review SBOs in March-April of each year. The principal and union chapter leader must agree to the proposed modification which will then be presented to school union members for vote. Fifty-five percent of the voting members must affirm the proposed SBO in order for it to pass. The SBO option is available to all schools, including PLA schools. New School does not propose at this time, any modifications that would require an SBO vote.

Human Capital

Pending the availability of resources, New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround¹⁶, which offers a pipeline of teachers specially trained to work in schools identified as lowest-performing. Residents undergo a school-embedded training program in a low-performing school and are equipped with specific knowledge and strategies to be successful in a school undergoing significant reform. Additionally, New School will have access to The Teachers of Tomorrow (TOT), an incentive program designed to recruit and retain teachers at schools that are experiencing a teacher shortage (which include Persistently Lowest Achieving schools) by providing them with tax-free grants for up to four consecutive years.

Under the Transformation model, Angelo Patri partnered with the American Reading Company ("ARC"), Pearson Learning, and the Australian United States Services in Education ("AUSSIE"), to deliver professional development services such as executive coaching, workshops, webinars, modeling, and mentoring. Although a significant amount of time and resources have been dedicated towards implementing professional development, inputs have not translated into increased student achievement at Angelo Patri. New School will work to deepen elements of professional development which have been successful and strengthen those components which have not resulted in strong student outcomes. For example, to support new staff, New School will develop a New Teacher Seminar. The purpose of this program is to provide new teachers with job embedded professional development based on their individual needs. As part of this process new teachers will have a lead teacher who will become their mentor. As at Angelo Patri, lead teachers will continue to support the growth of target teachers. New School plans to continue to have lead teachers in key content areas to support teachers as they develop their craft knowledge and instructional skills.

New School will focus on improving classroom practice and improving students' learning outcomes. To support implementation of the new focus on project-based learning, New School will provide opportunities for active hands on learning through inquiry-based approaches. To this end, all staff will be involved in an inquiry team. The teams will work collaboratively to analyze students' work, look at data from a variety of assessments, and /or implement new instructional strategies to address the needs of a target population. The information generated from these inquiries will be used to adjust curricula and instructional strategies as needed.

In order to infuse technology in all grades and content, teachers will be supported through whole school professional development to make effective use of technology to enhance teaching and learning, including training on: Project KIM with Google Docs, SMART board training, and ACOT – Apple Classroom of Tomorrow.

¹⁶ <http://nycteachingresidency.ttrack.org/>

Additionally, New School plans to continue to use a research-based framework that Angelo Patri currently uses for teacher improvement, but New School will implement a more consistent approach to support teachers and ensure that teachers take advantage of targeted job embedded professional development opportunities. Teachers will participate in their own evaluation through a process of self-assessment, goal setting, creating a plan to achieve their goals, and self-reflecting on their practice. Teachers will be required to create learning portfolios as evidence of their growth.

In order to support teacher development, New School's administrative staff will participate in a variety of professional development strategies. The school staff will also continue to participate in cycles of self-assessment, goal setting, creation of a learning plan, and self-reflection. This will enable them to develop their own knowledge and skills in a variety of competencies.

New School also seeks to pursue strategies to embed the best practices and expectations from the DOE's Teacher Effectiveness work into the professional development framework. As part of this effort, New School leadership will plan to seek learning opportunities such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The New School will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

Socio-Emotional Supports

New School will implement a solution-focused intervention model whereby families and educators strive to collaborate and create conditions that facilitate student learning, engagement and development, according to Dr. Ross Greene's Collaborative Problem Solving approach.

Based on an ongoing assessment of needs and resources, New School will plan to implement a summer bridge program for all incoming sixth-grade students to support their transition into middle school. Students will become acclimated to middle school expectations prior to the first day of school. Additionally, this will allow teachers and students to forge relationships and for diagnostics to occur. During the summer New School will acquire baseline data on these students and have time to create personalized curricula for them.

The transition to sixth-grade will be further supported through a big brother-big sister model, which will include, but will not be limited to: a training workshop for mentors and mentees, monthly socials, and service learning in the school and community.

New School will partner with different agencies in the school community such as St. Barnabas Hospital Teen Health Center, Police Athletic League (PAL), Boy Scouts, and Fordham-Tremont Mental Health Clinic. These agencies will serve as supports for our students' social and emotional health.

New School will offer a full day career readiness program with The Global Kids organization for all seventh- and eighth-grade students. This initiative will keep students focused on reaching their goals to graduate and enter high school on a path to college and career readiness. This program will include: Learning Leader for increased parent involvement, Girls' Circle in Spanish, and Leadership Group to supply parent workshops.

Angelo Patri currently partners with several organizations that support students' socio-emotional growth. These include:

- Girls Circle
- Young Men's Leadership Group (Boy's Circle)
- PBIS (Positive Behavior Intervention and Supports)
- Astor Place Guidance
- Social Worker interns from NYU
- Caregiver's Circle
- PAL
- Boys Scouts
- Fordham-Tremont Mental Health Clinic
- St Barnabas Hospital Teen Health Center

New School may pursue participation in the Cooperative, Healthy, Active, Motivated, and Positive Students (CHAMPS) Middle School Sport and Fitness League which provides resources to middle schools to promote physical activity through traditional and non-traditional

sports and fitness activities, such as flag football, floor hockey, table tennis, cricket, double-dutch, dance, and yoga, in order to encourage physical activity and school connectedness for students regardless of their athletic ability.

Additionally, New School may also pursue opportunities in creating a School Wellness Council. New School may explore opportunities to apply for a grant through the Office of School Wellness Programs School Wellness Council Grant Program to support the work of the Council.¹⁷ School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and/or community leaders. The Council works to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community. These wellness opportunities would be in alignment to the overall school's mission and theme.

New School will also continue to work with the Office of School and Youth Development in supporting student safety and attendance, which Angelo Patri had begun to do, such as offering a Building Response Team trainings, and implementing the Internet Protocol Digital Video Surveillance ("IPDVS") system. New School will investigate new strategies in expanding upon these safety support mechanisms.

Impact on Partnerships

In addition to the partnerships noted above, according to the 2011-2012 Middle School Directory, Angelo Patri has partnerships with:

Cultural Institutions	Higher Ed	Program Partners	Resource Partners
Lincoln Center, Red Bull Theater, The New York Botanical Garden, Bronx WRITeS	Fordham University	Turnaround for Children, Supportive Children's Advocacy Network (SCAN), Phipps Community Development Corporation (CDC), 21st Century Community Learning Center, Junior Energy, Global Kids, Performance Learning Systems, The Leadership Program, Girls Scouts of the USA, Boy Scouts of America, MOUSE Squad	Comp2Kids

If this proposal is approved, the DOE will work with New School to ensure the smooth transition of all the above existing partnerships from Angelo Patri to New School.

The other school currently located in X137 already has established relationships with several partners, including some whose work is directly connected to the missions and themes of that school. The DOE anticipates that those partnerships will be unaffected by closure of Angelo Patri and co-location of New School.

¹⁷ <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

Impact on Sports and Extracurricular Programming¹⁸

According to the District 10 Middle School Directory, Angelo Patri currently offers the following sports, extracurricular activities, and clubs:¹⁹

Clubs	Boys Sports	Girls Sports	Co-ed Sports
Girls Scouts, Boy Scouts, Karate, ECO-Team, MOUSE Squad, Library Squad, Knitting, Improvisation, Yoga, Dance	Basketball		Basketball, Dance, Wiffle Ball

If this proposal is approved, New School is expected to offer at least the same student athletics as Angelo Patri offers. The availability of the PSAL program for the schools in X137 is expected to remain the same despite the closure of Angelo Patri and opening of New School.

If this proposal is approved, New School is expected to offer at least the same extra-curricular activities and clubs as are now offered at Angelo Patri.

Impact on Students Attending TAPCo

TAPCo admits students in sixth grade through the Middle School Choice Process. The admissions process at TAPCo is a screened process that includes: attendance at an Open House, an audition, a review of grades and test scores, and a teacher recommendation. Priority is offered during enrollment to students and residents of Districts 9 and 10, and then to students and residents of the Bronx. TAPCo admits students in ninth grade through the Citywide High School Admissions Process through an audition method. Continuing eighth graders receive priority into the school's ninth grade.

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

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at TAPCo. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of Angelo Patri and proposed opening of New School will not impact the enrollment or admissions at TAPCo.

Enrollment Options for Current Angelo Patri Students and Future Middle School Students – Districts 9 and 10 Middle School Choice Process

Under this proposal, all current Angelo Patri students will have a guaranteed seat in New School. This includes all sixth- and seventh grade- students, as well as any eighth-grade students who do not meet promotional standards by the end of June 2012.

All incoming sixth-graders who have applied to Angelo Patri and are matched to that school in the Middle School Choice Process will be automatically be enrolled in New School.

Angelo Patri admits students through a zoned admissions method and a limited unscreened method through the Districts 9 and 10 Middle School Choice Process. New School will also admit students through these two methods.

The zoned admissions method provides priority to students living within a specified zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned schools, please visit the DOE Web site's School Search function at: <http://schools.nyc.gov/schoolsearch>. All incoming sixth-graders who live in the Angelo Patri zone will be automatically enrolled in New School. Districts 9 and 10 share a middle school choice process, which means that District 9 and District 10 students have equal preference for choice schools and programs in both districts. Fifth-grade students who meet promotional standards and

¹⁸ Athletic and extracurricular offerings reflect those listed for Angelo Patri in the 2011-2012 Directory of Middle Schools.

¹⁹ <http://schools.nyc.gov/ChoicesEnrollment/High/directory/default.htm>.

live within either district are eligible to apply to any District 9 or 10 choice middle school. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

- Unzoned, choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Unzoned, choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened or limited unscreened application process that have available seats for middle school students (elementary students in these schools have the right to remain for middle school and receive priority, all other seats become available through this process); and
- 6-12 schools with an unscreened, limited unscreened, or screened application process.

In addition, screened and audition middle schools and alternative programs are offered through referrals. Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Middle school students with IEPs and ELLs are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELLs is the same as described above.

The DOE believes that New School will support student success at a level that the current school cannot, and therefore all students are encouraged to take advantage of their guaranteed seat in the new school. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse (including PLA schools), like Angelo Patri, are eligible to apply for a transfer to another school through the DOE's existing No Child Left Behind ("NCLB") Public School Choice Process. More information about this process can be found at the DOE's Web site at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

Impact on Students with Disabilities and English Language Learners

Angelo Patri currently offers ICT classes, SC classes, and SETSS. If this proposal is approved, students with disabilities attending New School will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs").

Angelo Patri currently offers English as a Second Language ("ESL") and transitional bilingual education ("TBE") services in grades six, seven, and eight. If this proposal is approved, English Language Learner ("ELL") students at New School will continue to receive mandated services.

Enrollment Impact for Future Middle School Students—Middle School Choice Process

Like Angelo Patri, New School will admit students through the same two methods, zoned and limited unscreened through the Districts 9 and 10 Middle School Choice Process described above.

The other District 9 & 10 Middle School Choice options are:

District Choice Options											
DBN	School Name	Building Code	Address	Grade Span 2011-2012	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
Zoned											
10X037 [x+4] ²⁰	P.S. X037 - Multiple Intelligence School	X037	360 WEST 230 STREET	0K-08	0K-08	100%	C	11%	13%	Zoned	Fully Programmatically accessible
10X080 ²¹	J.H.S. 080 The Mosholu Parkway	X080	149 EAST MOSHOLU PKWY	06-08	06-08	99%	C	14%	33%	Zoned	Partially Programmatically accessible
10X095 [x+4] ²²	P.S. 095 Sheila Mencher	X095	3961 HILLMAN AVENUE	0K-08	0K-08	93%	C	11%	19%	Zoned	Not functionally accessible
10X206	I.S. 206 Ann Mersereau	X206	2280 AQUEDUCT AVENUE	05-08	05-08	122%	C	9%	32%	Zoned	Not functionally accessible
10X279 [x+4] ²³	P.S. 279 Captain Manuel Rivera, Jr.	X279	2100 WALTON AVENUE	0K-08	0K-08	104%	B	10%	33%	Zoned	Fully Programmatically accessible
10X280 [x+4]	P.S./M.S. 280 Mosholu Parkway	X080	3202 STEUBEN AVENUE	0K-08	0K-08	99%	B	6%	17%	Zoned	Partially Programmatically accessible
10X331	The Bronx School of Science Inquiry and Investigation	X306	40 WEST TREMONT AVENUE	06-08	06-08	88%	B	23%	22%	Zoned	Fully Programmatically accessible
Zoned with Choice Options											
10X045	Thomas C. Giordano Middle School 45	X045	2502 LORILLARD PLACE	06-08	06-08	79%	C	12%	18%	Screened	Not functionally accessible
10X141	Riverdale / Kingsbridge Academy (Middle School / High School 141)	X141	660 WEST 237 STREET	06-12	06-12	90%	C	6%	7%	Screened, Unscreened	Not functionally accessible
10X244	The New School for Leadership and Journalism	X143	120 WEST 231 STREET	06-08	06-08	97%	A	13%	26%	Limited Unscreened	Not functionally accessible

²⁰ This school gives priority to continuing fifth graders.

²¹ The PEP will consider a proposal to close and immediately replace this school at its April 26, 2012 meeting.

²² This school gives priority to continuing fifth graders.

²³ This school gives priority to continuing fifth graders.

10X254	I.S. 254	X254	2452 WASHINGTON AVENUE	06-08	06-08	78%	C	14%	30%	Limited Unscreened	Fully Programmatically accessible
10X368	In-Tech Academy (M.S. / High School 368)	X368	2975 TIBBETT AVENUE	06-12	06-12	116%	B	8%	12%	Unscreened, Zoned	Fully Programmatically accessible
10X390	M.S. 390	X026	1930 ANDREWS AVENUE	06-08	06-08	73%	B	12%	33%	Limited Unscreened	Not functionally accessible
District 9 and 10 Choice Options											
09X022 ²⁴	J.H.S. 022 Jordan L. Mott	X022	270 EAST 167 STREET	06-08	06-08	77%	C	9%	30%	Unscreened	Not functionally accessible
09X117	I.S. 117 Joseph H. Wade	X117	1865 MORRIS AVENUE	06-08	06-08	66%	C	13%	32%	Limited Unscreened, Screened, Zoned	Not functionally accessible
09X128	Mott Hall III	X055	450 SAINT PAUL'S PLACE	06-08	06-08	76%	A	7%	8%	Screened	Not functionally accessible
09X218	P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School	X235	1220 GERARD AVENUE	0K-08	0K-08	90%	C	8%	37%	Screened ²⁵	Fully Programmatically accessible
09X219	I.S. 219 New Venture School	X148	3630 THIRD AVENUE	06-08	06-08	101%	C	22%	20%	Unscreened, Zoned	Not functionally accessible
09X229	I.S. 229 Roland Patterson	X229	275 HARLEM RIVER PARK BRIDGE	06-08	06-08	41%	B	25%	21%	Screened, Zoned	Fully Programmatically accessible
09X231	Eagle Academy for Young Men	X465	4143 THIRD AVENUE	06,09-12	06-12	86%	N/A	13%	4%	Limited Unscreened	Not functionally accessible
09X232	I.S. 232	X082	1700 MACCOMBS ROAD	06-08	06-08	89%	A	12%	46%	Unscreened	Not functionally accessible
09X241	Urban Assembly School for Applied Math and Science, The	X970	1595 BATHGATE AVENUE	06-12	06-12	110%	B	10%	9%	Limited Unscreened	Fully Programmatically accessible
09X313	I.S. 313 School of Leadership Development	X147	1600 WEBSTER AVENUE	06-08	06-08	89%	C	12%	34%	Unscreened	Fully Programmatically accessible
09X323	Bronx Writing Academy	X022	270 EAST 167 STREET	06-08	06-08	77%	C	11%	31%	Unscreened	Not functionally accessible

²⁴ The PEP will consider a proposal to close and immediately replace this school at its April 26, 2012 meeting.

²⁵ This school gives priority to continuing fifth graders.

09X324	Bronx Early College Academy for Teaching & Learning	X166	250 EAST 164 STREET	06-11	06-12	68%	C	9%	11%	Limited Unscreened	Not functionally accessible
09X325	Urban Science Academy	X145	1000 TELLER AVENUE	05-08	06-08	68%	C	13%	36%	Unscreened	Not functionally accessible
09X327 ²⁶	Comprehensive Model School Project M.S. 327	X110	580 CROTONA PARK SOUTH	06-08	06-12	93%	B	9%	12%	Unscreened	Not functionally accessible
09X328	New Millennium Business Academy Middle School	X145	1000 TELLER AVENUE	06-08	06-08	68%	D	10%	18%	Limited Unscreened	Not functionally accessible
09X339 ²⁷	I.S. 339	X147	1600 WEBSTER AVENUE	06-08	06-08	89%	D	17%	30%	Limited Unscreened	Fully Programmatically accessible
09X413	Bronx High School for Medical Science	X410	240 EAST 172 STREET	06-12	06-12	80%	B	6%	6%	Screened	Fully Programmatically accessible
09X454	Science And Technology Academy: A Mott Hall School	X166	250 EAST 164 STREET	06-08	06-08	68%	A	13%	23%	Limited Unscreened, Screened	Not functionally accessible
09X505	Bronx School For Law, Government And Justice	X460	244 EAST 163 STREET	06-12	06-12	96%	C	10%	7%	Screened	Fully Programmatically accessible
10X118	J.H.S. 118 William W. Niles	X118	577 EAST 179 STREET	06-08	06-08	94%	C	9%	11%	Screened	Fully Programmatically accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	06-12	06-12	72%	C	15%	4%	Screened	Fully Programmatically accessible
10X228	Jonas Bronck Academy	X283	400 EAST FORDHAM ROAD	06-08	06-08	89%	B	12%	6%	Screened	Fully Programmatically accessible
10X243	West Bronx Academy For The Future	X435	500 EAST FORDHAM ROAD	06-12	06-12	92%	C	18%	14%	Limited Unscreened	Fully Programmatically accessible
10X342	International School For Liberal Arts	X430	2780 RESERVOIR AVENUE	06-12	06-12	92%	A	2%	81%	Screened	Fully Programmatically accessible
10X363	Academy For Personal Leadership And Excellence	X115	120 EAST 184 STREET	06-08	06-08	73%	N/A	13%	40%	Unscreened	Not functionally accessible
10X447	Creston Academy	X079	125 EAST 181 STREET	06-08	06-08	85%	C	11%	27%	Unscreened	Partially Programmatically accessible

²⁶ The PEP will consider a proposal to close and immediately replace this school at its April 26, 2012 meeting.

²⁷ The PEP will consider a proposal to close and immediately replace this school at its April 26, 2012 meeting.

10X459	East Fordham Academy For The Arts	X115	120 EAST 184 STREET	06-08	06-08	73%	A	13%	29%	Unscreened	Not functionally accessible
BOROUGH-WIDE Choice											
09X231	Eagle Academy for Young Men	X465	4143 THIRD AVENUE	06,09-12	06-12	86%	N/A	13%	4%	Limited Unscreened	Not functionally accessible
09X586 ²⁸	The Young Women's Leadership School	X117	1865 MORRIS AVENUE	-	06-08	N/A	N/A	N/A	N/A	Screened	Not functionally accessible
10X225	Theatre Arts Production Company School	X137	2225 WEBSTER AVENUE	06-12	06-12	72%	C	15%	4%	Screened	Fully Programmatically accessible
10X308	Bronx Dance Academy School	X852	3617 BAINBRIDGE AVENUE	06-08	06-08	81%	B	14%	9%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	0%	3%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0.4%	Screened ²⁹	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	0%	1%	Screened ³⁰	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened ³¹	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	2%	1%	Test Outcome	Not functionally accessible

²⁸ Young Women's Leadership School of the Bronx will be presented for approval to the PEP at its March 21, 2012 meeting. If approved, it would open with sixth grade.

²⁹ This school gives priority to continuing fifth graders.

³⁰ This school gives priority to continuing fifth graders.

³¹ This school gives priority to continuing fifth graders.

Enrollment Impact for Future Middle School Students – Over-the-Counter Placements

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

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);³² or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

When a middle-school eligible student arrives for an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

Approximately 121 students were admitted to sixth grade through the Middle School Choice process at Angelo Patri during the 2010-2011 school year for September 2011 enrollment. Twenty-one students were held over from the previous year, and approximately 61 sixth-grade students were admitted to Angelo Patri through the OTC placement process. Similarly, 28 OTC students were admitted to Angelo Patri for seventh-grade and 32 OTC students were admitted for eighth-grade. The DOE anticipates that New School will accept a comparable number of OTC students for eighth grade.

B. Schools

In 2012-2013, once Angelo Patri has closed and New School has opened, there will be approximately 1,065-1,165 total students served in the building. The projected utilization for X137 at that point is approximately 66-72%. The estimated enrollment for New School and TAPCo X137 over a two-year period is shown in the tables below.

Angelo Patri	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	202	198	221	621
2012-13 (proj.)	-	-	-	-

10X572	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	195 – 205	195 - 205	195 - 205	585 - 615

TAPCo	Grade 6	Grade 7	Grade 8	Grades 9-12	Total Enrollment
2011-2012 (audited)	77	69	75	300	521
2012-2013 (proj.)	70-80	70-80	65-75	275-315	480-550

³² 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.

If this proposal is approved, there will be sufficient space to accommodate New School and TAPCo pursuant to the Citywide Instructional Footprint (the “Footprint”). (Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning will also work with the schools in X137 to ensure a smooth transition, if necessary, of any rooms currently being used above schools’ footprint allocations.

There is currently underutilized space in building X137, and if this proposal is approved, there will likely continue to be underutilized space in the building. The DOE will monitor enrollment in both schools in the upcoming school years. Any proposal to co-locate additional schools in X137 would be described in a subsequent EIS and be subject to PEP approval.

Building Safety and Security

The DOE makes available the following supports to schools relating to safety and security:

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. This proposal is intended to meet this goal by allowing the students currently enrolled in Angelo Patri to benefit from a new school with a rigorously screened staff, a new mission and new vision, and new programs.

The DOE believes that this proposal to close Angelo Patri and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, Angelo Patri needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in Angelo Patri by implementing the Transformation model. However, based on the school’s most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

The DOE believes that these interventions will give students the environment they need in order to succeed, while also minimizing disruption to the community by preserving the current use of the building in terms of the number of schools, types of schools, and grade levels served.

Angelo Patri is one of two schools in District 10 that serves sixth through eighth grade that the DOE is proposing for closure and immediate replacement.

The other is the J.H.S. 80 Mosholu Parkway (10X080). The EIS describing that proposal can be found on the DOE’s website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>.

Impact on Middle School Seat Capacity in District 10

The District 10 seats eliminated by Angelo Patri's closure will be recovered by the opening of New School. As a result, the proposal to close Angelo Patri is not expected to yield a net loss of middle school seats in building X137 or in District 10.

Specifically, in District 10:

- There are 4,523 total sixth-grade seats in District 10 middle schools.
- In 2011-2012, there are only 4,028 sixth-grade students enrolled in District 10 middle schools.
- Therefore, there is currently an excess, or surplus, of 495 sixth-grade seats in District 10 middle schools.

Specifically, in the X137 building:

- Angelo Patri is currently serving 202 sixth grade students.
- The proposed opening of New School in building X137 is projected to create 195-205 sixth grade seats.
- This means that the sixth-grade seats in District 10 eliminated by Angelo Patri's closure will be recovered through the opening of New School.

In short, the proposal to close Angelo Patri is not expected to yield a net loss of seats in X137 or in District 10. There will continue to be an excess of seat capacity in District 10 middle schools.

As mentioned above, Angelo Patri is one of two middle schools in District 10 that are proposed to be closed and replaced.

In total, if both proposals are approved, there will continue to be an excess in seat capacity in District 10 middle schools.

- These two schools are currently serving 409 total sixth-grade students.
- The proposed opening of the two replacement middle schools is projected to create 395-415 sixth-grade seats.
- This means that the sixth grade seats in District 10 eliminated by the closure of these two schools will be recovered through the opening of these two replacement middle schools.

In short, these proposals are not expected to yield a net loss of seats in District 10. There will continue to be an excess of seat capacity in District 10 middle schools.

Moreover, community residents may enroll in a District 10 middle school through the District 10 Middle School Choice Process or apply to other public charter schools in District 10, in the Bronx, or Citywide.

There is one new district middle school proposed to open in 2012-2013, and one charter school phasing in to serve middle school grades beginning in 2012-2013. Both are listed in the table below:

District 10 Middle Schools Phasing In

DBN	School	Grade Span 2011-2012	Grade Span at Scale	Admissions Method	Extracurricular Activities		
					Special Programs	Clubs	Sports
09X568 ³³	The Young Women's Leadership School of the Bronx	-	6-8	Screened	N/A		
84XTBD	Tech International Charter School	-	6-8	Lottery, priority to District 10	TI Family Academy	N/A	N/A

³³ The Panel for Educational Policy will vote on the opening of The Young Women's Leadership School of the Bronx on March 31st, 2012. If approved, The Young Women's Leadership School of the Bronx will open in the 2012-2013 school year serving grade six.

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

District 10 Food Services is also located in building X137. This proposal is not expected to impact this.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X137. This proposal is not expected to impact the partial site accessibility of the X137 building.

IV. Enrollment, Admissions and School Performance Information

Angelo Patri

Admissions Data

Current Admissions	Middle School Choice Process: Zoned and Limited Unscreened
Admissions After Proposed Closure of Angelo Patri	N/A

Enrollment Data

Angelo Patri	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	202	198	221	621
2012-13 (proj.)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC services³⁴	18%
Percentage of Students with Individualized Education Programs³⁵	25%
Percentage of English Language Learner Students³⁶	34%
Percentage of Students Eligible for Free or Reduced Lunch³⁷	86%

School Performance Data

Angelo Patri	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Quality Review Score	P	-	UD

³⁴ Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

³⁵ Students with IEPs as percentage of total students from the 2011-2012 Audited Register.

³⁶ ELL students as percentage of total students 2011-2012 Audited Register.

³⁷ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	43%	11%	11%
Math % Proficient (Levels 3 and 4)	53%	17%	23%
Other Key Performance Indicators			
Attendance Rate	90.5%	88.0%	89.1%
2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive		

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Angelo Patri	Middle School Choice Process: Zoned and Limited Unscreened

Enrollment Data

New School	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	195 - 205	195 - 205	195 - 205	585 - 615

Demographic Data³⁸

Percentage of Students Receiving ICT or SC services	18%
Percentage of Students with Individualized Education Programs	25%
Percentage of English Language Learner Students	34%
Percentage of Students Eligible for Free or Reduced Lunch	86%

School Performance Data

New School does not yet have enrollment. Therefore, there are no performance data for the school.

³⁸ This chart includes the anticipated demographic data for New School based on the current student population at Angelo Patri; actual demographic data may differ.

TAPCo

Admissions Data

Current Admissions	6-8: Middle School Choice Process, Screened: Academic 9-12: High School Admissions Process, Admissions Method: Audition
Admissions After Proposed Closure of Angelo Patri	6-8: Middle School Choice Process, Screened: Academic 9-12: High School Admissions Process, Priority to continuing 8 th graders Admissions Method: Audition

Enrollment Data

TAPCo	Grade 6	Grade 7	Grade 8	Total Enrollment (Grade 9-12)	Total Enrollment
2011-12 (audited)	77	69	75	300	521
2012-13 (proj.)	70 - 80	70 - 80	65 - 75	275-315	480 - 550

Demographic Data

Percentage of Students Receiving ICT or SC services	15%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	76%

School Performance Data

TAPCo MS Grades

TAPCo	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	C
Quality Review Score	P		
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	67%	30%	30%
Math % Proficient (Levels 3 and 4)	81%	50%	40%
Other Key Performance Indicators			
Attendance Rate	95.0%	95.9%	92.1%
2010-2011 State Accountability Status	In Good Standing		

TAPCo HS Grades

TAPCo	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	
Quality Review Score	P		
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	100%	99%	-
4 Year Graduation Rate	93%	94%	-
6 Year Graduation Rate	-	-	-
% Graduating with a Regents Diploma	-	-	-
Attendance Rate	91%	92%	-
2010-2011 State Accountability Status	In Good Standing		

V. Initial Costs and Savings

If this proposal is approved, once the closure of Angelo Patri and the opening of New School are implemented, the DOE will cease to allocate funds to Angelo Patri and will allocate funds instead to New School.

New School will be provided with a fixed per-school allocation of \$15,000 during its first year. All schools receive approximately \$225,000 in annual fixed Fair Student Funding (“FSF”) foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding.

Estimated FSF for New School in its first year is \$2,581,283 - \$2,713,657. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

This proposal is not expected to impose any costs on the other schools located in the building.

As discussed above, at the beginning of this school year Angelo Patri was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received \$900,000 in Transformation money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was, and is, conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Angelo Patri. While the two sides have made progress in their negotiations, at present there is still no agreement on an acceptable teacher evaluation system. As a result, Angelo Patri is not currently receiving SIG funding, and cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart but also replaces at least 50%³⁹ of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding. Moreover, because the portions of the Turnaround, Transformation and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Transformation model in the event the DOE and UFT reach an agreement on teacher evaluations. Under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel

³⁹ Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

requirements) or the Transformation model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school's chances for receiving SIG funding.

The DOE will submit an application to SED to award SIG funding to New School pursuant to the applicable model. In that application, the DOE will also ask that SED restore SIG funding to Angelo Patri for the remainder of the current grant year and provide funding to New School in the subsequent years of the grant. However, the DOE plans to proceed with this proposal whether or not either Angelo Patri or New School becomes eligible for SIG funding under either the Transformation or Turnaround models.

Current Angelo Patri teachers who are not hired at New School will remain in excess.

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 ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. This will not count as a cost or savings to New School, but could increase overall ATR costs to the DOE.

This proposal is not expected to impose any costs on or affect the funding of co-located schools.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Angelo Patri will be excessed in the closure.⁴⁰ This process will occur at the end of the 2011-2012 school year.

For teachers, new schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. All new district schools opening in campuses where an existing school is phasing out or closing must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from Angelo Patri apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from Angelo Patri who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary, and paraprofessional positions are also subject to Article 18-D.

Hiring decisions for New School for all teachers, whether they concern current Angelo Patri teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School Leadership. The priority will be to staff the school with the best teachers available. Staff will be selected by a Personnel Committee typically consisting of two Union representatives designated by the UFT president, two representatives designated by the Chancellor or superintendent, and the principal.

Current Angelo Patri teachers who are not hired at New School will remain in excess.

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, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

As part of the Transformation model this year, Angelo Patri had funding to hire Master and Turnaround teachers.⁴¹ These titles will not be available after the 2011-2012 school year due to the absence of an agreement with the UFT. While the positions will not be included at New School, the individual teachers in those positions currently will be welcome to apply to New School.

If approved, this proposal will not impact the personnel needs of the other existing organizations in the building.

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

⁴¹ Master teachers serve as instructional leaders in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active developer, mentor, and coach of other teachers. Turnaround teachers are model educators in high need schools who help drive instructional improvement for their colleagues by maintaining a laboratory classroom, displaying exceptional results with their students, and facilitating lesson study with their peers—a teacher led professional development process.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing New 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.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budget for Angelo Patri is determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for middle schools is \$4,412.45.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the high school level, supplemental funds are also awarded to each student who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

While schools 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. If this proposal is approved, funding will be provided to meet the needs of all students with disabilities at New School in accordance with their IEPs.

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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, New School and TAPCo 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. Angelo Patri and TAPCo are currently eligible for Title I funding. Since TAPCo's enrollment is expected to be unchanged by this proposal, the DOE anticipates that the school will receive approximately the same amount of Title I funding next year. Since New School is expected to serve the same population as Angelo Patri, at approximately the same enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding as Angelo Patri does, if this proposal is approved.

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. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

If approved, this proposal will not impact the cost of instruction of TAPCo.

C. Administration

All school supervisor and/or administrator positions assigned to Angelo Patri will be excessed when the school is closed, if this proposal is approved. Again, all excessing will take place in accordance with existing labor contracts.

Administrative positions at New School will be filled pursuant to the process set forth in Chancellor's Regulation C-30. That process could result in New School having a different principal or assistant principals than Angelo Patri.

If approved, this proposal will not impact the administration of the TAPCo.

D. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at any of the school organizations in the X137 building as a result of this proposal.

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 if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the X137 building.

VII. Building Information

Building	X137	
Type of Building	Secondary School	
Year Built	1975	
Overall BCAS rating	2.77	
2010-2011 Target Building Utilization	72%	
2010-2011 Target Building Capacity	1,612	
FY 2011 Maintenance Costs	Labor	\$28,861
	Materials	\$16,978
	Maintenance and repair contracts	\$85,903
	Service contracts	\$31,505
	Custodial operations costs—Materials	\$14,214
	Custodial operations costs—Custodial Allocation	\$436,313
FY2011 Energy Costs	Electric	\$386,385
	Gas	\$849
	Oil	\$133,052
Projects completed during the current or prior school year	PlaNYC Boiler Convrsn/Climate Ctrl, FY10 Reso A Desk Computers & Smartbd	
Projects proposed in the capital plan	Boiler conversion, Building upgrade- climate control, Ext Masonry/Parapets/Roofs	
Accessibility of the building	Fully Programmatically accessible	
Building attributes	Art Rooms, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office & Science Labs	