

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Closure of M.S. 142 John Philip Sousa (11X142) and the Opening and Co-Location of New School (11X578) with One World Middle School at Edenwald (11X529) and Baychester Middle School (11X532) in Building X142 Beginning in 2012-2013**

#### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to close M.S. 142 John Philip Sousa (11X142, “M.S. 142”), an existing district middle school in building X142 (“X142” or “John Philip Sousa Campus”), located at 3750 Baychester Avenue, Bronx, NY, 10466, in Community School District 11. It currently serves students in grades six through eight. The DOE is proposing to immediately replace M.S. 142 with New School (11X578, “New School”); a new district middle school which will serve students in grades six through eight in building X142.

If this proposal is approved, M.S. 142 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.<sup>1</sup>

M.S. 142 is co-located in X142 with One World Middle School at Edenwald (11X529, “One World”), an existing district middle school that is phasing in that currently serves students in sixth grade and will serve students in sixth through eighth grades at scale; and with Baychester Middle School (11X532, “Baychester”), an existing district middle school that is phasing in that currently serves students in sixth grade and will serve students in sixth through eighth grades at scale. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. In addition, the John Philip Sousa Campus houses three CBOs that operate in the school building: Montefiore Medical Group, Sports and Arts, and Beacon.

All three schools – M.S. 142, One World, and Baychester – admit students through the District 11 Middle School Choice Process and offer priority to students residing in the X142 zone through a campus choice, unscreened admissions method. Additional information about programming and the Middle School Choice Process is contained in Section III of this proposal.

One World and Baychester were opened and co-located in X142 in September 2011 pursuant to an EIS that was approved by the Panel for Educational Policy (“PEP”) on March 1, 2011. As noted in that proposal, enrollment at M.S. 142 was reduced beginning in September 2011 by limiting the number of students admitted to its incoming sixth grade, and the two new schools were created to meet the needs of the X142 school zone and improve educational quality on the campus. The proposal can be found on the DOE’s Web

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<sup>1</sup> Summer school sites are determined yearly by the DOE. If this proposal is approved, students in M.S. 142 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>.

site at: [http://schools.nyc.gov/NR/rdonlyres/50D0EA27-11B7-4F3C-9E53-4ACED95E34C6/0/EIS\\_NewSchools142\\_final.pdf](http://schools.nyc.gov/NR/rdonlyres/50D0EA27-11B7-4F3C-9E53-4ACED95E34C6/0/EIS_NewSchools142_final.pdf).

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 M.S. 142 and replacing it with New School, the DOE is seeking to expeditiously improve educational quality on the John Philip Sousa Campus. If this proposal is approved, New School will develop rigorous school-specific competencies to measure and screen prospective staff – including M.S. 142 staff who will 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 doing this important work to improve the quality of teaching and learning in the school, DOE will maximize New School’s chance of receiving up to \$2,000,000 per year in supplemental federal funding under the federal School Improvement Grant (“SIG”) program.<sup>2</sup>

New School will build on the strongest elements of M.S. 142 and incorporate new elements, including new talent designed to better meet student needs. Thus, the immediate closure and replacement of M.S. 142 with New School should give students access to a higher-quality educational option while they continue to attend school in the same building.

### *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.<sup>3</sup> (The standards for the PLA designation are described in more detail below.) M.S. 142 was first designated as PLA during the 2010-2011 school year.<sup>4</sup>

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 (School Improvement Grants, known as SIG funding) available to states in order to help schools whose students are not making adequate yearly progress, such as PLA schools.<sup>5</sup>

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<sup>2</sup> Because this school is not currently implementing a SIG model, the DOE has not yet determined the exact allocation that New School would be eligible to receive if the DOE were to apply to SED to implement a SIG model at this school. \$2,000,000 represents the maximum State award for any one PLA school. Actual allocations are calculated on a per pupil basis based on a weighted Fair Student Funding (“FSF”) formula. Current allocations for New York City Schools implementing a SIG model range from \$800,000-\$1,800,000.

<sup>3</sup> 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.

<sup>4</sup> For more information, please visit: <http://www.p12.nysed.gov/pla/>.

<sup>5</sup> 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. M.S. 142 has not yet been placed into a SIG model meaning that New School will be eligible for three years of funding.

To be eligible for SIG funding, one of the following four different intervention models must be implemented at a given 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 supports 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.<sup>6</sup>

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 those schools to support those schools to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to M.S. 142 specifically, the DOE decided not to put M.S. 142 in a SIG model for this school year. The DOE wanted to collect additional information to determine the most appropriate intervention for the school, so M.S. 142 was provided with \$300,000 in Title I funding to begin some initial improvement work.

M.S. 142’s most recent Progress Report was released at the end of September 2011. The Progress Report indicated that the school’s performance did not improve during the 2010-2011 school year. Based on that data, the DOE identified M.S. 142 for possible phase-out. As a result, the DOE initiated a comprehensive review of M.S. 142 with the goal of determining what intensive supports and interventions would best benefit its students and the M.S. 142 community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

While M.S. 142’s performance trends were concerning, the DOE determined at the end of its review that M.S. 142 should not be phased out. Despite a number of challenges the school has faced, some data indicated that elements of M.S. 142 are worth preserving. However, the DOE continued to have serious concerns about the school’s ability to rapidly improve and began to explore other aggressive interventions that could quickly improve student achievement at the school.

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<sup>6</sup> 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>

In conjunction with the DOE's decision to close and replace a number of struggling PLA schools, the DOE has concluded that the right intervention is to close M.S. 142 and replace it with a new school. The DOE's intention in proposing the closure of M.S. 142 and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of M.S. 142 with new elements in a new school, including a restructured faculty that is better positioned to accelerate student learning. By closing M.S. 142 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 M.S. 142.

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.<sup>7</sup> 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.

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. Therefore, in conjunction with this proposal, the DOE will submit a new SIG application to SED for New School, seeking to obtain SIG funding necessary to 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 M.S. 142 and will admit future new sixth-grade students through the District 11 Middle School Choice Process. New School will be able to continue and augment those supports that are currently demonstrating some success at M.S. 142, and replace those interventions that have been less effective. New School will build upon the best elements of M.S. 142 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.

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<sup>7</sup> The use of "locally adopted competencies to measure the effectiveness of staff" is a required element of the Turnaround model. 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."

### *Performance and School Environment at M.S. 142*

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. M.S. 142 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.

M.S. 142 has struggled to improve, and its performance during the last few years confirms the DOE's assessment 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 by closing M.S. 142 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 M.S. 142 has been a persistent trend. In 2010-2011, a majority of M.S. 142 students remained below grade level in English and Math. In 2010-2011, only 17% of students were performing on grade level in English – putting the school in the bottom 23% of City middle schools in terms of English proficiency. Only 25% of students were performing on grade level in Math – putting the school in the bottom 11% of City middle schools in terms of Math proficiency.
- In 2009-2010, M.S. 142 was in the bottom 11% Citywide for Math proficiency and in the bottom 18% Citywide for English proficiency. In 2008-2009, M.S. 142 was in the bottom 11% Citywide for Math proficiency and in the bottom 16% Citywide for English proficiency.
- Additionally, M.S. 142 is not adequately helping students to make progress. The school was in the bottom 16% of City middle schools in terms of learning growth in Math. Learning growth measures students' annual growth on the State tests relative to students who earned the same score the year before, taking into account student demographics. If these conditions persist, M.S. 142 students risk falling further behind their peers.
- 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. M.S. 142 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 D grade on School Environment.
- M.S. 142 was rated “Developing” (“D”) on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.<sup>8</sup> M.S. 142's review indicated that the school has failed to differentiate its instruction to support individual students' needs. The review also indicated that the school needed to improve on designing tasks that stress higher order thinking and engage a variety of learners. In addition, the review indicated that the school needs to regularly conference with students in order to communicate learning goals and next steps that track student progress.

All of these concerns suggest that the school is not equipped to effect dramatic change. However, the data indicate that some elements of M.S. 142 are worth preserving in the new school.

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<sup>8</sup> 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>.

- Learning growth in English at M.S. 142 has increased in the past year, rising from the 16<sup>th</sup> percentile of City elementary schools in 2009-2010 to the 56<sup>th</sup> percentile in 2010-2011. The DOE believes that with new programs and a push to improve teacher quality, the New School could expand this recent improvement in student growth.
- Attendance rates at the school remain relatively strong, indicating students continue to come to school eager to learn. Improving instruction and school organization at the New School could result in increased learning for the many students currently attending M.S. 142 each day.
- While the school’s overall Quality Review score was “Developing” (D), the Review indicated some areas of strength such as maintaining a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults. With the new supports and restructuring available, we expect that the New School will be able to effectively leverage these areas of strength while improving student outcomes for all. With appropriate supports and guidance, the DOE expects the school will be able to improve its monitoring system and effectively garner its efforts and school environment to produce improved student outcomes.

<b>MS 142 John Philip Sousa</b>	2008-2009	2009-2010	2010-2011
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	A	C	C
Progress Report Progress Grade	B	C	B
Progress Report Performance Grade	A	D	D
Progress Report Environment Grade	D	D	D
Quality Review Score	UPF	UPF	D
<b><i>Performance Data<sup>9</sup></i></b>			
English Language Arts % Proficient (Levels 3 and 4)	46%	16%	17%
Math % Proficient (Levels 3 and 4)	56%	21%	25%
<b><i>Other Key Performance Indicators</i></b>			
Attendance Rate	92.2%	92.5%	92.0%
<b><i>2010-2011 State Accountability Status<sup>10</sup></i></b>			
Restructuring (advanced) Comprehensive			

### Overview of Past Strategic Improvement Efforts at M.S. 142

For the past several years, the DOE has sought to support M.S. 142, in order to ensure that it was equipped to provide a quality education for its students.

<sup>9</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

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

**Leadership Support:**

- Provided leadership training for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan and Language Allocation Plan.
- Coached and trained leadership on implementing plans in support of citywide instructional initiatives.
- Supported leadership and staff in generating meaningful strategies for improving the quality of classroom visitations and instructional feedback, as a way to improve teacher practice and improve student outcomes.
- Provided ongoing professional development for Special Education support of Compliance Assurance Plan designated by the SED.
- Organized teacher teams to provide specialized support for English Language Learners and ensure they meet promotion standards.

**Instructional Support:**

- Trained leadership on implementing plans in support of citywide instructional initiatives, including the Common Core Learning Standards.
- Supported and trained teachers in classroom engagement strategies as a way to deepen instructional expectations, student interest, and classroom rigor.
- Supported the school in assessment design, curriculum mapping, and student feedback as tools aimed at meeting the necessary standards and expected student outcomes.
- Offered training for staff on successful ways to assess student progress through rigorous tasks, and how to use the information to inform and improve teacher practice.

**Operational Support:**

- Advised school staff on budgeting, human resources, teacher recruitment, and building management.
- Supported school staff on developing strategies and practices for improving student attendance and creating strategies for targeting attendance concerns.
- Provided ongoing training and technical assistance to all operational support staff on all operational issues and procedures.
- Supported school staff in Special Education compliance issues, including timely writing of Individualized Education Programs, alternative assessments, and other supports and strategies for improving instruction and plans for students with disabilities.

**Student Support:**

- Trained the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Facilitated comprehensive supports to review disciplinary and procedural protocols targeted at improving the school learning environment and impacting student outcomes.
- Provided ongoing check-ins with the Parent Teacher Association
- Provided ongoing Beacon Program Check-ins.<sup>11</sup>
- Yearly Achievement Reporting and Innovation System ("ARIS") Parent Link Training.

Even with these supports, however, the DOE has determined that M.S. 142 does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve

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<sup>11</sup> Beacon is a school-based community center serving children, youth, and adults. Beacons are located throughout New York City, operating in the afternoons and evenings, on weekends, during school holidays and vacation periods, and during the summer. Typical activities for youth include: literacy activities, tutoring, high school/college prep, math clubs, photography, basketball, chess, and martial arts. In addition, Beacons commonly offers adult programs, including: General Education Diploma ("GED"), English for Speakers of Other Languages ("ESOL"), parenting skills, family relations, and tenant education and advocacy.

the educational program for the students currently attending M.S. 142 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 M.S. 142 access to an improved faculty.

Prior to issuing this proposal, the DOE met with the M.S. 142 community. On January 20, 2012, Community School District 11 Superintendent Elizabeth A. White met with M.S. 142’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 community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

## II. Proposed or Potential Use of Building

X142 has a target capacity of 1,249 students.<sup>12</sup> (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 786 total students,<sup>13</sup> yielding a utilization rate of 63%.<sup>14</sup> This means that the building is “underutilized” and has extra space to accommodate students.

If this proposal is approved, M.S. 142 will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open in September 2012. Seats in the school will be guaranteed for all students currently enrolled in M.S. 142 who do not graduate by June 2012. One World and Baychester will continue to phase in as planned, adding one grade per year and completing phase-in during the 2013-2014 school year. The proposal to co-locate One World and Baychester, approved by the PEP on March 1, 2011, can be found here: [http://schools.nyc.gov/NR/rdonlyres/50D0EA27-11B7-4F3C-9E53-4ACED95E34C6/0/EIS\\_NewSchools142\\_final.pdf](http://schools.nyc.gov/NR/rdonlyres/50D0EA27-11B7-4F3C-9E53-4ACED95E34C6/0/EIS_NewSchools142_final.pdf).

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

DBN	School Name	Grade Spans		
		2011-2012	2012-2013	2013-2014
11X142	MS 142 John Philip Sousa	6-8	-	-
11X578	New School	-	6-8	6-8
11X529	One World Middle School at Edenwald	6	6-7	6-8
11X532	Baychester Middle School	6	6-7	6-8

If this proposal is approved, New School will serve approximately 415-445 students in grades six through eight beginning in the 2012-2013 school year. This includes a guaranteed seat for each of the 307 students currently in grades six and seven, as well as an expectation of holdover students who do not get promoted. New School is projected to serve approximately 310-340 students in grades six through eight beginning in

<sup>12</sup> 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”)

<sup>13</sup> 2011-2012 Audited Register

<sup>14</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 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.

the 2013-14 school year.<sup>15</sup>

These figures for 2012-2013 and 2013-2014 show that New School’s enrollment will be smaller than that of M.S. 142, which is currently serving 571 students in 2011-2012. However, this enrollment decrease will mark the continuation of a plan that was already in progress to reduce M.S. 142’s enrollment. As described above, last year, the PEP approved a co-location proposal to bring two new middle schools into the building, which involved M.S. 142 serving fewer students, starting in September 2011. According to that proposal, M.S. 142 would have served 415-445 students in 2012-2013 school year and 310-340 students in the 2013-2014 school year. Thus, the reduction in New School’s enrollment reflects the reduction previously planned for M.S. 142 as One World and Baychester phase in, and is not the result of the present proposal.

One World is projected to serve 345-375 students in grades six through eight when it completes its phase-in and reaches full scale in 2014-2015. Baychester is projected to serve 320-350 students in grades six through eight when it completes its phase-in and reaches full scale in 2014-2015.

If this proposal is approved, once M.S. 142 is closed and New School is opened, and once One World and Baychester have completed their respective phase-ins in 2013-2014, there will be approximately 975-1,065 students served on the John Philip Sousa Campus, yielding a projected utilization rate of 78-85%. Therefore, the building has adequate capacity to accommodate New School and the planned phase-ins of One World and Baychester after the closure of M.S. 142.

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

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
11X142	MS 142 John Philip Sousa	571	-	-
11X578	New School	-	415 - 445	310 - 340
11X529	One World Middle School at Edenwald	118	230 - 250	345 - 375
11X532	Baychester Middle School	97	205 - 225	320 - 350
<b>Total Building Enrollment</b>		786	850 - 920	975 – 1,065
<b>Utilization</b>		63%	68% - 74%	78% - 85%

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 capacity (scheduled use of classrooms, goal

<sup>15</sup> Enrollment projections are based on current enrollment and expected number of sections per grade for future enrollment. Actual enrollment will depend on applicant demand.

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 standard for 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 X142 will still have excess space once One World and Baychester's phase-ins and New School's enrollment reduction have been completed. 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 M.S. 142 and New School*

New School will put in place a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at M.S. 142. These structural and programmatic changes will be enabled and supported by New School's hiring process which will allow the DOE to put in place a process to screen and hire those teachers with the specific skills and talent necessary to properly implement these changes. This will give all non-graduating students currently attending M.S. 142 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 M.S. 142, 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 M.S. 142 and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of M.S. 142 with a new staff and new programmatic elements in a new school.

Based on available resources and student needs, new elements planned for New School include but are not limited to: the creation of grade level academies with their own identities and end of year benchmarks and activities; a new advisory program and school schedule geared to increasing student engagement and attendance; and a more comprehensive system for developing teachers and teacher leaders to ensure staff is prepared to meet the needs of each student.

M.S. 142 currently partners with several organizations. The DOE anticipates that, if this proposal is approved, New School will partner with all of the same organizations.

M.S. 142 also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer the same extra-curricular activities and clubs.

### New School Mission

New School will be dedicated to equipping students with the skills necessary to grow and prosper in high school, college, and in successful careers. By providing a rigorous and differentiated curriculum and enriching that curriculum with community-based experiences, students will be empowered to set their own goals and take control of their own learning. A nurturing environment – and a commitment of shared responsibility from individuals in all aspects of a student’s life (e.g., home, school, and community) – will help prepare New School students to be accountable and responsible citizens in their community.

To empower students in such a way, New School will focus on both academic excellence as well as the socio-emotional development of its student body. The school structure will support a diverse student population through a variety of instructional methodologies and through the efforts of a staff committed to planning and delivering a rigorous, differentiated, and interdisciplinary curriculum. Finally, engagement with the community will be a top priority as New School will strive for a positive and cooperative working relationship between staff of New School, parents, guardians, and community partners.

### Instructional Model and Curricula

New School will develop a “horizontal” academy structure that will organize small teams of teachers within the same grade level, allowing for both consistency in content and standards across each grade level, as well as opportunities for interdisciplinary collaboration.

Each grade at New School will be developed as a stand-alone academy that has detailed requirements, which will be documented and monitored, that must be met before students are promoted to the next grade level academy. This “horizontal” academy structure will allow each organization to develop its own identity that acknowledges and honors the academic and socio-emotional milestones that students will attain at each grade level. Each academy will be led by a core team consisting of a lead teacher, guidance counselor, and advisor. They will meet with every student before each report card period to discuss each child’s progress toward meeting the documented academic and behavioral goals of the academy. Additional socio-emotional supports and enrichment activities will be organized around the academies, such as end-of-year projects and trips, which will relate to the specific grade-level identity and curriculum.

Within each academy, New School will develop an interdisciplinary curriculum that integrates the core subject areas around specific themes, and is enriched with opportunities for field study outside of school. Instruction will be aligned to Common Core Learning Standards, while also reflecting real-world connections and providing students with hands-on experience in order to appeal to their interests and provide them with multiple entry points to engage their learning.

Improving the rigor of instruction will be critical at New School. Therefore, based on an ongoing assessment of needs and resources, New School will plan to provide students with opportunities to take Regents-level courses that will prepare them for high school and beyond. At minimum, two Regents classes (Living Environment and Algebra) will be offered at New School.

M.S. 142 had begun using technology in the school, both for students and teachers. New School will increase technology integration in all subject areas to enhance instruction for a diversity of learners, including offering online courses. Teachers will have access to data platforms to incorporate instructional data analysis in decision-making for classes, grades and the entire school. Student data will be used to determine effectiveness of teacher practice, identify best practices, and help drive instructional decisions. Instructional data generated from assessments will be used to set measurable and differentiated learning goals for all students.

### School Schedule

In order to best implement some aspects of its new model, New School may seek to utilize the School-based Options (“SBO”) process, which allows for individual schools to modify provisions in the collective bargaining agreement or DOE 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 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.

Through this mechanism, New School may seek to pursue an extended school day with enrichment programming and advisory scheduled in the morning. By providing an opportunity for students to begin the day immediately engaged, students will be encouraged to get to school on time. Furthermore this schedule would prevent core instruction from being compromised due to students arriving late, since core instruction would not occur until after the morning advisory period.

To strengthen students’ performance in Math and ELA, New School will seek to schedule 90-minute block periods for these subjects in order to ensure deep knowledge acquisition in these critical subject areas, as well as to provide extra instructional time for working on the interdisciplinary projects mentioned earlier.

### Academic Supports

Central to New School’s commitment to preparing students for academic excellence is ensuring that all types of learners receive appropriate supports to facilitate their progress. Based on an ongoing assessment of needs and resources, New School will plan to give all students access to advisory, Academic Intervention Services (“AIS”)/academic enrichment, Regents courses, Saturday Academy, online courses, and other enrichment.

New School will align the arts program from M.S. 142 to a comprehensive advisory program that meets every morning. The Arts/Advisory program will be used as a vehicle for creating a personalized learning environment where all students are well-known by at least one adult. The advisory will provide a structure and a set of practices for monitoring and supporting students’ academic progress and college and career readiness using the arts.

To support students who need AIS and Regents preparation, New School plans to offer a Saturday Academy as well as intensive remediation courses during school breaks. A smaller student to teacher ratio in the Saturday Academy setting will allow students to receive more individualized instructional support. A tutoring program will also be offered after school and on Saturdays to prepare students for the NYC Specialized High School Exam.

New School will also seek to broaden its online learning course offerings. M.S. 142 has instituted an online science tutorial program to supplement instruction. New School will continue this program as part of its efforts to broaden learning through technology, and also implement a tutorial program for all core subject areas (Math, ELA, Science and Social Studies) that provides additional support and yields data that can be used to monitor student progress.

New School will expand the Response to Intervention Team (“RTI”) responsible for creating policies and procedures for identifying and supporting students, ensuring that interventions are matched to student needs. The RTI team will work in connection with the Inquiry Team to build best practices and select screening tools to assess skills appropriate to age and grade-aligned to state learning standards.

Guidance counselors at New School will not only support students as they navigate the high admissions process, but will also encourage conversations with students about their plans after high school and help faculty organize college tours in collaboration with community partners and parents, as appropriate.

#### Support for Students with Disabilities and English Language Learners

New School will offer Integrated Co-Teaching (“ICT”) classes, Self-Contained special education (“SC”) classes and Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive mandated services in accordance with their Individualized Education Programs (“IEPs”). English Language Learners (“ELL”) will have access to English as a Second Language (“ESL”) mandated services and will be strategically programmed to support their acquisition of the English language. These supports are currently in place at M.S. 142.

In accordance with student needs and available resources, New School will provide an array of service professionals for students with disabilities, including speech providers, occupational therapy and physical therapy providers, hearing education providers, a school based support team, and classroom paraprofessionals.

ELLs will be supported at New School with appropriate texts in both English and their native languages, as well as through push-in or pull-out instruction.

New School will also seek to equip classes with technology for students to learn via iPads with instructional support applications as well as audio books.

Extended day and afterschool programs established at M.S. 142 will be continued and strengthened at New School, and will be available for students with disabilities and ELLs. New School will work collaboratively with the Beacon program, a school-based community center program providing academic extracurricular support, to create meaningful activities that support the instructional model of the school and the needs of the community.

#### Human Capital

New School will plan to implement a detailed professional development plan to transform the school into a professional learning community. Instructional expectations will be taught, modeled, and monitored so expectations and best practices are clear and evident to all instructional leaders. Professional development will address core content, teacher effectiveness, best teaching practices, and social emotional/behavioral initiatives that meet the needs of all students.

Beginning with an intensive summer institute for all teachers, New School will provide professional development and curriculum planning around core subjects aligned to the school’s mission and vision for its staff. As begun in M.S. 142, New School will have professional teams structured to promote shared leadership among colleagues and to work collaboratively with administration to turn instructional goals and plans into action focused on improving and sustaining student outcomes.

New School will expand on supporting individual teachers’ professional growth by ensuring that frequent and targeted feedback is given after formal and informal observations consistent across all administrators. The school will have all teachers use a teacher effectiveness rubric as a guideline for self-assessment, and teachers will also consider best practices and have ongoing conversations related to observations.

New School plans to expand the teacher center with staff, professional literature, and resources to support the implementation, monitoring and evaluation of a standards-based curriculum. The teacher center will function in connection with the Library Media Center for the collaborative benefit of teachers and students.

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 plans on hiring Lead Teachers for each core subject area to promote teacher leadership and collaboration. Lead Teachers will also provide new teacher training as peer coaches.

New School will also be able to utilize the NYC Teaching Residency for School Turnaround<sup>16</sup> 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.

New School may also 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 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 Student Supports

New School will focus on creating a learning environment that fosters a safe school atmosphere that celebrates academic and creative achievements among staff, students, and parents. Based on an ongoing assessment of needs and resources, New School will plan to provide student and family orientations and meetings with staff to underscore the school's mission and to discuss the responsibilities of each stakeholder for the success of each student. Parents will be encouraged to be part of the New School community through involvement in Parent Teacher and Staff Association meetings, Monthly Parent Workshops, the School Leadership Team, and the Parent Advisory Council. The Elizabeth Arden School Store, which currently exists at M.S. 142, will be continued at New School to motivate business development and parental involvement.

New School will review the various extracurricular activities offered at M.S. 142 and ensure students participate in clubs, sports, and arts programs. New School will also increase the use of the on-site recording studio to promote arts instruction and potential collaborations with music companies. Weekly town hall meetings will be held to reinforce a positive school culture and celebrate student successes.

Additionally, New School will pursue participation in the CHAMPS (Cooperative, Healthy, Active, Motivated, and Positive Students) 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.

New School will continue offering the Breakfast in the Classroom program to ensure that all students begin their instructional day with a free, nutritious meal.<sup>17</sup> The free breakfast campaign is based on scientific

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

<sup>17</sup> <http://www.opt-osfns.org/osfns/>

research that links children’s nutrition with improved academic performance and psychological well-being. By offering Breakfast in the Classroom, New School will support improved attendance, punctuality and behavior, and support student’s attention, memory, and achievement.

*Impact on Partnerships*

M.S. 142 has partnerships with the following community-based organizations (CBOs):

- Elizabeth Arden
- Korean Program
- Montefiore Medical Group
- Sports and Arts
- Beacon
- Family Adventure Program
- Project Alpha
- Albert Einstein Medical College Community Outreach

If this proposal is approved, the DOE will work with New School to ensure the smooth transition of all the above existing partnerships from M.S. 142 to New School.

The other schools currently located on the John Philip Sousa Campus already have established relationships with several partners. The DOE anticipates that those partnerships will be unaffected by closure of M.S. 142 and co-location of New School.

*Impact on Extracurricular Activities and Sports*

According to the District 11 Middle School Directory, M.S. 142 currently offers the following sports, extracurricular activities, and clubs:

Sports	Extra-Curricular Activities	Clubs:
<ul style="list-style-type: none"> <li>• <u>PSAL Sports<sup>18</sup> – Boys</u> Baseball, Basketball, Handball, Soccer, Volleyball</li> <li>• <u>PSAL Sports – Girls</u> Basketball, Softball, Volleyball &amp; JV Volleyball</li> <li>• <u>PSAL Sports – Co-ed</u> N/A</li> <li>• <u>School Sports</u> Intramural Volleyball and Basketball, Step Team, Cheerleading</li> </ul>	<ul style="list-style-type: none"> <li>• 21st Century Community Learning Center Grant</li> <li>• Yearbook</li> <li>• School Newspaper</li> <li>• Lincoln-Douglas Debate</li> <li>• Literary Magazine</li> <li>• Model UN</li> <li>• Next Steps (Youth Advisory Programs, Career Readiness, College Readiness)</li> <li>• Robotics</li> <li>• Tutoring</li> <li>• Homework Center</li> <li>• Music and Dance Showcases</li> <li>• Annual Plays and Musicals</li> </ul>	<ul style="list-style-type: none"> <li>• Anime</li> <li>• Chess</li> <li>• Boxing</li> <li>• Step</li> <li>• Fitness</li> <li>• Culinary</li> <li>• Digital Film</li> <li>• Mock Trial</li> <li>• Cheerleading</li> <li>• Bengali</li> <li>• Photography</li> <li>• Vineyard Theatre Student Company</li> <li>• Music</li> </ul>

<sup>18</sup> PSAL is the Public School Athletic League. Its mission is to provide opportunities for educating students in physical fitness, character development, and socialization skills through an athletic program that fosters teamwork, discipline, and sportsmanship.

If this proposal is approved, New School is expected to offer the same student athletics as M.S. 142 offers. If this proposal is approved, New School is also expected, at minimum, to offer the same extracurricular activities and clubs now offered M.S. 142. As described earlier, even though New School will be reducing its overall enrollment, when it reaches stable enrollment in 2014-2015, it will enroll 345-375 students. This is a sufficient size to continue offering a wide array of sports and after-school 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.

### *Impact on Students Attending Other Schools on the John Philip Sousa Campus*

This proposal is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools in X142. Programs will continue based on student interests, available resources, and staff support for those programs. The proposed closure of M.S. 142 and the proposed opening of New School will not impact the enrollment or admissions at the other schools located in the X142 building.

### *Enrollment Options for Current M.S. 142 Students and Future Middle School Students – District 11 Middle School Choice Process*

Under this proposal, all current M.S. 142 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 get promoted to ninth grade by June 2012.

M.S. 142 admits students through a zoned campus choice model. Through this process, fifth-grade students zoned to the X142 campus have the opportunity to rank their middle school preferences among the three X142 campus schools on a centralized application and are then matched to M.S. 142, One World, or Baychester through a computer-based matching process. Students zoned to the X142 building also have the option to apply to District 11 choice middle schools through the District 11 Middle School Choice process. This is one of three District 11 campuses whose admissions processes operate similarly. Any remaining seats at these campus choice schools will be filled through the Middle School Choice process or the over-the-counter (“OTC”) placement process, described in detail below.

Through the District 11 Middle School Choice process, students are offered the opportunity to apply to a range of middle schools within their district and/or schools with borough-wide or Citywide eligibility. If this proposal is approved, students will continue to have access to a broad range of middle school options through the District 11 Middle School Choice process, as described further below and outlined in the tables at the end of this section.

All incoming sixth-graders who would have been enrolled in M.S. 142 through the District 11 Middle School Choice Process will be automatically enrolled in New School.

Fifth-grade students who meet promotional standards and live within District 11 are eligible to apply to any District 11 choice middle school. Students rank their preferences from among the District 11 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);

- Zoned middle schools and campus choice middle schools (multiple schools in one campus collectively 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 and placed in the same manner as general education students. Schools provide services according to the IEPs of all students with disabilities, while ensuring that such students have access to the general education environment to the greatest extent possible, consistent with their needs. 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), including M.S. 142, 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>.

The other District 11 Middle School Choice options available to students 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
<b>Zoned with Choice Options</b>											
11X127	J.H.S. 127 The Castle Hill	X127	1560 PURDY STREET	06-08	06-08	81%	C	11%	11%	Zoned	Not functionally accessible
11X180	M.S. 180 Dr. Daniel Hale Williams	X180	700 BAYCHESTER AVENUE	06-08	06-08	71%	C	12%	2%	Screened, Zoned	Fully Programmatically accessible
11X181	I.S. 181 Pablo Casals	X181	800 BAYCHESTER AVENUE	06-08	06-08	77%	B	15%	2%	Test Outcome, Zoned	Fully Programmatically accessible
<b>Campus Choice Options</b>											

11X144 <sup>19</sup>	J.H.S. 144 Michelangelo	X144	2545 GUNTHER AVENUE	06-08	06-08	63%	C	13%	7%	Zoned	Not functionally accessible
11X272	Globe School For Environmental Research	X113	3710 BARNES AVENUE	06-08	06-08	89%	C	14%	12%	Unscreened	Partially Programmatically accessible
11X287	The Forward School	X113	3710 BARNES AVENUE	06-08	06-08	89%	B	18%	6%	Unscreened	Partially Programmatically accessible
11X289	The Young Scholars Academy Of The Bronx	X113	3710 BARNES AVENUE	06-08	06-08	89%	C	15%	8%	Unscreened	Partially Programmatically accessible
11X326	Bronx Green Middle School	X135	2441 WALLACE AVENUE	06-08	06-08	102%	B	18%	17%	Unscreened	Not functionally accessible
11X370	School Of Diplomacy	X113	3710 BARNES AVENUE	06-08	06-08	89%	F	11%	8%	Unscreened	Partially Programmatically accessible
11X468	Pelham Academy Of Academics And Community Engagement	X135	2441 WALLACE AVENUE	06-08	06-08	102%	B	10%	14%	Unscreened	Not functionally accessible
11X529	One World Middle School At Edenwald	X142	3750 BAYCHESTER AVENUE	06	06-08	66%	N/A	9%	9%	Unscreened	Not functionally accessible
11X532	Baychester Middle School	X142	3750 BAYCHESTER AVENUE	06	06-08	66%	N/A	22%	3%	Unscreened	Not functionally accessible
<b>DISTRICT Choice</b>											
11X089	P.S. 089 Bronx	X089	980 MACE AVENUE	0K-08	0K-08	93%	C	12%	19%	Limited Unscreened, Zoned	Not functionally accessible
11X462	Cornerstone Academy For Social Action Middle School (Casa)	X189	3441 STEENWICK AVENUE	06-08	06-08	81%	B	9%	4%	Limited Unscreened	Fully Programmatically accessible
11X498	Ps/Ms 11X498 - Van Nest Academy	X498	1640 BRONXDALE AVE	0K-02,06-07	0K-08	46%	N/A	10%	6%	Unscreened, Limited Unscreened	Fully Programmatically accessible
<b>BOROUGH-WIDE Choice</b>											
09X231	Eagle Academy for Young Men	X465	4143 THIRD AVENUE	06-06,09-12	06-12	86%	N/A	13%	4%	Limited Unscreened	Not functionally accessible
09X568 <sup>20</sup>	Young Women's Leadership	X117	1865 Morris Avenue	-	06-08	66%	-	-	-	Screened	Not functionally accessible

<sup>19</sup> There is a pending proposal to add a new school to the X144 campus and to reduce IS 144's enrollment. If this proposal is approved on March 21, 2012, IS 144 would be zoned campus choice, unscreened with priority to the X144 zone.

<sup>20</sup> Pending approval from the PEP on March 21, 2012, The Young Women's Leadership School of the Bronx will be opened and co-located with M.S. 117 at building X117. If approved, the school will serve sixth grade beginning in 2012-13, and will phase in a grade each year until it serves grades six through eight in the 2014-15.

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
<b>CITY-WIDE Choice</b>											
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	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	0%	1%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	2%	1%	Test Outcome	Not functionally accessible

*Enrollment Options for Current M.S. 142 Students and Future Middle School Students – Over-the-Counter Process*

M.S. 142 also admits students through the over-the-counter (“OTC”) process. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);<sup>21</sup> or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

<sup>21</sup> Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

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 25 students were held over from the previous year, and approximately 7 sixth-grade students were admitted to M.S. 142 through the OTC placement process. Similarly, 29 OTC students were admitted to M.S. 142 for seventh grade and 45 OTC students were admitted for eighth grade.

As noted elsewhere in this EIS, M.S. 142 began to decrease incoming sixth grade enrollment in September 2011, which will result in a smaller enrollment overall in the long-term. If this proposal is approved, it is possible that New School will accept a smaller number of OTC students as a result of having a smaller overall enrollment; however, this would also have been true of M.S. 142, even if it were not being closed as its enrollment was being reduced. New School will still receive OTC students.

*Impact on Students with Disabilities and English Language Learners*

M.S. 142 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 IEPs. M.S. 142 currently offers ESL services; it does not offer a transitional bilingual or dual-language program. If this proposal is approved, ELL students at New School will continue to receive mandated services.

One World also offers SC classes and SETSS, as well as services for ELL students. Baychester offers ICT classes, SC classes and SETSS, as well as services for ELL students. This proposal is not expected to impact the academic offerings of either One World or Baychester.

**B. Schools**

In 2012-2013, once M.S. 142 has closed, New School has opened, and One World and Baychester serve sixth- and seventh-grade students, there will be approximately 850-920 total students served in the building. The projected utilization for X142 at that point is approximately 68-74%.

In 2013-2014, One World and Baychester will reach full scale and there will be approximately 975-1,065 total students served in the building. The projected utilization for X142 at that point is approximately 78-85%. The estimated enrollment for all three organizations in X142 over a three-year period is shown in the tables below.

**M.S. 142 (11X142)**

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	83	224	264	571
2012-13 (proj.)	-	-	-	-
2013-14 (proj.)	-	-	-	-

**New School (11X578)**

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	115 - 125	80 - 90	220 - 230	415 - 445
2013-14 (proj.)	115 - 125	115 - 125	80 - 90	310 - 340

**One World (11X529)**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (audited)	118	-	-	118
2012-13 (proj.)	115 - 125	115 - 125	-	230 - 250
2013-14 (proj.)	115 - 125	115 - 125	115 - 125	345 - 375

**Baychester (11X532)**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2011-12 (audited)	97	-	-	97
2012-13 (proj.)	115 - 125	90 - 100	-	205 - 225
2013-14 (proj.)	115 - 125	115 - 125	90 - 100	320 - 350

If this proposal is approved, there will be sufficient space to accommodate New School, One World, and Baychester 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>.)

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

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

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

As detailed above, New School’s enrollment will reduce over the next two years in exactly the same way as was planned for M.S. 142, and One World and Baychester will continue phasing in according to the projections in the relevant co-location proposal. Therefore, room allocations of all three schools in the building are expected to be consistent with the information contained in the EIS approved on March 1, 2011, which is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Mar12011Proposals.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 the John Philip Sousa

Campus to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

It is likely that there will be a significant amount of underutilized space in building X142. The DOE will monitor enrollment in all three schools in the upcoming school years. In the instance that it becomes clear an additional new school could be opened on the John Philip Sousa Campus to more fully and efficiently utilize the building's capacity, the DOE would propose to open a new school in the building at that time.

### *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 M.S. 142 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 M.S. 142 and replace it with New School best meets the needs of the community. As discussed above, based on the school's recent performance, M.S. 142 needs more aggressive intervention in order to give its students the best chance to succeed and 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.

### *Impact on Middle School Seat Capacity in District 11*

The District 11 seats eliminated by M.S. 142's closure will be recovered by the opening of New School. As a result, the proposal to close M.S. 142 is not expected to yield a net loss of middle school seats in building X142 or in District 11.

Specifically, in District 11:

- There are 3,845 total sixth-grade seats in District 11 middle schools.
- In 2011-2012, there are only 3,153 sixth-grade students enrolled in District 11 middle schools.
- Therefore, there is currently an excess, or surplus, of 692 sixth-grade seats in District 11 middle schools.

schools.

Specifically, in the X142 building:

- M.S. 142 is currently serving 83 sixth-grade students.
- The proposed opening of New School in building X142 is projected to create at least 83 sixth-grade seats but will serve up to 115-125 sixth-grade students in District 11.
- This means that the sixth grade seats in District 11 eliminated by M.S. 142's closure will be recovered through the opening of New School.

In short, the proposal to close M.S. 142 is not expected to yield a net loss of seats in building X142 or in District 11. There will continue to be an excess of seat capacity in District 11 middle schools.

Moreover, community residents may enroll in a District 11 middle school through the District 11 Middle School Choice Process or apply to other public charter schools in District 11, in the Bronx, or Citywide.

There are two new district middle schools, One World and Baychester, as well as three charter schools, phasing in to serve middle school grades in District 11. There is also one new District 11 middle school that has been approved to open in 2012-2013, as well as one new District 11 school proposed to open in 2012-2013, and one new school to open in District 9 which will give priority to all students in the Bronx. These schools are listed in the table below:

**District 11 Middle Schools Phasing In**

DBN	School	Grade Span 2011-2012	Grade Span at Scale	Admissions Method	Extracurricular Activities		
					Special Programs	Clubs	Sports
09X568 <sup>22</sup>	Young Women's Leadership	-	06-08	Screened, Girls, Borough-wide Choice	N/A	N/A	N/A
11X566 <sup>23</sup>	I.S. 566	-	06-08	Unscreened Campus Choice, Priority to X144 Zone	N/A	N/A	N/A
11X556	I.S. 556	-	06-08	Unscreened Campus Choice, Priority to X135 Zone	N/A	N/A	N/A
11X529	One World Middle School at Edenwald	06	06-08	Unscreened Campus Choice, Priority to X142 Zone	Project Based Learning, Connecting With the World Sessions, Technology & Media Production, Service Learning Exit Projects, Compacting, Visual Arts/Design, Field Trips, Model United Nations (UN), Expression through Words, Junior Great Books, Mentorships through Simon Alcantara LLC, Enrichment Content Clubs, Honor Society, Chess-in-the-Schools,	N/A	N/A

<sup>22</sup> The Panel for Educational Policy will vote on the opening and co-location of The Young Women's Leadership School of the Bronx on March 31, 2012. If approved, The Young Women's Leadership School of the Bronx will open in the 2012-2013 school year serving grade six.

<sup>23</sup> The PEP will also vote on the opening and co-location of a new school, 11X566, on March 31, 2012. If approved, 11X566 will open in the 2012-2013 school year serving grade six.

					Education through Aviation, Student Council		
11X532	Baychester Middle School	06	06-08	Unscreened Campus Choice, Priority to X142 Zone	Classroom & school-wide Learning Supports and Interventions, Yearly Research-based Exit Projects (English Language Arts, Math, Science & Social Studies), Saturday Academy, Yearly College & University Visits	N/A	N/A
84X378	Icahn Charter School 2	0K-06	0K-08	Lottery, Priority to District 11	N/A	N/A	Basketball
84X496	Icahn Charter School 4	0K-04	0K-08	Lottery, Priority to District 11	Dancing Classrooms, LEAP, 100 Book Challenge, Chess, Move to Improve, Saturday Academy	National Elementary Honor Society, MYS ELA/Math Preparatory Program, Technology	SASF (Sports and Arts in Schools Foundation), Soccer, Tennis, Step, Track (Road Runners)
84X255	Bronx Charter School for Excellence	0K-07	0K-08	Lottery, Priority to District 11	N/A	N/A	N/A

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>.

As mentioned earlier, the John Philip Sousa Campus also houses three CBOs that operate in the building. This proposal is not expected to impact the continued siting and operation of these programs in the building.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X142.

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

##### M.S. 142

##### Admissions Data

<b>Current Admissions</b>	Grades 6-8: District 11 Middle School Choice, Campus Choice (Unscreened)
<b>Admissions After Proposed Closure of M.S. 142</b>	N/A

##### Enrollment Data

11X142	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	83	224	264	571
2012-13 (proj.)	-	-	-	-
2013-14 (proj.)	-	-	-	-

**Demographic Data**

Percentage of Students Receiving ICT or SC Services <sup>24</sup>	16%
Percentage of Students with Individualized Education Programs <sup>25</sup>	21%
Percentage of English Language Learner Students <sup>26</sup>	5%
Percentage of Students Eligible for Free or Reduced Lunch <sup>27</sup>	88%

**School Performance Data**

<b>MS 142 John Philip Sousa</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	C	C
Quality Review Score	UPF	UPF	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	46%	16%	17%
Math % Proficient (Levels 3 and 4)	56%	21%	25%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92.2%	92.5%	92.0%
<b>2010-2011 State Accountability Status<sup>28</sup></b>	Restructuring (advanced) Comprehensive		

*One World*

**Admissions Data**

<b>Current Admissions</b>	Grades 6-8: District 11 Middle School Choice, Campus Choice (Unscreened)
<b>Admissions After Proposed Closure of M.S. 142</b>	Grades 6-8: District 11 Middle School Choice, Campus Choice (Unscreened)

**Enrollment Data**

11X529	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	118	-	-	118
2012-13 (proj.)	115 - 125	115 - 125	-	230 - 250
2013-14 (proj.)	115 - 125	115 - 125	115 - 125	345 - 375

**Demographic Data**

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Programs	14%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	60%

<sup>24</sup> Students receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register.

<sup>25</sup> Students with IEPs as percentage of total students from the 2011-2012 Audited Register.

<sup>26</sup> ELL students as percentage of total students 2011-2012 Audited Register.

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

<sup>28</sup> This status is determined by SED under NCLB. For more information, please visit the SED Web site at:

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

School Performance Data

One World opened in September 2011 and therefore does not yet have school performance data.

*Baychester Middle School*

Admissions Data

<b>Current Admissions</b>	Grades 6-8: District 11 Middle School Choice, Campus Choice (Unscreened)
<b>Admissions After Proposed Closure of M.S. 142</b>	Grades 6-8: District 11 Middle School Choice, Campus Choice (Unscreened)

Enrollment Data

11X532	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	97	-	-	97
2012-13 (proj.)	115 - 125	90 - 100	-	205 - 225
2013-14 (proj.)	115 - 125	115 - 125	90 - 100	320 - 350

Demographic Data

Percentage of Students Receiving ICT or SC Services	22%
Percentage of Students with Individualized Education Programs	26%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	60%

School Performance Data

Baychester opened in September 2011 and therefore does not yet have school performance data.

*New School*

Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions After Proposed Closure of M.S. 142</b>	Grades 6-8: District 11 Middle School Choice, Campus Choice (Unscreened)

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total enrollment
2011-12 (audited)	-	-	-	-
2012-13 (proj.)	115 - 125	80 - 90	220 - 230	415 - 445
2013-14 (proj.)	115 - 125	115 - 125	80 - 90	310 - 340

### Demographic Data<sup>29</sup>

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	88%

### School Performance Data

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

## V. Initial Costs and Savings

If this proposal is approved, once the closure of M.S. 142 and the opening of New School are implemented, the DOE will cease to allocate funds to M.S. 142 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 \$1,831,167 - \$1,963,540. 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.

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

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 supports 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.<sup>30</sup>

If the rehiring process at New School results in an SIG-acceptable level of staff turnover, New School will become eligible for SIG funding of up to \$2,000,000 per year for three years under the federal Turnaround model. Furthermore, if this proposal is approved, New School would be also be eligible for SIG funding under the Transformation or Restart models in the event the DOE and UFT reach an agreement on teacher

<sup>29</sup> Demographic data included for New School is anticipated based on the current student population at M.S. 142, but actual demographic data may differ.

<sup>30</sup> 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>

evaluations. However, the DOE plans to proceed with this proposal whether or not New School becomes eligible for SIG funding.

Current M.S. 142 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 in X142.

## **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 M.S. 142 will be excessed in the closure.<sup>31</sup> 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 M.S. 142 apply, at least 50% of New School’s positions shall be selected from among the appropriately licensed most senior applicants from M.S. 142 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 M.S. 142 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 M.S. 142 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 ATR pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

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

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

## **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 budgets for M.S. 142, One World, and Baychester are 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, middle 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, One World, and Baychester 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. M.S. 142, One World, and Baychester are all currently eligible for Title I funding. Assuming that One World and Baychester continue to meet Title I criteria, the size of their Title I funding awards will grow as the schools phase in. Since New School is expected to serve the same population as M.S. 142, at approximately the same decreased enrollment levels as discussed in this proposal and in the EIS that was approved by the PEP on March 1, 2011, the DOE anticipates that New School will receive roughly the same amount of Title I funding as M.S. 142 would have received over the next two years, 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 costs of instruction of the other existing organizations in the X142 building.

## **C. Administration**

All school supervisor and/or administrator positions assigned to M.S. 142 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 M.S. 142.

If approved, this proposal will not impact the administration of the other organizations in the X142 building.

**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 other school organizations in the X142 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 X142 building.

**VII. Building Information**

<b>Building</b>		X142
<b>Type of Building</b>		Junior High-Intermediate-Middle
<b>Year Built</b>		1958
<b>Overall BCAS rating</b>		2.54
<b>2010-2011 Target Building Utilization</b>		66%
<b>2010-2011 Target Building Capacity</b>		1,249
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$44,205
	<b>Materials</b>	\$26,424
	<b>Maintenance and repair contracts</b>	\$120,807
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs—Materials</b>	\$9,835
	<b>Custodial operations costs—Custodial Allocation</b>	\$304,766
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$134,833
	<b>Gas</b>	\$1,916
	<b>Oil</b>	\$139,165
<b>Projects completed during the current or prior school year</b>		Ansul Systems, FY09 Reso A Science Lab

<p><b>Projects proposed in the capital plan</b></p>	<p>Classroom connectivity, New/Retrofit Telephone/Intercom Systems</p>
<p><b>Accessibility of the building</b></p>	<p>Building is not functionally programmatically accessible</p>
<p><b>Building attributes</b></p>	<p>Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, &amp; Nurse's Office</p>