

EDUCATIONAL IMPACT STATEMENT:

The Proposed Closure of John Ericsson Middle School 126 (14K126) and the Opening and Co-Location of New School (14K317) with Believe Northside Charter High School (84K693) and Believe Southside Charter High School (84K694) in Building K126 in 2012-2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to close John Ericsson Middle School 126 (14K126, “Ericsson Middle”), an existing district middle school in building K126 (“K126”), located at 424 Leonard Street, Brooklyn, NY 11222, in Community School District 14. It currently serves students in grades six through eight. The DOE is proposing to immediately replace Ericsson Middle with New School (14K317, “New School”), a new district middle school which will serve students in grades six through eight in K126.

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

Ericsson Middle is co-located with Believe Northside Charter High School (84K693, “Believe Northside”) and Believe Southside Charter High School (84K694, “Believe Southside”), both of which are existing charter high schools that have been phasing in and that currently serve students in ninth through eleventh grades. K126 also provides space to a community-based organization (“CBO”), the Beacon program, which provides after school services that range from academic support to recreational activities. This proposal is not expected to impact the CBO. 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.

Ericsson Middle admits students through the District 14 Middle School Choice Process through a screened method. Believe Northside and Believe Southside admits students through the Charter lottery application process.

The DOE was recently advised that the Believe Northside and Believe Southside are subject to charter revocation and closure, which may occur prior to the 2012-2013 school year. If the schools’ charters are not revoked, the schools will continue to phase in and will serve students in ninth through twelfth grades at scale as of the 2012-2013 school year. If the schools’ charters are revoked and the schools close at the end of the 2011-2012 school year, this proposal will be updated to reflect the change of school organizations within K126. Because the status of these schools’ charters as of the date of this proposal remains unknown, the schools’ continued operation within K126 is assumed for the purposes of this proposal. The charter schools’ possible charter revocation and closure does not have an impact on the proposed closure of Ericsson Middle and proposed opening of New School described in this proposal.

¹ Summer school sites are determined yearly by the DOE. If this proposal is approved, students in Ericsson Middle 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>.

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 Ericsson Middle and replacing it with New School, the DOE is seeking to expeditiously improve educational quality in K126. If this proposal is approved, New School will develop rigorous, school-specific competencies to measure and screen prospective staff – including Ericsson Middle staff who apply to work at New School. Based on these criteria, and in accordance with the staffing requirements in Article 18-D of the DOE’s existing contract with the United Federation of Teachers (“UFT”), New School will put in place a process aimed at hiring the best possible staff, thus immediately improving teacher quality and, by extension, improving the quality of learning. New School plans to develop new programs and school supports that are intended to improve student outcomes. By improving the quality of teaching and learning in the school, the DOE also will increase New School’s chance of receiving up to \$800,000 in supplemental federal funding under the federal School Improvement Grant (“SIG”) program. New School will build on the strongest elements of Ericsson Middle and incorporate new elements, including new talent, designed to better meet student needs. Thus, the immediate closure and replacement of Ericsson Middle 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 graduation rates or poor academic performance.² (The standards for the PLA designation are described in more detail below.) Ericsson Middle was first designated as PLA during the 2010-2011 school year.³

Each year, the DOE comprehensively reviews all of its PLA schools, with the goal of determining which 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.⁴

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

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

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

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

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 in other existing schools.⁵

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

In May 2011, following the review of the 54 schools designated as PLA during the 2010-2011 school year, the DOE assigned 44 of the schools to one of the four federally-approved intervention models and submitted SIG applications to SED where appropriate. After this further consideration, 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 that 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 ten schools, the DOE wanted to collect additional information to determine the most appropriate intervention, and thus these schools were not assigned a SIG model. Instead, the DOE provided \$300,000 in Title I funding to each of these schools to support them to begin some initial improvement work and plan for more intensive intervention in subsequent years.

With respect to Ericsson Middle specifically, the DOE applied to SED to place the school into the Transformation model. SED approved the application, which made Ericsson Middle eligible for up to \$800,000 in SIG funding per year for three school years. However, as explained below, Ericsson Middle's continuing eligibility for these funds under the Transformation model was conditioned upon the DOE and UFT agreeing by January 1, 2012 to implement a new teacher evaluation system.

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

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

After this further consideration, the DOE concluded that a number of PLA schools, including Ericsson Middle, should be closed and replaced with new schools. By closing Ericsson Middle 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 that must be taken to improve performance at the school and (2) be able to immediately increase the quality of teachers serving students currently attending Ericsson Middle.

⁵ For purposes of SIG funding, "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>

Ericsson Middle's most recent Progress Report was released at the end of October 2011, after the DOE's decision to implement the Transformation model at the school. That decision was predicated on some positive trends in student progress between 2008-2009 and 2009-2010 that led the DOE to determine that the Transformation model, which along with Restart is a relatively less intensive intervention, was the best fit for the school. However, Ericsson Middle's metrics either declined or did not sufficiently improve during the 2010-2011 school year and, based on these most recent data, the DOE believes that students at Ericsson Middle would be better served by implementation of a more intensive intervention. This is because the data show that the school was struggling even more than the DOE had thought at the time that the DOE chose the Transformation model for the school. The DOE also received feedback from members of the New York State Board of Regents that the pace of change in some Transformation and Restart schools was not quick enough to meet the challenges faced by the school. Thus, the DOE decided to propose that Ericsson Middle be closed and replaced with a new school that would incorporate the strongest elements of Ericsson Middle, while also allowing new staff to be put in place who can accelerate the pace of improvement.

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

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

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

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.

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

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

New School will guarantee a seat for all students currently attending Ericsson Middle and will admit future new sixth grade students through the District 14 Middle School Choice Process. New School will be able to continue and augment those supports that are currently demonstrating some success at Ericsson Middle, and replace those interventions that have been less effective. New School will build upon the best elements of Ericsson Middle and will incorporate new elements to support student achievement. It will also fulfill the DOE's commitment to providing targeted support and greater accountability for teachers.

Performance and School Environment at Ericsson Middle

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. Ericsson Middle was identified as a PLA school in 2010-2011 based on its students' low performance on the English and Math tests and insufficient improvement in the school's results over that time.

Ericsson Middle 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 support taking more aggressive action at this time by closing Ericsson Middle 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 Ericsson Middle has been a persistent trend. In 2010-2011, a majority of Ericsson Middle students remained below grade level in English and Math. In 2010-2011, only 10% of students were performing on grade level in English – putting the school in the bottom 4% of City middle schools in terms of English proficiency. Only 16% of students were performing on grade level in Math – putting the school in the bottom 3% of City middle schools in terms of Math proficiency.
- In 2009-2010, Ericsson Middle was in the bottom 16% Citywide for Math proficiency and in the bottom 12% Citywide for English proficiency. In 2008-2009, Ericsson Middle was in the bottom 3% Citywide for Math proficiency and in the bottom 10% Citywide for English proficiency.
- Additionally, Ericsson Middle is not adequately helping students to make progress. In 2010-2011, the school was in the bottom 15% of City middle schools in terms of learning growth in English and in the bottom 3% of City middle schools in terms of learning growth in Math. Learning growth measures students' annual growth on the State English Language Arts and Math tests relative to students who earned the same score the year before, taking into account student demographics. If these conditions persist, Ericsson Middle students will fall further behind their

peers.

- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared with other schools serving similar student populations. Ericsson Middle earned an overall D grade on its 2010-2011 annual Progress Report, with a D grade on Student Performance, a D grade on Student Progress, and a D grade on School Environment.
- Ericsson Middle 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.⁷ Ericsson Middle’s Quality Review indicates that that the school needs to more rigorously align the standards-based curriculum to promote greater levels of student engagement and higher-order thinking skills to increase student outcomes.

These data suggest that the school is not equipped to effect dramatic change. However, the data also indicate that some elements of Ericsson Middle are worth preserving in New School.

- Ericsson Middle appears to be making some strides in learning growth and proficiency with students with disabilities in self-contained special education settings. In 2010-2011, 10% of students in Ericsson Middle’s self-contained special education classes were proficient in Math, which placed Ericsson Middle in the 62nd percentile Citywide. The DOE will seek to preserve Ericsson Middle’s efforts to support these students in the new school, while implementing new supports to assist other student populations who continue to struggle at Ericsson Middle, including Black and Hispanic males in the lowest third Citywide.
- Passing core academic courses in middle school is vital to high school readiness. In 2010-2011, 89% of students at Ericsson Middle passed their core courses. This pass rate puts Ericsson Middle in the 56th percentile of middle schools Citywide. The DOE will seek to preserve Ericsson Middle’s core course success, while implementing new supports to improve achievement on standardized assessments.
- While the school’s overall Quality Review score was a Developing (“D”), the Review indicated some areas of strength, such as that the school works closely with families by continuously sharing relevant information related to student progress to promote clear and timely expectations for learning.

Ericsson Middle	2008-2009	2009-2010	2010-2011
<i>School Performance and Progress</i>			
Overall Progress Report Grade	B	B	D
Progress Report Progress Grade	B	B	D
Progress Report Performance Grade	B	D	D
Progress Report Environment Grade	C	C	D
Quality Review Score	P	P	D

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

Performance Data⁸			
English Language Arts % Proficient (Levels 3 and 4)	42%	14%	10%
Math % Proficient (Levels 3 and 4)	46%	23%	16%
Other Key Performance Indicators			
Attendance Rate	91.7%	90.3%	90.1%

2010-2011 State Accountability Status⁹	Restructuring (advanced) Comprehensive
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Overview of Past Strategic Improvement Efforts at Ericsson Middle

For the past several years, the DOE has supported Ericsson Middle in order to ensure it was equipped to provide a quality education for its students.

Leadership Support:

- Provided leadership training, coaching, and mentoring for the principal and assistant principals to help them set clear goals for the school, including designing plans to improve instruction and developing teachers.

Instructional Support:

- Supported and trained teachers in classroom engagement strategies as a way to deepen instructional expectations, student interest, and classroom rigor.
- Trained leadership on implementing plans in support of Citywide instructional initiatives, including implementing Common Core Learning Standards.

Operational Support:

- Provided support to the school staff on budgeting and human resources.

Student Support:

- Facilitated the development of meaningful and rich relationships with various community organizations, including Park Slope Mental Health, Sports and Arts in Schools Foundation, and Greenpoint Lions, in order to help promote student wellness and provide community service opportunities.

Even with these supports, however, the DOE has determined that Ericsson Middle does not have the capacity to quickly improve student achievement. Rather, the DOE believes that the most expeditious way to improve the educational program for the students currently attending Ericsson Middle 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 Ericsson Middle access to an improved faculty.

Prior to issuing this proposal, the DOE met with the Ericsson Middle community. On January 26, 2012,

⁸ 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.

⁹ <http://www.p12.nysed.gov/irs/accountability/>.

DOE Executive Director of Strategic Leadership Sara Carvajal, from the Office of the Senior Supervising Superintendent, met with Ericsson Middle’s School Leadership Team (“SLT”), parents, teachers, and community members to discuss this proposal and the impact it would have on the school community.

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

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), K126 has a target capacity of 1,333 students. (The concept of “target capacity” is explained below.) In 2011-2012, the building is serving 833 total students,¹⁰ yielding a utilization rate of 62%.¹¹ This means that the building currently is “underutilized” and has extra space to accommodate students.

If this proposal is approved, Ericsson Middle will be closed after the 2011-2012 school year and will no longer serve any students. In its place, New School will open beginning in September 2012. Seats in New School will be guaranteed for all students currently enrolled in Ericsson Middle who do not graduate by the start of the 2012-2013 school year. As stated above, the DOE was recently advised that the two co-located charter schools are subject to charter revocation and closure, which may occur prior to the 2012-2013 school year. If the schools’ charters are not revoked, the schools will continue to phase in and will serve students in ninth through twelfth grades at scale as planned as of the 2012-2013 school year. The Beacon program will continue to be housed in K126.

The current and proposed grade spans for the schools in the building are as follows:

Grade Spans			
DBN	School Name	2011-2012	2012-2013
14K126	Ericsson Middle	6-8	-
14K317	New School	-	6-8
84K693	Believe Northside	9-11	9-12
84K694	Believe Southside	9-11	9-12

If this proposal is approved, New School will serve approximately 290-320 students in sixth through eighth beginning in the 2012-2013 school year. This includes a guaranteed seat for the 201 students currently in sixth and seventh grades at Ericsson Middle, as well as an expectation of holdover students who need extra time to meet promotional standards and be promoted to ninth grade. This approximates enrollment levels in Ericsson Middle, which is currently serving 317 students.

If Believe Northside’s and Believe Southside’s charters are not revoked, those schools are each projected to serve 340-420 students in grades nine through twelve when they complete their respective phase-ins and

¹⁰ 2011-2012 audited register

¹¹ 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.

reach full scale in 2012-2013.¹²

If this proposal is approved, once Ericsson Middle is closed and New School is opened, and once both Believe Northside and Believe Southside have completed their respective phase-ins, there will be approximately 970-1,160 students served in K126 in 2012-2013, yielding a projected utilization rate of 73-87%. Therefore, the building has adequate capacity to accommodate New School, Believe Northside, and Believe Southside after the closure of Ericsson Middle.

The current and projected enrollments for each school and building utilization rates are as follows:

DBN	School Name	2011-2012 Audited Register	2012-2013 Projected Enrollment
14K126	Ericsson Middle	317	-
14K317	New School	-	290 - 320
84K693	Believe Northside	267	340 - 420
84K694	Believe Southside	249	340 - 420
Total Building Enrollment		833	970 – 1,160
Utilization		62%	73% - 87%

As described in more detail in the 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 classroom capacity, etc.) remain constant. Thus, utilization rates for 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal classroom capacity is higher for fifth grade classrooms than

¹² Enrollment projections are based on the charter school’s authorized enrollment pursuant to its charter application. Actual enrollment will depend on applicant demand.

for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

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

A. Students

Impact on Academic and Extra-curricular Offerings and Partnerships at Ericsson Middle and New School

New School will implement a variety of structural and programmatic changes designed to improve student learning from the levels currently seen at Ericsson Middle. 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 Ericsson Middle 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 Ericsson Middle, 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 Ericsson Middle's closure and replacement with New School is to rapidly create an improved instructional environment that incorporates the best elements of Ericsson Middle with new staff and new programmatic elements in a new school.

Based on available resources and student need, new elements planned for New School include but are not limited to: a revamped school schedule to allow for more instructional time and time on task (especially for sixth-graders), new approaches to professional development aligned to the Common Core Learning Standards, data collection and lesson planning strategies that promote differentiation of instruction, and additional supports for students with disabilities.

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

Ericsson Middle also offers several sports and after-school extra-curricular activities and clubs. If this proposal is approved, New School is expected to offer at least the same extra-curricular activities and clubs.

New School Mission

The mission of New School is to ensure that every student develops the skills to build a strong social and academic foundation to allow for a smooth transition into a successful high school student, and later a responsible member of the community. Students' social, emotional and academic strengths will be developed through a standards-based curriculum that meets individual student needs and is delivered in a safe environment by a dedicated and highly effective staff.

The goal of college and career readiness will drive students and teachers to achieve academic excellence. New School will show students how to be organized, self-aware, critical thinkers. Collaborations with non-profits, businesses, and colleges and universities, such as Teacher's College, will reinforce school-wide instructional initiatives, such as differentiated professional development for all teachers and administration alike.

Deep relationships and clear communication among all stakeholders are core values of New School's community. As a diverse learning community, with a significant number of students with disabilities, New School will support all students' different learning styles and encourage them to express their individuality through their interests.

New School will aspire to ensure that students will be able to read and write coherently, demonstrate mastery of the English language, perform mathematical calculations necessary to advance to higher levels of quantitative data use, collect and analyze data, locate information by conducting research and classroom experiments, use various forms of media and technology for real-world applications, work both independently and collaboratively when problem solving, take risks as they build self-confidence, hold themselves to high levels of performance and accountability, and demonstrate a commitment to continuing education.

Currently, Ericsson Middle does not have meaningfully involved stakeholders or a clear vision for supporting students and adults. In contrast, New School's mission will be based on creating collaborative learning communities for children as well as adults.

One component of Ericsson Middle that works well is the interplay of engineering and the environment as a school theme, which also serves as the program focus area for current sixth-grade admissions. New School will continue this theme and deepen it.

Instructional Model & Curricula

New School will have an instructional program focused on a standards-based curriculum that emphasizes the Common Core Learning Standards. Students will work on a thesis paper or exit project in sixth through eighth grades in each of the core subject areas. Students will have input in the topics that they decide to select for their end-of-the-year culminating activity. This activity will be showcased at a school fair or during class presentations. Students will also use various rubrics to assess their own work and scaffold their own learning to become more independent.¹³

New School will have a school-wide grading policy that encompasses all indicators, including attendance/punctuality, periodic assessments such as quizzes/exams, class participation, homework, and projects/assignments. Currently, Ericsson Middle has no consistent grading policy in the school, which causes confusion and inequities. Under the new grading policy, teachers will craft monthly progress reports that are aligned to a school-wide policy in order to maintain clear, open lines of communication with parents.

New School will have a variety of curricula and corresponding assessments, including independent reading level assessments, the RAMP UP curriculum, RIGOR, Editure/AUSSIE to align curriculum maps with Common Core Learning Standards, a Framework for Effective Teaching, Success Maker, Wilson (AIS), and Ramapo for Children. Pending available resources, New School will also seek to equip each classroom with technology in an effort to give students access to state of the art tools that promote learning. Students will use Smartboards, digital cameras, iPads, laptops and teleconferencing technology to do inter-visitations and share resources with other classes/schools.¹⁴

New School will also put an intense focus on educational initiatives and practices for students with disabilities. The priority need is helping students with disabilities make adequate progress in English Language Arts. Teachers in New School will align instructional goals and practices with students'

¹³ Instructional scaffolding refers to the theory that specialized instructional supports need to be in place in order to best facilitate learning when students are first introduced to a new subject. Scaffolding techniques can include displaying graphics, activating prior knowledge, modeling an activity beforehand, and introducing motivational techniques to pique student interest.

¹⁴ Inter-visitation refers to a form of professional development where teachers across grade levels and content areas observe each others' classrooms, exchange experiences, and share ideas on instruction.

Individualized Education Programs (“IEPs”). Special education teachers will co-plan with colleagues to ensure that instruction is rigorous and scaffolded. Paraprofessionals will also be supported through professional development in order to support classroom teachers as needed and appropriate. New School’s Academic Intervention Services team will meet regularly to develop and craft targeted plans to support all struggling students, not simply those with special needs.

New School will also offer two new Regents courses: the integrated algebra course and the Living Environment course. Currently, Ericsson Middle does not offer any Regents classes. New School will also offer targeted instructional support geared towards preparation for the Specialized High School Exams. These additional offerings will allow students who are demonstrating strong academic potential at New School to partake in accelerated coursework and prepare for advanced high school studies.

School Schedule

School programming, which impacts both teachers and students, will be deliberately and strategically addressed. Currently, there are not consistent meeting times for most subject areas. Teacher planning and collaboration was not a priority when Ericsson Middle was programmed.

In New School, teachers will have, at minimum, three periods a week during the school day (45 minutes per period) to collaborate on teacher teams about inquiry and data interpretation, and to look at student work and lesson plans.¹⁵

For students, a separate extended day program will be eliminated, and that time will be embedded into the school day to ensure that all students are benefiting from the extra time. Homerooms will also be discontinued. As a result of these school programming changes, instructional class periods will increase from 42 minutes per class to 50 minutes per class. The amount of instructional time gained over the course of the week will be critical.

An advisory program will also be established to give each student access to and the means to confer with a teacher about social and academic issues. Advisory would be built into the school day as a ninth period that will take place three times a week for 45 minutes per period.

Another new programming strategy New School will plan to use to maximize teaching and learning is to “self-contain” the sixth grade classes, meaning that students will stay in one room for most of the day as opposed to traveling from class to class. Sixth grade classes will have a “self-contained” program for all core subjects. This would cut down considerably on the amount of out-of-class incidents and class disruptions during hall passing. Seventh and eighth grade students will travel from class to class, but “travel patterns” in between periods will be analyzed and revised if necessary.

As needed, New School will utilize the School-based Options (SBO) process, which allows 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 is then 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.

¹⁵ Teacher Inquiry Teams are charged with becoming expert in using data to identify a change in instructional practice that will accelerate learning for a specific group of underperforming students. Based on what is learned from that experience, teams work with school staff to implement and monitor system-level change to benefit all students.

Human Capital

Teachers will be scheduled to have regular grade-level meetings, a content-level meeting, and a common planning meeting. This time will allow for teachers to discuss best practices, look at data, discuss common trends in the data, discuss Common Core Learning Standards, and plan cohesive units of study.

New School also plans to hire a Math and an ELA instructional coach to support and scaffold professional development for teachers. The teacher coaching program will support new teachers in their learning. Instructional time will be allotted in the schedule twice a week for teachers to meet with their mentors to discuss, debrief, and plan subsequent lessons.

New School will also seek to reorganize its leadership team. New School will have three deans/Academic Intervention Services (“AIS”) teachers, and two guidance counselors will be utilized to better serve students.¹⁶ Currently, Ericsson Middle has only one dean and one guidance counselor to serve its student population.

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

New School will be able to utilize the Lead Teacher program to hire a dedicated educator to support the professional development and capacity building of school staff. Lead teachers spend half their time teaching classes and half their time serving as professional development resources for their schools. New School will also be able to utilize the NYC Teaching Residency for School Turnaround,¹⁷ 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.

Socio-emotional Supports

New School will put in place initiatives to increase the personal success of students.

New School will continue to partner with the Park Slope Center for Mental Health in providing on-site mental health services on a weekly basis. Pending the availability of space in the building, New School will pursue opportunities to offer a school-based health center in the building, which would expand the quantity of mental health services provided on-site and make mental and health services available on-site to all students on a daily basis. New School will also pursue expanding partnerships with off-site agencies to provide services on-site on a weekly basis or provide new strategies in parent engagement, which will complement the services already provided by Park Slope Center for Mental Health.

¹⁶ Academic Intervention Services are available to students in all schools. A team of school-based educational professionals determine the academic intervention needs of students in the school, develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Schools' educators monitor on an ongoing basis whether these methods are resulting in increased learning and achievement.

¹⁷ <http://nycteachingresidency.ttrack.org/>

To invest parents in the education of their children and support overall school administration, New School will seek to employ new parent engagement strategies and will also incorporate more parent volunteers throughout the school building. Parents would help supervise and manage students in the cafeteria, beautify the school, organize parent events, and disseminate information to fellow parents. New School will also plan to hold monthly assemblies to celebrate student achievement and highlight successes in behavior, attendance, and community service.

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 pursue offering the Breakfast in the Classroom program to ensure all students begin their instructional day with a free, nutritious meal.¹⁸ The free breakfast campaign is based on scientific 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 students’ attention, memory, and achievement.

Additionally, New School will also explore an opportunity to create a School Wellness Council. New School may apply for a grant through the Office of School Wellness Programs School Wellness Council Grant Program to support the work of the Council.¹⁹ School Wellness Councils can be comprised of teachers, administrators, school staff, parents, students and/or community leaders. The Council works to create an environment in which schools can holistically and systematically consider how to improve nutrition, health, and physical activity opportunities, and create a positive impact across the entire community.

Impact on Partnerships

In addition to the partnerships discussed above, according to the 2011-2012 District 14 Middle School Directory, Ericsson Middle has partnerships with:

Cultural Institutions	Program Partners	Resource Partners
Brooklyn Academy of Music	America’s Choice Beacon Program Council for Exceptional Children City Lights Youth Theatre Council of School Supervisors & Administrators Studio in a School Public Education Needs Civic Involvement in Learning Sports & Arts in Schools Foundation Salvadori Center Urban Advantage Classroom, Inc. Supreme Evaluation Inc.	Center for Educational Initiatives - Public Education Association Dell New York Power Authority New York City Teaching Fellows New York State Assembly Member Joseph R. Lentol District Leader Steven Cohn New York City Council Member Stephen Levin Metis Associates (Magnet Grant)

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

¹⁸ <http://www.opt-osfns.org/osfns/>

¹⁹ <http://schools.nyc.gov/Academics/FitnessandHealth/School+Wellness+Council+Grant.htm>

Ericsson Middle is among the District 14 schools currently receiving federal magnet grant funding²⁰ through the U.S. Department of Education (“US DOE”). This funding is intended to assist in desegregating and increasing diversity in public schools. Ericsson Middle is currently in its second year of funding under the three-year magnet grant. While US DOE has confirmed that most of the other schools participating in this magnet grant will continue to receive funding in 2012-2013, the final year of the grant, US DOE has not yet confirmed whether New School will be eligible to continue receiving these funds. DOE will work with US DOE to try to facilitate a smooth transition of the magnet grant to New School.

Impact on Sports and Extra-curricular Programming²¹

According to the District 14 Middle School Directory, Ericsson Middle currently offers the following sports, extra-curricular activities, and clubs:

Sports	Extra-curricular Activities	Clubs
<ul style="list-style-type: none"> • <u>Co-ed School Sports</u> Baseball, Double Dutch, Flag Football, Handball, Ping Pong, Softball, Soccer, Tennis 	<ul style="list-style-type: none"> • Summer (August) Math • Science and Literacy Institute • Sports & Arts • SES Program • After-school Tutoring Program • School Newspaper • Greenpoint Ericsson Eagles Leos • Ericsson Eagles Basketball • Extended Day 	<ul style="list-style-type: none"> • Chess • Robotics • Engineering • Performing Arts • Music • Organic Gardening • Digital Photography & Movie Making • Fashion Design & Etiquette • Tennis • Glee Club • 3D Modeling • Blogging, Podcasting & Web Design • Band

If this proposal is approved, New School is expected to offer the same student athletics, extra-curricular activities, and clubs currently offered by Ericsson Middle.

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 Believe Northside and Believe Southside

Believe Northside and Believe Southside charter schools are authorized by the New York State Board of Regents. As stated above, in January 2012, SED notified these schools that SED intends to revoke Believe Northside’s and Believe Southside’s charters and certificates of incorporation effective July 1, 2012. If

²⁰ The other District 14 schools receiving funding under this magnet grant are P.S. 19 Roberto Clemente (14K019), P.S. 250 George H. Lindsay (14K250), P.S. 257 John F. Hylan (14K257), and P.S. 380 John Wayne Elementary (14K380). As of February 9, 2012, the Panel for Educational Policy (“PEP”) approved the proposal to phase out P.S. 19 Roberto Clemente beginning in the 2012-2013 school year. The US DOE has not yet confirmed whether P.S. 19 will be eligible to continue receiving the magnet grant funds in 2012-2013.

²¹ Athletic and extra-curricular offerings reflect those listed for Ericsson Middle in the District 14 Middle School Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>.

these schools' charters and certificates of incorporation are revoked, the schools will close at the conclusion of the 2011-2012 school year.

This proposal is not expected to impact admissions, enrollment, academic or extra-curricular program offerings, or partnerships at Believe Northside or Believe Southside. Assuming that Believe Northside and Believe Southside continue operation in the 2012-2013 school year, Believe Northside and Believe Southside will phase in to serve students in ninth through twelfth grade as planned when they reach their respective full grade spans. Believe Northside currently serves 267 students in ninth through eleventh grade, and Believe Southside currently serves 249 students in ninth through eleventh grade. Believe Northside and Believe Southside currently offer academic, arts, and athletic after-school programs, and they will continue to do so based on student interests, available resources, and staff support for those programs if they continue operation. The proposed closure of Ericsson Middle and proposed opening of New School will not impact the enrollment or admissions of Believe Northside or Believe Southside.

Enrollment Options for Current Ericsson Middle Students and Future Middle School Students – District 14 Middle School Choice Process

In order to best anticipate the future needs of students, the DOE utilizes historical data to predict the volume and demographics of students it will need to serve as a result of a closure decision. According to the 2011-2012 audited register, Ericsson Middle has a total of 91 new sixth-grade students. New sixth-grade students entered the school through one of two methods:

- Middle School Choice Process
- “Over-the-counter” (“OTC”) placement

Under this proposal, all current Ericsson Middle 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 are not promoted to ninth grade by June 2012.

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 New School. However, all students currently attending Title 1 schools that are in Improvement Year 2 status or worse (including PLA schools), like Ericsson Middle, 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>.

All incoming sixth grade students who have applied to Ericsson Middle and are matched to it through the District 14 Middle School Choice process will be automatically enrolled in New School. For the 2013-2014 school year and beyond, New School will also admit students through the District 14 Middle School Choice process and utilize a screened admissions method.

Ericsson Middle is a middle school that admits students through a screened admissions method in the District 14 Middle School Choice process. Ericsson Middle's screened admissions method includes a review of students' attendance, punctuality, grades, and test scores. In the District 14 Middle School Choice process, fifth grade students who meet promotional standards rank in order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. These options include:

- Zoned middle schools;
- Unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school); and

- Unzoned, choice middle schools 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).

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/Brooklyn>. (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 are admitted 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 English Language Learner (ELL) students is the same as described above.

Future sixth-grade students will continue to have access to a broad range of middle school options through the District 14 Middle School Choice process, and Borough-wide and City-wide middle school options. The table below outlines District 14, Borough-wide, and Citywide middle schools' performance, the percentage of special education students ("SE"), the percentage of ELL students, the admissions method, target utilization rate, and site accessibility.²²

Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.²³

²² Target utilization rates are from the 2010-2011 Blue Book.

²³ <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

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
DISTRICT Choice											
14K050	J.H.S. 050 John D. Wells	K050	183 SOUTH 3 STREET	06-08	06-08	68%	C	18%	24%	Screened	Not functionally accessible
14K071	Juan Morel Campos Secondary School	K071	215 HEYWARD STREET	06-12	06-12	65%	C	16%	25%	Screened	Fully programmatically accessible
14K157	P.S. 157 Benjamin Franklin	K157	850 KENT AVENUE	0K-06	0K-08	38%	B	15%	30%	Limited Unscreened	Not functionally accessible
14K318	I.S. 318 Eugenio Maria De Hostos	K318	101 WALTON STREET	06-08	06-08	101%	C	6%	5%	Screened	Not functionally accessible
14K330	The Urban Assembly School for the Urban Environment	K033	70 TOMPKINS AVENUE	06-08	06-08	33%	B	25%	4%	Screened	Not functionally accessible
14K577	Conselyea Preparatory School	K017	208 NORTH 5 STREET	06-08	06-08	111%	B	8%	3%	Screened	Not functionally accessible
14K582	M.S. 582	K196	207 BUSHWICK AVENUE	06-08	06-08	65%	D	16%	9%	Screened	Not functionally accessible
14K586	Lyons Community School	K049	223 GRAHAM AVENUE	06-12	06-12	65%	B	15%	15%	Limited Unscreened	Not functionally accessible
BOROUGH-WIDE Choice											
13K492	Urban Assembly Academy of Arts and Letters	K020	225 ADELPHI STREET	0K-01, 06-08	0K-08	69%	B	8%	1%	Screened	Not functionally accessible
13K527	Urban Assembly Institute of Math and Science for Young Women	K313	283 ADAMS STREET	06-11	06-12	100%	B	13%	1%	Screened	Not functionally accessible

13K592	Khalil Gibran International Academy ²⁴	K287	50 NAVY STREET	07-08	09-12	55%	N/A	8%	22%	Screened	Not functionally accessible
14K614	Young Women's Leadership School of Brooklyn	K049	223 GRAHAM AVENUE	06-09	06-12	65%	A	10%	3%	Screened	Not functionally accessible
17K543	Science, Technology and Research Early College High School at Erasmus	K465	911 FLATBUSH AVENUE	06-12	06-12	81%	B	2%	0%	Screened	Fully programmatically accessible
17K590	Medgar Evers College Preparatory School	K590	1186 CARROLL STREET	06-12	06-12	114%	C	0%	0%	Screened	Fully programmatically accessible
18K235	P.S. 235 Lenox School	K235	525 LENOX ROAD	0K-08	0K-08	88%	A	2%	1%	Screened	Partially programmatically accessible
20K609	Urban Assembly School for Criminal Justice	K223	4200 16 AVENUE	06-10	06-12	66%	A	13%	16%	Unscreened	Not functionally accessible
22K555	Brooklyn College Academy	K555	2900 BEDFORD AVENUE	07-12	07-12	222%	A	0%	0.2%	Screened	Fully programmatically accessible
23K493	Brooklyn Collegiate: A College Board School ²⁵	K055	2021 BERGEN STREET	06-12	06-12	65%	F	5%	2%	Screened	Fully programmatically accessible
23K518	Kappa V	K275	985 ROCKAWAY AVENUE	06-08	06-08	70%	A	18%	2%	Screened	Not functionally accessible
23K522	Mott Hall IV	K271	1137 HERKIMER STREET	06-08	06-08	52%	F	5%	2%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 HERKIMER STREET	06-09	06-12	52%	B	16%	3%	Limited Unscreened	Not functionally accessible

²⁴ Khalil Gibran International Academy will be re-sited to District 15 at the close of the 2011-2012 school year. They will also be phasing-in to serve high school grade levels only.

²⁵ As of February 9, 2012, the Panel for Educational Policy ("PEP") approved the proposal to phase out the middle school grades of Brooklyn Collegiate beginning in the 2012-2013 school year.

23K697	Teachers Preparatory High School	K175	226 BRISTOL STREET	06-12	06-12	89%	B	6%	2%	Screened	Fully programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	05-08	05-08	77%	B	4%	1%	Screened	Fully programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	0%	2%	Screened	Not functionally accessible
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

Impact on Students with Disabilities and ELL Students

Ericsson Middle currently offers Integrated Co-Teaching (“ICT”) classes, self-contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). If this proposal is approved, students with disabilities who will attend New School will continue to receive mandated services in accordance with their IEPs.

Ericsson Middle currently offers English as a Second Language (“ESL”) services; it does not offer a transitional bilingual or dual-language program. If this proposal is approved, current ELL students will continue to receive mandated services.

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

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 beginning of the school year. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);²⁶ or
- Did not participate in the Middle School Choice Process for some other reason.

When a student eligible for middle school needs 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.

There is a peak enrollment period occurring just prior to and into the beginning of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened. Students seeking placement who are zoned to an elementary or middle school seeking an OTC placement are guaranteed a seat at that zoned school. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

Screened programs (those that have academic criteria) that have a two-year track record of not filling seats through the Middle School Choice Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.²⁷ In this way, the DOE is able to offer

²⁶ As detailed in 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.

²⁷ International schools are designed to provide quality education for recently arrived immigrant students through a unique

individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 10 schools in District 14 that serve sixth through eighth grade accepted a total of 283 students in sixth through eighth grade through the OTC placement process, reflecting an average of approximately 28 students per school.

While the DOE cannot predict the exact number of students who will apply to a particular middle school through the Middle School Admissions Process or the number of students who will arrive through an OTC placement, the following analysis uses the data from the 2011-2012 school year to approximate future needs. The chart below provides an overview of how many sixth-grade students arrived at Ericsson Middle through each admissions method:

	Over-the-Counter	MS Choice Process	Holdovers
6th Grade	8	83	13
7th Grade	7		
8th Grade	12		

Enrollment Impact for Future High School Students—High School Admissions Process

Believe Northside and Believe Southside currently enroll ninth grade students through charter lotteries that give preferences to students who scored a 1 or 2 on the most recent New York State English Language Arts and/or Mathematics exam for which a student’s score is available. Believe Northside and Believe Southside also currently enroll ninth through eleventh grade students through lotteries that give preferences to students who scored below 65% on the most recent New York State English Language Arts and/or Mathematics Regents exams for which a student’s score is available and students who failed four or more classes in the last academic year for which a student’s transcript is available. This proposal has no impact on Believe Northside’s or Believe Southside’s admissions policy or the charter lottery process. If Believe Northside and Believe Southside are not closed prior to the 2012-2013 school year, they will continue to admit ninth through eleventh grade students through their respective lotteries that give preferences to students as described above.

B. Schools

If this proposal is approved, in 2012-2013, when Ericsson Middle will have closed, New School will have opened, and Believe Northside and Believe Southside will have reached full scale (if they remain in operation as of the 2012-2013 school year), there will be approximately 970-1,160 total students served in the building. The projected utilization rate for K126 at that point is approximately 73-87%. The current and estimated enrollment for all four organizations in K126 over a two-year period are shown in the tables below.

Ericsson Middle	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	104	97	116	317
2012-13 (projected)	-	-	-	-

educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over-age and under-credited").

Believe Northside	Total Enrollment
2011-12 (audited)	267
2012-13 (projected.)	340 - 420

Believe Southside	Total Enrollment
2011-12 (audited)	249
2012-13 (projected)	340 - 420

New School	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	-	-	-	-
2012-13 (projected)	100 - 110	100 - 110	90 - 100	290 - 320

As described in more detail in the Building Utilization Plan that accompanies this EIS, if this proposal is approved and if the charter schools remain open after the 2011-2012 school year, there will be sufficient space to accommodate New School, Believe Northside, and Believe Southside, as well as house the Beacon program, pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning>.

For further information on the expected allocation of space in K166, please see the BUP attached to this proposal.

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 Ericsson Middle 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 Ericsson Middle and replace it with New School best meets the needs of the community. As discussed above, based on the school’s recent performance, Ericsson Middle needs more aggressive intervention in order to give its students the best chance to succeed. Previously, the DOE sought to support the performance of students in Ericsson Middle by implementing the Transformation model. However, based on the school’s most recent performance data, the DOE has concluded that a more rigorous intervention is required to improve student outcomes. Thus, the DOE has decided to close the school and put in place a process aimed at hiring the best possible staff into a new

school, thereby immediately improving teacher quality. The DOE has also decided to implement new structural and programmatic changes.

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

This proposal is not expected to impact the Beacon program currently housed in K126.

Ericsson Middle is the only school in District 14 that serves sixth through eighth grade that the DOE is proposing for closure and immediate replacement.

Impact on Middle School Seat Capacity in District 14

The District 14 seats eliminated by Ericsson Middle’s closure will be recovered by the opening of New School. As a result, the proposal to close Ericsson Middle is not expected to yield a net loss of middle school seats in K126 or in District 14.

In District 14:

- There are 2,079 total sixth-grade seats in District 14 middle schools.
- In 2011-2012, there are 1,539 sixth-grade students enrolled in District 14 middle schools.
- Therefore, there is currently an excess, or surplus, of 540 sixth-grade seats in District 14 middle schools.

Specifically, in the K126 building:

- Ericsson Middle is currently serving 104 sixth-grade students.
- The proposed opening of New School in K126 is projected to create 100-110 sixth-grade seats.
- This means that the sixth-grade seats in District 14 eliminated by Ericsson Middle’s closure will be recovered through the opening of New School.

Moreover, community residents may enroll in a District 14 middle school through the District 14 Middle School Choice Process or apply to a public charter school in District 14, in Brooklyn, or elsewhere in the City.

The table below lists charter schools currently located in District 14 that serve middle school grades, admit students through a lottery application process, and provide a preference for District 14 students. All students in District 14 will continue to have the opportunity to participate in these respective charter lotteries.

District Charter Options

DBN	School	Grade Span 2011-2012	Grade Span at Scale	2011-2012 Total Enrollment ²⁸	Admissions Method
84K355	WILLIAMSBURG COLLEGIATE CHARTER SCHOOL	5-11	5-12	407	Lottery
84K703	BEGINNING WITH CHILDREN CHARTER SCHOOL	K-8	K-8	444	Lottery

In addition, the Ethical Community Charter School (84K734), which currently serves kindergarten through

²⁸ Based on the charter headcount as of October 1, 2011.

third grade students, and Brooklyn Success Academy Charter School 1 (84K367), which currently serves kindergarten through first grade students, plan to serve students in kindergarten through eighth grade and kindergarten through twelfth grade, respectively, pending the renewals of their charters.

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>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K126. This proposal is not expected to impact the partial site accessibility of K126.

IV. Enrollment, Admissions and School Performance Information

Ericsson Middle

Admissions Data

Current Admissions	Grades 6-8: District 14 Middle School Choice; Screened: Academic (Program Focus: Environmental Engineering)
Admissions After Proposed Closure of Ericsson Middle	N/A

Enrollment Data

Ericsson Middle	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (audited)	104	97	116	317
2012-2013 (projected.)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC services²⁹	27%
Percentage of Students with Individualized Education Programs³⁰	34%
Percentage of English Language Learner Students³¹	20%
Percentage of Students Eligible for Free or Reduced Lunch³²	80%

²⁹ Students receiving ICT and SC services as percentage of total students from the 2011-2012 audited register.

³⁰ Students with IEPs as percentage of total students from the 2011-2012 audited register.

³¹ ELL students as percentage of total students from the 2011-2012 audited register.

³² Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

Ericsson Middle	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	B	D
Quality Review Score	P	P	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	42%	14%	10%
Math % Proficient (Levels 3 and 4)	46%	23%	16%
Other Key Performance Indicators			
Attendance Rate	91.7%	90.3%	90.1%

2010-2011 State Accountability Status	Restructuring (advanced) Comprehensive
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Believe Northside

Admissions Data

Current Admissions	Grades 9-11: Charter Lottery Application
Admissions After Proposed Closure of Ericsson Middle³³	Grades 9-12: Charter Lottery Application

Enrollment Data

Believe Northside	Total Enrollment
2011-2012 (audited)	267
2012-2013 (projected)	340 - 420

Demographic Data

Percentage of Students Receiving ICT or SC services	N/A ³⁴
Percentage of Students with Individualized Education Programs	16%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch³⁵	78%

³³ This proposal assumes that Believe Northside will continue operation in the 2012-2013 school year.

³⁴ These data represents 10 or fewer students and have been withheld consistent with the Family Educational Rights and Privacy Act.

³⁵ Percentage of Students Eligible for Free or Reduced Lunch from 2011-2012 audited register.

School Performance Data³⁶

Believe Northside	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	62%	72%
4-Year Graduation Rate	N/A	N/A	N/A
6-Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	81%	92%

2010-2011 State Accountability Status	N/A
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This school opened in 2009-2010 and does not yet have a Progress Report grade.

Believe Southside

Admissions Data

Current Admissions	Grades 9-11: Charter Lottery Application
Admissions After Proposed Closure of Ericsson Middle ³⁷	Grades 9-12: Charter Lottery Application

Enrollment Data

Believe Southside	Total Enrollment
2011-2012 (audited)	249
2012-2013 (projected)	340 - 420

³⁶ Believe Northside opened in September 2009 and has limited performance data.

³⁷ This proposal assumes that Believe Southside will continue operation in the 2012-2013 school year.

Demographic Data

Percentage of Students Receiving ICT or SC services	N/A ³⁸
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch³⁹	80%

School Performance Data

Believe Southside	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	N/A	74%	69%
4-Year Graduation Rate	N/A	N/A	N/A
6-Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	N/A	N/A
Attendance Rate	N/A	93%	91%

2010-2011 State Accountability Status	N/A
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This school opened in 2009-2010 and does not yet have a Progress Report grade.

New School

Admissions Data

Current Admissions	N/A
Admissions After Proposed Closure of Ericsson Middle	Grades 6-8: District 14 Middle School Choice; Screened: Academic (Program Focus: Environmental Engineering)

Enrollment Data

New School	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (audited)	-	-	-	-
2012-2013 (projected)	100 - 110	100 - 110	90 - 100	290 - 320

³⁸ These data represent 10 or fewer students and have been withheld consistent with the Family Educational Rights and Privacy Act.

³⁹ Percentage of Students Eligible for Free or Reduced Lunch from 2011-2012 audited register.

Projected Demographic Data⁴⁰

Percentage of Students Receiving ICT or SC services	27%
Percentage of Students with Individualized Education Programs	34%
Percentage of English Language Learner Students	20%
Percentage of Students Eligible for Free or Reduced Lunch	80%

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 Ericsson Middle and the opening of New School are implemented, the DOE will cease to allocate funds to Ericsson Middle 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 \$1,279,611 - \$1,411,984.

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 FY12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

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

As discussed above, at the beginning of this school year Ericsson Middle was receiving supplemental federal SIG funding to support implementation of the federal Transformation model. The school was to have received \$800,000 in Transformation money this school year. While the school otherwise complied with the changes required by the model, its eligibility for these funds under this model was and is conditioned upon the implementation of a new teacher evaluation system. When the DOE and UFT failed to come to an agreement by January 1, 2012, SED suspended SIG funding to all Transformation and Restart schools in the City, including Ericsson Middle. While the two sides have made progress in their negotiations, at present there is still no agreement on an acceptable teacher evaluation system. As a result, Ericsson Middle is not currently receiving SIG funding, and it cannot receive such funding until an agreement is reached.

Unlike the Transformation and Restart models, Turnaround does not require an agreement on teacher evaluations. Under Turnaround, a school makes programmatic changes comparable to those required by Transformation and Restart, but also replaces at least 50%⁴¹ of its teaching staff after using locally-adopted competencies to measure their effectiveness. Thus, if the rehiring process at New School results in an

⁴⁰ Demographic data included for New School is anticipated based on the current student population at Ericsson Middle, but actual demographic data may differ.

⁴¹ Federal guidance suggests that teachers hired during the initial implementation of SIG may count towards this 50% requirement. The DOE is awaiting guidance from SED on whether SED will permit recently hired teachers to count towards the staff turnover requirement.

acceptable level of staff turnover for SIG purposes, New School will become eligible for SIG funding under the Turnaround model. Moreover, because the portions of the Turnaround, Transformation, and Restart models unrelated to staff turnover are compatible, New School will also retain eligibility for SIG funding under the Transformation model in the event the DOE and UFT reach an agreement on teacher evaluations. In short, under this proposal, New School may be eligible for SIG funding under either the Turnaround model (if New School satisfies the above-described personnel requirements) or the Transformation model (if an agreement on teacher evaluations between the DOE and the UFT is reached), thereby maximizing the school's chances for receiving SIG funding.

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

In regard to staffing costs, current Ericsson Middle 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 Believe Northside or Believe Southside.

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

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 Ericsson Middle will be excessed in the closure.⁴² 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 Ericsson Middle apply, at least 50% of New School's positions shall be selected from among the appropriately licensed most senior applicants from

⁴² Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

Ericsson Middle 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 Ericsson Middle teachers or others, will be made based on competencies to measure the effectiveness of staff, determined by New School's 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.

As noted, current Ericsson Middle teachers who are not hired at New School will remain in excess.

As noted, 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 Believe Northside and Believe Southside remain open after the 2011-2012 school year, new administrative staff and non-pedagogical positions may be created over the course of the schools' phases.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing New School to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budget for Ericsson Middle is determined by the same FSF per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for middle schools is \$4,412.45 and for high schools is \$4,207.47.

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 and high schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the middle and high school levels, 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 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. Ericsson Middle is currently eligible for Title I funding. Since New School is expected to serve the same population as Ericsson Middle, at approximately the same

enrollment levels, the DOE anticipates that New School will receive roughly the same amount of Title I funding provided to Ericsson Middle, 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.

The General Education Charter School per-pupil rate is determined by the New York State Education Department, and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures by Total Allowable Pupil Units. Special education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

This proposal is not expected to impact the cost of instruction at Believe Northside or Believe Southside.

C. Administration

All school supervisor and/or administrator positions assigned to Ericsson Middle 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 different assistant principals than Ericsson Middle.

If approved, this proposal will not impact the administration of Believe Northside or Believe Southside.

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/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Believe Northside or Believe Southside 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 Believe Northside or Believe Southside.

VII. Building Information

Building	K126
Type of Building	Junior High-Intermediate-Middle
Year Built	1966
Overall BCAS rating	2.71
2010-2011 Target Building Utilization	52%

2010-2011 Target Building Capacity		1,333
FY 2011 Maintenance Costs	Labor	\$16,307
	Materials	\$4,092
	Maintenance and repair contracts	\$35,584
	Service contracts	\$0
	Custodial operations costs—Materials	\$9,620
	Custodial operations costs—Custodial Allocation	\$299,583
FY2011 Energy Costs	Electric	\$159,730
	Gas	\$4,097
	Oil	\$97,716
Projects completed during the current or prior school year		CIP- Ansul system, IEH soil remediation associated with exterior work
Projects proposed in the capital plan		Classroom connectivity
Accessibility of the building		Fully programmatically accessible
Building attributes		Art room, Auditorium, Cafeteria, Gymnasium, Library, Nurses' office & Science Lab (CRs)