

## AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Truncation of Frederick Douglass Academy III's Middle School Grades (09X517)

### I. Summary of Proposal

Frederick Douglass Academy III (09X517, "FDA III") is an existing school located at 3630 Third Avenue, Bronx, NY, 10456, in Community School District 9, in Building X148 ("X148"). FDA III currently serves students in sixth through twelfth grade. FDA III is co-located with two other schools in X148: KAPPA (09X215, "KAPPA"), a school serving students in grades five through eight, and I.S. 219 New Venture School (09X219, "I.S. 219"), which serves grades six, seven and eight. On December 16, 2010, the New York City Department of Education ("DOE") published an Educational Impact Statement ("EIS") describing a proposal to truncate FDA III's middle school grades based on its poor performance and the DOE's assessment that the school lacks the ability to turn around quickly to better support student needs. This would mean that FDA III's middle school grades would be truncated over time and FDA III would eventually only serve students in the high school grades (9-12). This amended EIS corrects typographical and formatting errors, updates footnotes, includes 2010-2011 utilization rate data, clarifies the DOE's methodology for calculating utilization rates, updates certain past strategic improvement efforts, corrects the percentages of new students enrolling in FDA III, clarifies the manner in which shared space will be allocated, and provides more information regarding Eagle Academy for Young Men, but does not revise or modify the proposal itself.

If this proposal is approved, FDA III would no longer admit sixth-grade students after the conclusion of the 2010-2011 school year. Students in grades seven and eight in 2011-2012 would continue to be served by FDA III and be supported as they progress toward completion of FDA III middle school grades and transition to high school. The school would serve one grade less each subsequent year until the middle school grades complete phasing out in June 2013. In 2013-2014, and from that time forward, FDA III would serve grades 9-12.<sup>1</sup>

The DOE does not plan to replace FDA III's middle school grades because there are enough existing middle school seats in District 9 to accommodate middle school students.

In 2009-2010, X148 had a target capacity of 1,459, and schools in the building enrolled a total of 1,485 students, yielding a building target utilization of 102%.<sup>2</sup> In 2010-2011, the building enrolled a total of 1,487 students, yielding a building target utilization rate of 102%.<sup>3</sup> Although this would appear to suggest that the

<sup>1</sup> Students who do not meet promotional requirements during the truncation will continue to have access to appropriate courses to support their progress toward promotion at FDA III.

<sup>2</sup> The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book") because the Blue Book enrollment includes Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. 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.

<sup>3</sup> The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs). This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

building would be over-utilized, but there is sufficient space to serve FDA III, KAPPA and I.S. 219 as FDA III middle school phases out pursuant to the Citywide Instructional Footprint (“Footprint”). The calculation of utilization rates and availability and allocation of instructional space are discussed further in Sections II and III.B. of this document.

The DOE may reallocate space in the X148 building based on the decline in enrollment due to the middle school grade truncation. In discussions with FDA III, the DOE may consider expanding FDA III’s high school by one section per grade in grades 9-12 once the truncation of the middle school grades begins in the 2011-2012 school year. Final space allocations in X148 would be based on the projected enrollment for each school, and would be made by the Building Council.

### *Background on the DOE’s Decision-Making Process*

The DOE undertakes grade truncations for several reasons. In some cases, grade truncations are initiated to create grade alignment across New York City schools. Schools may also be eligible for truncation for performance reasons. A performance-related truncation is considered for the same three reasons that drive a “phase-out” decision: (1) the school received poor grades on its annual Progress Report; (2) it received a low rating on its annual Quality Review; or (3) it has been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating below Proficient on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out or truncation.<sup>4</sup> Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance and School Environment, which includes safety, attendance and survey feedback from parents, teachers and sixth-grade to twelfth-grade students, where applicable. During Quality Reviews, which are also released by the DOE, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

A school’s Progress Report and its Quality Review initially suggest a school be considered for intervention, but no single criteria leads to a truncation or phase-out decision. FDA III earned a C grade on its 2009-2010 Progress Report, including an F grade in the Student Performance sub-section and C grades in the Student Progress and School Environment sub-sections. In 2008-2009, FDA III received a C on its Progress Report and in 2007-2008, FDA III received a D on its Progress Report.

Based on these low Progress Report scores, the DOE initiated a comprehensive review of FDA III with the goal of determining what intensive supports and interventions would best benefit its students and the community. During that review, the DOE looked at recent and historical performance, as well as demand for the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that truncating the middle school will allow FDA III to focus on its high school grades and ensure that the school is better able to serve future students and the broader community.

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<sup>4</sup> Elementary schools with math and ELA proficiency rates higher than the district average, that earn a Well Developed rating on the Quality Review or are receiving a Progress Report for the first time are not considered for phase-out.

### *Performance and School Environment at FDA III Middle School*

FDA III middle school has struggled for years. Last winter, the Panel for Educational Policy voted to truncate FDA III middle school based on evidence that the school was not equipped to significantly improve student performance. A lawsuit prevented the DOE from following through with those plans. FDA III middle school's performance during the 2009-2010 school year only confirmed the DOE's earlier assessment that the middle school lacks the capacity to turn around quickly to better support student needs.

- Low student performance at FDA III middle school has been part of a longstanding trend. In 2009-2010, only 26% of FDA III's middle school students were performing on grade level in math, putting FDA III in the bottom 24% of all middle schools in New York City. That same year, 28% of FDA III students were on grade level in English. In 2008-2009, FDA III was in the bottom 35% in Citywide math proficiency, and in the bottom 27% in English proficiency. In 2007-2008, FDA III was in the bottom third in Citywide math proficiency.
- FDA III middle school students have not shown signs of significant learning growth in recent years. In 2009-10, FDA III was in the bottom 10% of Citywide middle schools in learning growth in math and in the bottom third in learning growth in English. In 2008-2009, FDA III was in the bottom 3% of Citywide middle schools in terms of the percentage of students making one-year of progress in math, and the bottom 2% in ELA. In 2007-2008, FDA III was in the bottom 6% of Citywide middle schools in terms of the percentage of students making one-year of progress in math, and in the bottom 9% in ELA. If these struggles persist, FDA III students will only fall further behind their peers in other schools.
- FDA III middle school earned a C grade on its 2009-2010 Progress Report, including an F grade in the Student Performance sub-section and C grades on the Student Progress and School Environment sub-sections. In 2008-2009, FDA III middle school received a C on its Progress Report and in 2007-2008, FDA III received a D on its Progress Report, with an F grade in the Student Progress sub-section in both years.
- Attendance at FDA III middle school remains low. The 2009-2010 attendance rate was 91.2%, below the Citywide average of 92.4% for middle schools. In fact, this attendance rate puts FDA III in the bottom third among all middle schools Citywide.
- Safety has been a concern at FDA III. On the 2010 New York City School Survey, 16% of students reported feeling unsafe in the hallways, bathrooms and locker rooms at school. Teachers also reported concerns about safety at FDA III middle school, with 76% indicating that discipline and order were not maintained.
- FDA III middle school was rated "Developing" on its most recent Quality Review in 2010-2011<sup>5</sup>. Quality Reviews evaluate schools based on the way that they are organized to support student learning. While Developing schools possess strengths and weaknesses, FDA III's 2010-2011 Quality Review cited a number of concerns. Specifically, the reviewer indicated that the school needs to create consistency in pedagogy based on data so that lesson planning reflects differentiation in content, process or product. The report also notes that FDA III needs to enhance teachers' ability to set data-driven, differentiated, measurable instructional goals for individuals and subgroups of students in order to increase student progress both at the high school and middle school level. The report further indicates that the school should build on the observation process to provide support and professional development opportunities to enhance teachers' pedagogical skills. Finally, the report states that the school needs to create opportunities to evaluate and adjust curriculum and instructional practices across all grade levels in order

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<sup>5</sup> Based on QR Scoring Guidelines for 2010-2011, the "Developing" score is equivalent to 2 out of 4 points. Using previous QR scoring, the overall score would have been "Underdeveloped with Proficient Features." For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>

to increase rigor and improve students' outcomes.

- Demand for seats at FDA III middle school is moderate. FDA III is a screened middle school available to students in Districts 9 and 10 through the Middle School Choice Process. However, during the 2008-2009 school year, only 18% of fifth graders applying for middle school through the middle school choice process chose FDA III for the 2009-2010 school year as one of their top three schools.<sup>6</sup> After the 2008-2009 school year, only 52% of the eighth-grade class remained at FDA III for ninth grade. As a result, FDA III middle school is not fulfilling the purpose of its grade configuration, which is intended to offer students a high quality, seamless educational experience from sixth through twelfth grade.
- By contrast, FDA III high school has performed relatively well in recent years, earning Bs on its 2009-2010 and 2008-2009 Progress Reports. The high school had a four-year graduation rate of 80% in 2010 and 79% in 2009, well above the 2009 Citywide average of 63%.

The chart below summarizes key performance data for FDA III middle school over the past three years.

<b>Frederick Douglass Academy III Secondary School</b>	2007-2008	2008-2009	2009-2010 <sup>7</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	C
Performance Grade	B	A	F
Progress Grade	F	F	C
Environment Grade	B	B	C
Quality Review Score	WD	P	D
<b>Performance Data<sup>8</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	48%	52%	28%
Math % Proficient (Levels 3 and 4)	54%	68%	26%
<b>Other Key Performance Indicators<sup>9</sup></b>			
Attendance Rate	90%	90%	91%
<b>2010-2011 State Accountability Status</b>			
Improvement (year 2) - Basic			

<sup>6</sup> Due to last year's initial proposal to truncate FDA III middle school last year and the potential impact on demand, 2009-2010 school year metrics are used to illustrate demand.

<sup>7</sup> In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.

<sup>8</sup> Source: Progress Report.

<sup>9</sup> Source: Progress Report.

### *Overview of Past Strategic Improvement Efforts at FDA III Middle School*

FDA III middle school staff members and families have worked hard to improve the school. The DOE also offered considerable support to FDA III middle school including the following:

#### **Leadership Support:**

- Extensive training for the principal and assistant principal on using standards-based interim assessments to identify student needs, setting goals, and how to gauge teachers' progress.
- Working with the principal to develop the school's Comprehensive Education Plan and set school-wide goals.
- Connecting administrators to other schools to learn best practices that could be replicated at FDA III.

#### **Instructional Support:**

- Training for the principal and assistant principal in curriculum planning, Common Core State Standards, effective goal setting, and quality teaching practices.
- Working with the school to assign new teachers mentors and hiring an AUSSIE<sup>10</sup> consultant to work with teachers on integrating technology into math instruction.
- Teacher training on classroom management, technology systems, curriculum and data management (FDA III teachers have attended the Lorraine Monroe Summer Institute for the past three years).
- Implementing the DOE Silk Road Indigo pilot project for integrating the arts into social studies lessons.

#### **Operational Support:**

- One-on-one training for staff on budgeting, human resources, recruiting and retaining talented teachers, building management, and operational compliance issues.

#### **Student Support:**

- Helping FDA III establish a partnership with the Morningside Center.
- Working with FDA III to create an attendance team to address attendance through home visits, teacher attendance referrals at grade meetings, provision of uniforms where needed, and use of incentives for excellent attendance.

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

- 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 NYPD).
- Technical assistance when incidents occur via the Borough Safety Directors.
- Professional development and support to CFN Safety Liaisons.
- Professional development and kits for Building Response Teams.
- Monitoring and certifying School Safety Plans annually.

Given FDA III middle school's lack of success despite the above supports—whether as part of a centralized effort to support all schools or individualized plans for FDA III middle school—it is apparent from its performance that FDA III middle school has failed to develop the proper infrastructure to meet the needs of its students and families.

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<sup>10</sup> AUSSIE *Partners in Professional Development* is an independent consulting company that provides customized professional development services to schools throughout the United States: <http://www.aussiepd.com/>

### *Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the FDA III middle school community about strategies to better support students and improve outcomes at the school. The FDA III middle school community provided input to the DOE throughout the 2009-2010 school year in the context of the previous proposed truncation of FDA III. Additionally, the DOE held meetings with FDA III middle school parents and the School Leadership Team (“SLT”) on October 19, 2010, to discuss possible scenarios for FDA III due to its continued poor performance. Approximately a dozen parents attended the parent meeting. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public:

<http://schools.nyc.gov/community/planning/changes/bronx/FDAIII>.

At the parent meeting, parents expressed the following about FDA III middle school:

- There is inconsistency throughout the school regarding classroom practices and student accountability, despite implementation of new strategies intended to resolve these issues.
- Students are not challenged to use higher-level problem solving skills.

Staff members shared similar concerns and also said the school lacks clear goals and sufficient professional development opportunities. They did have positive things to say about teacher collaboration. However, this positive school component is not enough to move FDA III’s middle school grades in the right direction.

The DOE believes that drastic action must be taken given the school’s longstanding performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback as we continue to support current FDA III middle school students working toward promotion.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

## **II. Proposed or Potential Use of Building**

The building in which FDA III is located, X148, has the capacity to serve 1,459 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building served 1,485 students, yielding a target utilization rate of 102%. In 2010-2011, the building served 1,487 students, yielding a building target utilization rate of 102%. Although this would appear to suggest that the building would be over-utilized, there is sufficient space to serve FDA III, KAPPA and I.S. 219 as FDA III middle school phases out. The DOE does not plan to replace FDA III’s middle school because there are enough existing middle school seats in District 9 to accommodate middle school students.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at [http://source.nycsca.org/pdf/capitalplan/2009-10/BB\\_2009\\_2010.pdf](http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf), a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are aspirational targets 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 2009-2010. As

described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. In addition, charter school enrollment plans are frequently based on larger class sizes than target capacity, contributing to building utilizations above 100% while not impacting the utilization of the space allocated to the traditional public school. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

Over the next four years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-2011	2011-2012	2012-2013	2013-2014
FDA III	6-12	7-12	8-12	9-12
KAPPA	5-8	5-8	5-8	5-8
I.S. 219	6-8	6-8	6-8	6-8

The DOE may reallocate space in the X148 building based on the decline in enrollment due to the middle school grade truncation. In consultation with FDA III, the DOE may consider expanding the FDA III high school by one section per grade in grades 9-12 once the truncation of the middle school grades begins in the 2011-2012 school year. Final space allocations within X148 would be made by the Building Council.

Assuming that FDA III high school is expanded by one section per grade in grades 9-12, in 2014-2015 its projected enrollment would be 460-510 students. Together with the projected enrollments of KAPPA at 400-450 and I.S. 219 at 375-425, the total projected building enrollment is 1,235-1385 once FDA III's middle school has phased-out in June 2013, with a projected utilization rate of 95%.

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

#### A. Students

##### *Enrollment Options for Current FDA III Middle School Students*

If this proposal is approved, FDA III's middle school grades would be truncated gradually over the next several years and the school would no longer admit new sixth-grade students after the end of this school year. One grade would be truncated each subsequent year.

Below are the enrollment plans for current FDA III middle school students, if the school is truncated:

- **Current sixth and seventh grade** students have the option to complete middle school at FDA III, assuming they meet promotional standards. After they complete eighth grade they would have priority to remain at FDA III for high school, if they choose.
- **Current eighth** grade students will have priority to remain at FDA III for high school, if they choose, or they may apply to high schools throughout New York City through the Citywide High School Admissions Process.
- Students who do not meet promotional requirements during the truncation will continue to have access to appropriate courses to support their progress toward promotion at FDA III or will be assisted in transitioning to another District 9 middle school.

If FDA III's middle school grades are truncated, the school would serve students in grades seven through twelve in the 2011-2012 school year. Then, during the 2012-2013 school year, FDA III would serve students in grades eight through twelve. The truncation of FDA III's middle school grades would be complete in June 2013, with FDA III becoming a school that serves grades nine through twelve.

As noted above, current sixth and seventh grade students may remain at FDA III middle school. If FDA III middle school students decide to leave the school, they may be able to find a seat in a charter school, and they would also continue to have access to a broad range of middle school options through the District 9 and District 10 Middle School Choice process, subject to the availability of seats. These include:

School Name	School DBN Code	Address	Grades Served (2011-12)	2009-2010 Progress Report Grade	% Students with Disabilities <sup>11</sup>	% English Language Learners <sup>12</sup>	Admissions Process
J.H.S. 22 Jordan L. Mott	09X022	270 East 167 Street	6-8	C	7	40	Unscreened; Screened: Academic
I.S. 117 Joseph H. Wade	09X117	1865 Morris Avenue	6-8	B	14	31	Zoned; Limited Unscreened; Screened: Academic

<sup>11</sup> Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services.

<sup>12</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

Mott Hall III	09X128	450 Saint Paul's Place	6-8	A	10	6	Screened: Academic
P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School	09X218	1220 Gerard Avenue	K-8	A	7	35	Screened: Language
I.S. 219	09X219	3630 Third Avenue	6-8	B	16	18	Unscreened
I.S. 229 Dr. Roland N. Patterson School	09X229	275 Harlem River Park Bridge	6-8	B	19	21	Screened: Language
Eagle Academy for Young Men	09X231	4143 Third Avenue	6, 9-12	N/A <sup>13</sup>	12	3	Limited Unscreened
M.S. 232 The Academy School	09X232	1700 Macombs Road	6-8	A	12	34	Unscreened
The Urban Assembly School for Applied Math and Science	09X241	1595 Bathgate Avenue	6-12	B	7	9	Limited Unscreened
I.S. 303 The Leadership & Community Service Academy	09X303	1700 Macombs Road	6-8	C	7	18	Zoned; Screened: Academic
I.S. 313 School of Leadership Development	09X313	1600 Webster Avenue	6-8	B	6	30	Unscreened
Bronx Writing Academy	09X323	270 East 167 Street	6-8	A	9	28	Unscreened
Bronx Early College Academy	09X324	250 East 164 Street	6-11*	B	8	9	Limited Unscreened
Urban Science Academy	09X325	1000 Teller Avenue	5-8	B	13	37	Unscreened
M.S. 327 Comprehensive Model School Project	09X327	580 Crotona Park South	6-8	A	6	11	Unscreened
New Millennium Business Academy Middle School	09X328	1000 Teller Avenue	6-8	C	15	24	Limited Unscreened
M.S. 339 School of Communication Technology	09X339	1600 Webster Avenue	6-8	B	17	30	Limited Unscreened
Bronx School for Medical Science	09X413	240 East 172 Street	6-12	B	4	5	Screened: Academic
Science and Technology Academy: A Mott Hall School	09X454	250 East 164 Street	6-8	N/A***	22	27	Limited Unscreened; Screened: Language
The Bronx School for Law, Government and Justice	09X505	244 East 163 Street	6-12	C	7	5	Screened: Academic
M.S. 45 Thomas C. Giordano Middle School	10X045	2502 Lorillard Place	6-8	C	12	19	Zoned; Screened: Academic; Screened: Language & Academic

<sup>13</sup> Eagle Academy's sixth grade will begin in the 2011-2012 school year.

J.H.S. 118 William W. Niles	10X118	577 East 179 Street	6-8	C	9	10	Zoned; Zoned; Screened: Academic; Screened: Academic
Theater Arts Production Company School	10X225	2225 Webster Avenue	6-12	B	14	5	Audition
Jonas Bronck Academy	10X228	400 East Fordham Road	6-8	A	16	11	Screened: Academic
West Bronx Academy for the Future	10X243	500 East Fordham Road	6-12	C	17	13	Limited Unscreened
The New School for Leadership and Journalism	10X244	120 West 231 Street	6-8	B	11	27	Zoned; Limited: Unscreened
M.S. 308 Bronx Dance Academy	10X308	3617 Bainbridge Avenue	6-8	B	10	10	Audition; Audition
International School for Liberal Arts	10X342	2780 Reservoir Avenue	6-12	B	1	80	Screened: Language
Academy for Personal Leadership and Excellence	10X363	120 East 184 Street	6-8	N/A****			Unscreened; Limited Unscreened
M.S. 390	10X390	1930 Andrews Avenue	5-8**	C	12	31	Zoned; Limited Unscreened
The Creston Academy for Responsibility and Excellence (C.A.R.E.)	10X447	125 East 181 Street	6-8	N/A***	11	20	Unscreened; Limited Unscreened; Screened: Language
East Fordham Academy for the Arts	10X459	120 East 184 Street	6-8	N/A***	11	42	Unscreened; Limited Unscreened

\* Indicates school is in the process of phasing in to become a 6-12.

\*\* Proposed for truncation to 6-8 school.

\*\*\* No middle school PR because the school opened in 2009-2010.

\*\*\*\* No middle school PR because the school opened in 2010-2011.

Additional information regarding special programs and courses offered by the schools listed above is available in the online Middle School Directory

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

### *Impact on Academic and Extracurricular Offerings at FDA III*

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at FDA III middle school. That said, the availability of certain offerings at the school would inevitably be impacted as the school truncates, and serves an increasingly smaller middle school student population. The truncation is not expected to impact FDA III's high school instructional or extracurricular programs.

With respect to academics, FDA III middle school would continue offering all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the middle school

shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

FDA III middle school offers the following special programs and courses<sup>14</sup>:

- Special Programs and Initiatives: International Travels, College Prep Classes, IB Middle Years Program; Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS) Sports Programs; Mock Trial, Arts Class, Academic Support
- Regents Classes: Earth Science, Integrated Algebra, Living Environment, Spanish
- Language Classes: French, Spanish

FDA III middle school offers the following Extracurricular Activities:

- Clubs & Activities: After-school Program, Chess, Student Government, Scholar Ambassadors, Homework Help, Technology, Weekend and Holiday Tutoring/Test Prep, Art, Music, Dance, Drama, Chorus, Film, Photography, Mock Trial, Student Government, Debate
- Boys Sports: Baseball, Basketball, Football
- Girls Sports: Basketball
- Co-ed Sports: Fencing, Track & Field

In 2007-2008, FDA III offered dance club and percussion club. From 2008 to 2010, FDA III offered Regents Prep, Young Men's Leadership Club, Future Business Leaders of America, and the Beacon After School Program. In 2008-2009, Lehman College offered math support for students.

With respect to student athletics and other extracurricular programs, FDA III middle school would continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school truncates. It is again difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

FDA III middle school currently offers Collaborative Team Teaching ("CTT") classes, one Self-Contained ("SC") class, and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program for English Language Learners ("ELLs"). The existing CTT, SC, and SETSS classes and ESL program would continue to be provided as the school phases out and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs").

Non-District 75 students with IEPs participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will develop a program to meet the student's needs. This process will apply to students with IEPs transitioning to other middle schools from FDA III middle school in the same manner as it applies to all other students.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Information regarding the type(s) of ELL programs historically offered by the middle schools in Districts 9 and 10 can be found in the Middle School Directory: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx/default.htm>. Please note, this directory is updated yearly. Students who are English Language Learners are placed according to the same

<sup>14</sup> Information from 2010-2011 District 9 Middle School Directory.

placement criteria as their English-speaking peers. The student support staff at FDA III, in consultation with the Office of Student Enrollment (OSE) and the Office of English Language Learners, will assist students with identifying services for ELLs offered at middle school(s) as they select programs that will meet their specific needs.

During the proposed truncation, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitating partnerships with community-based organizations to support youth development initiatives at the school.

### *Impact on Community Partnerships at FDA III*

FDA III currently has partnerships with several community organizations. These partnerships include<sup>15</sup>:

- Cultural Institutions: American Museum of Natural History, Metropolitan Museum of Art (MoMA)
- Higher Education Institutions: Lehman College, Hostos Community College
- Program Partners: Greater Council of New York, Linking Lives, The Leadership Program, Adolescent & Family Comprehensive Service, Inc., CHAMPS, The Silk Road Program
- Resource Partners: The Beacon, Replications, Inc.

These partnerships will continue to support students at FDA III as the middle school grades are truncated, though it is possible that the nature and scope of those partnerships will change based on shifting need and resource availability as the school moves toward truncation. The DOE will work with FDA III staff to enhance existing partnerships or develop new partnerships as the school truncates if specific, new student needs emerge during the truncation period.

FDA III's high school grades will not be impacted by the truncation of FDA III's middle school grades.

KAPPA will not be impacted by the truncation of FDA III's middle school grades.

I.S. 219 will not be impacted by the truncation of FDA III's middle school grades.

### *Admissions Impact for Future Middle School Students*

FDA III admits students to its middle school grades through the District 9 and 10 Middle School Choice process and has an academic screened admissions policy.

There are currently 23 District 9 schools serving students in grades 6 through 8 including: 2 District 9 schools that serve grades K-8, 12 District 9 middle schools that serve grades 6-8, 3 District 9 schools that serve grades 5-8, and 6 District 9 schools that serve grades 6-12. Also, there are 4 charter schools that serve grades 6-8 in District 9.

There are currently 26 District 10 schools serving students in grades 6 through 8 including: 8 District 10 schools that serve grades K-8, 11 District 10 middle schools that serve grades 6-8, 2 District 10 schools that serve grades 5-8, and 5 District 10 schools that serve grades 6-12.

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<sup>15</sup> Information from 2010-2011 District 9 Middle School Directory.

Approximately 90 students were matched to FDA III through the District 9 and District 10 middle school choice process for September 2009 enrollment. Some of the 90 students matched to FDA III for middle school chose to attend elsewhere, leaving grade 6 seats available to be filled through the “over-the-counter” (“OTC”) process. Students are admitted “over-the-counter,” for one of the following reasons: re-admitting to a public school, transferring to another school, or new students to the public school system.

For the 2009-2010 school year, there were 94 new admits to FDA III’s sixth grade, with 17 of those admits entering through the OTC process. There were 6 OTC students admitted into seventh and eighth grade.

The number of new admits to FDA III’s sixth grade on the 11/1/10 unaudited register was 64; one additional student was a hold-over, and 3 were OTC students. As of the same date during the 2010-2011 school year, there were 5 OTC students admitted into FDA III’s seventh and eighth grade. There is sufficient capacity in District 9 and 10 to accommodate all students seeking to enroll in a District 9 or 10 middle school, including those who require Self-Contained and CTT classes.

District 9 and District 10 have adequate capacity to accommodate the approximately 234 sixth through eighth grade FDA III middle school students that would be enrolled in other District 9 and 10 middle schools if FDA III middle school truncates.<sup>16</sup>

- Excluding the seats currently available at FDA III, there are 14,679 total sixth- through eighth-grade seats in Districts 9 and 10.
- In 2009-2010, there were only 11,652 sixth- through eighth-grade students enrolled in Districts 9 and 10 middle schools, including those at FDA III middle school. This means that there is extra space in existing District 9 and 10 schools at the sixth- through eighth-grade level.
- The grade truncation of FDA III’s middle school grades would eliminate approximately 68 sixth-grade seats<sup>17</sup> in District 9. Over the course of the truncation, 234 seats would be lost in grades 6-8 in District 9<sup>18</sup>.
- As of the 11/1/10 unaudited register, 68 students were on register in grade six at FDA III. There were 3 “over-the-counter” students.
- Eagle Academy for Young Men (09X231) will be offering 81 grade 6 seats for the first time in 2011-2012 as it begins to phase in its middle school grades and grows to scale as a 6-12 school.

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<sup>16</sup> Based on the November 1, 2010 unaudited enrollment. This number includes students classified as “Long Term Absences,” thus making this a conservative estimate of the number of seats lost. Due to potential impact of last year’s initial proposal to truncate FDA III middle school on 2010-2011 enrollment, 2009-2010 enrollment data may be considered a better predictor of “seats lost.” Total audited enrollment in grades 6-8 in 2009-2010 was 229.

<sup>17</sup> Based on current sixth grade class size in 2010-2011 (November 1, 2010 unaudited register).

<sup>18</sup> See footnote 13. The 2009-2010 audited register for grades 6-8 is 229.

The list below outlines organizational capacity and utilization rates at Districts 9 and 10 middle schools, including charter schools:

School Name	School DBN Code	Building Code <sup>19</sup>	Target Organizational Capacity <sup>20</sup>	Target Utilization Rate <sup>21</sup>	Enrollment 2010-2011 <sup>22</sup>	Site Accessibility
J.H.S. 22 Jordan L. Mott	09X022	X022	777	87%	643	Not accessible
I.S. 117 Joseph H. Wade	09X117	X117	1222	66%	774	Partially accessible
Mott Hall III	09X128	X055	569	55%	333	Not accessible
P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School	09X218	X235	904	93%	815	Functionally accessible
I.S. 219	09X219	X148	476	99%	444	Not accessible
I.S. 229 Dr. Roland N. Patterson School	09X229	X229	917	37%	235	Functionally accessible
Eagle Academy for Young Men	09X231	X166/ X460*	367	93%	458	Functionally accessible
M.S. 232 The Academy School	09X232	X082	820	52%	435	Not accessible
The Urban Assembly School for Applied Math and Science	09X241	X970	458	110%	589	Functionally accessible
I.S. 303 The Leadership & Community Service Academy	09X303	X082	372	94%	340	Functionally accessible
I.S. 313 School of Leadership Development	09X313	X147	478	90%	447	Functionally accessible
Bronx Writing Academy	09X323	X022	683	73%	509	Not accessible
Bronx Early College Academy	09X324	X166	362	73%	381	Not accessible
Urban Science Academy	09X325	X145	632	74%	427	Not accessible
M.S. 327 Comprehensive Model School Project	09X327	X110	391	71%	363	Not accessible
New Millennium Business Academy Middle School	09X328	X145	459	55%	209	Not accessible
M.S. 339 School of Communication Technology	09X339	X147	950	85%	802	Functionally accessible
Bronx School for Medical Science	09X413	X410	474	97%	435	Not accessible
Science and Technology Academy: A Mott Hall School	09X454	X166	195	69%	250	Functionally accessible

<sup>19</sup> 2009-2010 Enrollment Capacity Utilization Report.

<sup>20</sup> 2009-2010 Enrollment Capacity Utilization Report.

<sup>21</sup> Target Organizational Capacity and Target Utilization Rate are taken from the 2009-2010 Enrollment Capacity Utilization Report. As noted earlier, 2010-2011 Target Organizational Capacity is not yet available, and as such is subject to change from the previous year.

<sup>22</sup> Based on November 1, 2010 unaudited register.

The Bronx School for Law, Government and Justice	09X505	X460	597	106%	733	Functionally accessible
M.S. 45 Thomas C. Giordano Middle School	10X045	X045	1271	73%	1017	Functionally accessible
J.H.S. 118 William W. Niles	10X118	X118	1044	92%	1163	Partially accessible
Theater Arts Production Company School	10X225	X137	643	82%	532	Functionally accessible
Jonas Bronck Academy	10X228	X283	385	51%	239	Functionally accessible
West Bronx Academy for the Future	10X243	X435	540	103%	612	Functionally accessible
The New School for Leadership and Journalism	10X244	X143	663	112%	676	Functionally accessible
M.S. 308 Bronx Dance Academy	10X308	X852	353	78%	287	Functionally accessible
International School for Liberal Arts	10X342	X430	761	67%	559	Functionally accessible
Academy for Personal Leadership and Excellence	10X363	X115**	N/A	N/A	165	Functionally accessible
M.S. 390	10X390	X026	751	73%	536	Functionally accessible
The Creston Academy for Responsibility and Excellence (C.A.R.E.)	10X447	X115***	108	128%	233	Functionally accessible
East Fordham Academy for the Arts	10X459	X115	87	126%	210	Functionally accessible

\* School was split-sited during the 2009-2010 school year, and was relocated at the end of the year. Target Organizational Capacity and Target Utilization Rate provided in the table reflect the space allocated for the school at X166 when it was split-sited between X166 and X460.

\*\* School opened in September 2010.

\*\*\* School was relocated at the end of the 2009-2010 school year.

Additional information regarding special programs and courses offered by the schools listed above are available in the online District 9 Middle School Directory:

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

There are also four existing public charter schools located in District 9 that offer preference in their admissions lottery to students residing in District 9:

School Name	School DBN Code	Address	Grades Served 2010-2011	Actual Enrollment 2010-2011 <sup>23</sup>
Bronx Prep Charter School	84X703	3872 Third Avenue	5-12	709
Family Life Academy Charter School	84X705	14 West 170 Street	K-8	384
Harriet Tubman Charter School	84X706	3565 Third Avenue	K-8	474
Carl C. Icahn Charter School	84X717	1525 Brook Avenue	K-8	333

For more information on the charter schools Citywide and in the Bronx go to:

<http://schools.nyc.gov/community/planning/charters/Schools/default.htm>

<sup>23</sup> All references to “current” or “actual” enrollment are based on the November 1, 2010 Unaudited Register unless otherwise noted.

Through the various District Middle School Choice processes, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or city-wide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district’s Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm> In districts with zoned middle schools, students may elect to attend their zoned school.

In Districts 9 and 10, where there is a middle school choice process, selection criteria is an important factor in identifying similar programs. FDA III middle school uses “Screened: Academic” selection criteria. Schools with one or more programs that also use “Screened: Academic” selection criteria are the following:

- J.H.S. 22 Jordan L. Mott: Power Academy
- M.S. 117 Joseph H. Wade Academies: Wade Enrichment Preparatory Academy (WEPA)
- Mott Hall III
- I.S. 303 The Leadership & Community Service Academy: Application Program
- Bronx School for Medical Science
- The Bronx School for Law, Government and Justice
- M.S. 45 Thomas C. Giordano Middle School: Giordano Prep
- J.H.S. William W. Niles: Spectrum Academy and Pace Academy
- Jonas Bronck Academy

Future students seeking to enroll in non-entry grades will also continue to have access to the broad range of middle school options described above through the District 9 and District 10 Middle School Choice process or can seek to enroll in a charter school, subject to the availability of seats.

## B. Schools

FDA III middle school currently enrolls 234 students, with the school admitting about 29% of those students as new sixth-grade students. In 2009-2010, FDA III middle school enrolled 229 students, with approximately 42% of those students admitted as new sixth-grade students. If this proposal is approved, FDA III will truncate gradually and will not admit grade 6 students in September 2011.

The overall plan for X148 includes the truncation of FDA III so that eventually it only serves high school students in grades 9-12. FDA III is co-located with two other schools in X148: KAPPA (09X215, “KAPPA”) a selective middle school with a school-based application serving students in grades 5-8, and I.S. 219 New Venture School (09X219, “I.S. 219”), an unscreened middle school serving students in grades 6-8.

School	School DBN	Organizational Capacity (2009-2010)	Organizational Utilization (2009-2010)	2010-2011 Enrollment	% Students with Disabilities <sup>24</sup>	% English Language Learners <sup>25</sup>
FDA III	09X517	647	91%	613	8%	7%
KAPPA	09X215	336	129%	430	6%	13%
I.S. 219 New Venture School	09X219	476	99%	444	16%	18%

If the truncation is approved, there will be sufficient space to serve FDA III high school, KAPPA, and I.S. 219 students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while

<sup>24</sup> Students with disabilities as percentage of total students from the 2009-2010 Audited Register. This count does not include SETSS or students receiving speech or language services.

<sup>25</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

FDA III truncates its middle school grades. Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools:

[http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

According to the 2009-2010 Annual Facilities Survey, X148 has 66 full-size instructional spaces and 18 administrative spaces. X148 also has the following rooms, which will continue to be shared by all schools during FDA III's truncation: auditorium, cafeteria, gymnasium, and library.

In the long-term when its truncation is complete and FDA III is serving only high school grades, assuming it has also completed an enrollment expansion of one section per grade across grades 9-12, per the Instructional Footprint FDA III will be allocated a baseline of 16 full-size instructional classrooms. Consistent with the baseline Footprint allocation, KAPPA will be allocated a baseline of 17 full-size instructional classrooms and I.S. 219 will be allocated a baseline of 13 full-size instructional classrooms. This represents a total of 46 full-size classrooms when all schools are operating at full scale. Any rooms in excess of the baseline allocation would be distributed equitably between the schools. Thus, there would be sufficient instructional space in X148 for all schools to operate at scale. Schools would also be allocated specialty rooms in accordance with the Instructional Footprint. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

In the first year of implementing the truncation, assuming the expansion of grades 9-12 has also begun, in 2011-2012 FDA III's baseline allocation would be 22 full-size rooms pursuant to the Footprint based on its projected enrollment of 540-590 students in grades 7-12. KAPPA will be allocated a baseline of 17 full-size instructional classrooms and I.S. 219 will be allocated a baseline of 15 full-size instructional classrooms. This represents 54 full-size rooms, thus there is adequate space in X148 for all schools in 2011-2012. Likewise, half-size spaces, resource rooms, specialty rooms and administrative space will be allocated in accordance with the Footprint. Thus, even if this proposal is not approved, there would still be adequate space in the building for all three schools to remain in the building for the 2011-2012 school year.

Per the Instructional Footprint, if this proposal is approved, the baseline full size room allocations in X148 would align with projected enrollment described above and would be as follows:

Baseline Allocation of Full-Size Rooms by Organization (per Footprint)	2010-2011	2011-2012	2012-2013	2013-2014
FDA III	24	22	20	16
KAPPA	17	17	17	17
I.S. 219 New Venture School	15	15	13	13
Total	56	54	50	46

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms, or as administrative space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school's Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or Self-Contained special education classrooms.

## C. Community

FDA III opened in September 2004. FDA III middle school has struggled for years to provide a high-quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, FDA III's middle school performance continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the X148 building will remain open but FDA III will no longer offer middle school grades.

As noted elsewhere in this document, the 68 sixth-grade seats that will be eliminated in 2011-2012 and the 234 total middle school seats in Districts 9 and 10 in the long term that will be eliminated by FDA III's middle school truncation will be recovered by other schools in the district.<sup>26</sup> Due to the increase of 81 sixth grade seats at Eagle Academy,<sup>27</sup> an all male school, in 2011-2012 there will be a net gain of 13 seats in Districts 9 and 10.

One other new school serving students in grades 6-8 in an existing facility is currently in the process of being phased in in District 9, and one additional school is expected to begin phasing in middle school grades in a newly constructed school building during the 2011-2012 school year. These District 9 middle schools currently in process of being phased in or projected to start phasing in next fall are listed below:

School Name (DBN)	Address	Grades Served in 2011-2012	Projected 6-8 Enrollment in 2011-2012	Admissions Criteria
Eagle Academy (09X231)	4143 Third Avenue	6, 9-12	81	Limited Unscreened
Science and Technology Academy: A Mott Hall School (09X454)	250 East 164 Street	6-8	360-390	Limited Unscreened; Screened: Language

The DOE estimates that 81 new grade 6 seats will be created in District 9 during the 2011-2012 school year, compared with the loss of 68 sixth grade seats in the same year, and 234 middle school seats in the long-term, due to the truncation of FDA III middle school.<sup>28</sup> This means that there will be approximately the same number of new seats opened in September 2011 to offset the seats lost at FDA III due to this proposal.

In some cases, the new schools included in the chart above will offer specialized academic programs comparable to those currently offered at FDA III. Detailed information about District 9 and 10 new middle schools will be published annually and will be available in print or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X148.

<sup>26</sup> See footnote 13.

<sup>27</sup> Eagle Academy is an all boys' school.

<sup>28</sup> See footnote 13.

## IV. Enrollment, Admissions and School Performance Information

There are currently three schools located in X148: FDA III, KAPPA and I.S. 219 New Venture School.

### FDA III

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> Screened: Academic <b>Grades 9-12:</b> Citywide High School Admissions Process
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#### Enrollment Data

<b>Current Grades Served</b>	6-12
<b>2010-2011 Enrollment</b>	613
<b>Grades Served 2011-2012</b>	7-12
<b>2011-2012 Projected Enrollment</b>	540-590
<b>Grades Served 2012-2013</b>	8-12
<b>2012-2013 Projected Enrollment</b>	475-525
<b>Grades Served 2013-2014</b>	9-12
<b>2013-2014 Projected Enrollment</b>	430-480
<b>Grades Served 2014-2015</b>	9-12
<b>2014-2015 Projected Enrollment</b>	460-510
<b>Projected Enrollment at Scale</b>	460-510 <sup>29</sup>

#### Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>30</sup></b>	8%
<b>Percentage Students with Individual Education Plan<sup>31</sup></b>	14%
<b>Percentage English Language Learner Students<sup>32</sup></b>	7%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>33</sup></b>	77%

<sup>29</sup> Projected enrollment includes one additional section in each of the HS grades (9-12).

<sup>30</sup> Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.

<sup>31</sup> Students with Individual Education Plans as percentage of total students from the 2009-2010 Audited Register.

<sup>32</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>33</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

## School Performance Data

### Middle School Grades

Frederick Douglass Academy III Secondary School	2007-2008	2008-2009	2009-2010 <sup>34</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	C
Quality Review Score	WD	P	D
<b>Performance Data<sup>35</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	48%	52%	28%
Math % Proficient (Levels 3 and 4)	54%	68%	26%
<b>Other Key Performance Indicators<sup>36</sup></b>			
Attendance Rate	90%	90%	91%
<b>2010-2011 State Accountability Status</b>	Improvement (year 2) - Basic		

<sup>34</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>35</sup> Source: Progress Report Data

<sup>36</sup> Source: Progress Report Data

## High School Grades

<b>Frederick Douglass Academy III Secondary School</b>	2007-2008	2008-2009	2009-2010
<b><i>School Performance and Progress</i></b>			
Overall Progress Report Grade	A	B	B
Quality Review Score	WD	P	
<b><i>Graduation Data</i><sup>37</sup></b>			
Four-Year Graduation Rate	89%	79%	80%
Four-Year Regents Diploma Rate	55%	46%	51%
Six-Year Graduation Rate			87%
<b><i>Other Key Indicators</i><sup>38</sup></b>			
Percent of First-Year Students Earning 10+ Credit	71%	67%	70%
Attendance Rate	87%	89%	87%
<b><i>2010-2011 State Accountability Status</i></b>			
Improvement (year 2) - Basic			

## KAPPA

### Admissions Data

<b>Current Admissions</b>	<b>Grades 5-8: School-Based Application</b>
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<sup>37</sup> Source: Progress Report Data

<sup>38</sup> Source: Progress Report Data

### Enrollment Data

<b>Current Grades Served</b>	5-8
<b>2010-2011 Enrollment</b>	430
<b>Grades Served 2011-2012</b>	5-8
<b>2011-2012 Projected Enrollment</b>	400-450
<b>Grades Served 2012-2013</b>	5-8
<b>2012-2013 Projected Enrollment</b>	400-450
<b>Grades Served 2013-2014</b>	5-8
<b>2013-2014 Projected Enrollment</b>	400-450
<b>Grades Served 2014-2015</b>	5-8
<b>2014-2015 Projected Enrollment</b>	400-450
<b>Projected Enrollment at Scale</b>	400-450 <sup>39</sup>

### Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>40</sup></b>	6%
<b>Percentage Students with Individual Education Plan<sup>41</sup></b>	9%
<b>Percentage English Language Learner Students<sup>42</sup></b>	13%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>43</sup></b>	91%

<sup>39</sup> Projected enrollment is based on current enrollment from the November 1, 2010 Unaudited Register.

<sup>40</sup> Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.

<sup>41</sup> Students with Individual Education Plans as percentage of total students from the 2009-2010 Audited Register.

<sup>42</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>43</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

### School Performance Data

KAPPA	2007-2008	2008-2009	2009-2010 <sup>44</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	B
Quality Review Score	WD		
<b>Performance Data<sup>45</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	64%	73%	43%
Math % Proficient (Levels 3 and 4)	84%	88%	62%
<b>Other Key Performance Indicators<sup>46</sup></b>			
Attendance Rate	95%	95%	94%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

### I.S. 219 New Venture School

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8: Unscreened</b>
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<sup>44</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>45</sup> Source: Progress Report

<sup>46</sup> Source: Progress Report

### Enrollment Data

<b>Current Grades Served</b>	6-8
<b>2010-2011 Enrollment</b>	444
<b>Grades Served 2011-2012</b>	6-8
<b>2011-2012 Projected Enrollment</b>	410-450
<b>Grades Served 2012-2013</b>	6-8
<b>2012-2013 Projected Enrollment</b>	375-425
<b>Grades Served 2013-2014</b>	6-8
<b>2013-2014 Projected Enrollment</b>	375-425
<b>Grades Served 2014-2015</b>	6-8
<b>2014-2015 Projected Enrollment</b>	375-425
<b>Projected Enrollment at Scale</b>	375-425 <sup>47</sup>

### Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>48</sup></b>	16%
<b>Percentage Students with Individual Education Plan<sup>49</sup></b>	26%
<b>Percentage English Language Learner Students<sup>50</sup></b>	18%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>51</sup></b>	97%

<sup>47</sup> Projected enrollment based on current sixth grade enrollment, with the current sixth grade class size used to estimate future incoming sixth grade classes (November 1, 2010 Unaudited Register).

<sup>48</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>49</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>50</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>51</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

### School Performance Data

I.S. 219 New Venture School	2007-2008	2008-2009	2009-2010 <sup>52</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	A	B
Quality Review Score	P	P	
<b>Performance Data<sup>53</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	23%	45%	16%
Math % Proficient (Levels 3 and 4)	43%	58%	26%
<b>Other Key Performance Indicators<sup>54</sup></b>			
Attendance Rate	88%	88%	90%
<b>2010-2011 State Accountability Status</b>	Restructuring (year 2) - Comprehensive		

<sup>52</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>53</sup> Source: Progress Report Data

<sup>54</sup> Source: Progress Report Data

## V. Initial Costs and Savings

Once the truncation is fully implemented, the DOE will cease to allocate funds to FDA III middle school, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the FDA III middle school roster as the truncation is implemented, the school is expected to receive approximately \$4,384.81 less per-pupil funding annually for middle school students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the truncation, the total number of students enrolled at FDA III will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

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

### A. Personnel Needs

All teachers, administrative and non-pedagogical staff at FDA III middle school would be excessed<sup>55</sup> over the course of the truncation. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the

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<sup>55</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in FDA III middle school will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

## **B. Cost of Instruction**

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

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, middle schools received an additional \$2,030.88 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, FDA III 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. FDA III is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individualized Education Plans (IEPs). Even as FDA III is truncated, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

## **C. Administration**

All school supervisor and/or administrator positions assigned to FDA III middle school will eventually be excessed when the school is truncated. Some positions will likely be excessed as the FDA III gradually truncates, as administrative needs will decrease as the school serves an increasingly smaller student population. Again, all excessing will take place in accordance with existing labor contracts.

School supervisor and/or administrator positions assigned to FDA III high school grades are not expected to be impacted as a result of this truncation.

## D. Transportation

There will be no change to existing transportation practices at FDA III throughout its truncation. Transportation will be provided according to Chancellor's Regulation A-801:  
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

## E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy.

## VII. Building Information

<b>Type of Building</b>	Middle School
<b>Year Built</b>	1967
<b>Overall BCAS rating</b>	2.61 out of 5
<b>Target Utilization</b>	102%
<b>Target Capacity</b>	1459
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$24,216.10 <b>Materials:</b> \$20,048.40 <b>Maintenance and repair contracts:</b> \$40,645.61 <b>Service contracts:</b> N/A <b>Custodial operations costs—Materials:</b> \$11,271.03 <b>Custodial operations costs—Custodial Allocation:</b> \$331,111.88
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$140,901.59 <b>Gas:</b> \$867.65 <b>Oil:</b> \$73,310.00
<b>Projects completed during the current or prior school year</b>	CTF room conversion
<b>Projects proposed in the capital plan</b>	System replacements- gymnasium upgrade, sliding-folding partition & paving-vehicular area: Asphalt
<b>Accessibility of the building</b>	Building is not functionally programmatic accessible
<b>Building attributes</b>	Auditorium, Cafeteria, Computer room, Gymnasium, Library, Science labs ( 3 Cr's)