

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of KAPPA II (05M317)**

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

KAPPA II (05M317, “KAPPA II”) is an existing choice middle school located at 144-176 East 128 Street, New York, NY, 10035, in Community School District 5, in Building M030 (“M030”). It currently serves students in sixth through eighth grade. P.S. 30 Hernandez/Hughes (05M030, “P.S. 30”), an existing zoned elementary school; P.S. 138 (75M138, “P138M”), an existing District 75 school which serves students in multiple locations; and Harlem Success Academy 2 Charter School (84M384, “HSA2”), an existing public charter school, are also located at M030. The New York City Department of Education (“DOE”) is proposing to close KAPPA II 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.

If this proposal were approved, KAPPA II would close at the conclusion of the 2010-2011 school year. Current students would be offered seats at other District 5 schools, or could apply to charter schools in District 5 or throughout the City.<sup>1</sup> The DOE’s proposal to close KAPPA II at the conclusion of the 2010-2011 school year, rather than phase KAPPA II out over two years, is driven by the fact that enrollment at KAPPA II is too low to be sustained over a two-year phase-out. KAPPA II currently enrolls a total of 65 students, including 13 sixth graders, 23 seventh graders and 29 eighth graders.<sup>2</sup> There is sufficient capacity in District 5 schools and the public charter schools that give preference to District 5 students to provide these students with seats in another school in their community for 2011-2012. The Office of Student Enrollment will inform parents of current sixth- and seventh-grade students about middle school transfer options in Spring 2011.

P.S. 30 currently serves Kindergarten through fifth grade students, and also offers a Pre-Kindergarten program. Enrollment in P.S. 30 as of November 1, 2010 is 280, including Pre-Kindergarten students. The proposed closure of KAPPA II would not affect enrollment or programs at P.S. 30.

P138M is an existing District 75 school that currently serves Kindergarten through twelfth-grade students in multiple locations. At M030, P138M serves 140 Kindergarten through fifth-grade students. The proposed closure of KAPPA II would not adversely affect enrollment or programs at P138M.

HSA2 currently serves 477 Kindergarten through third-grade students. The plan for siting HSA2 in the M030 building includes HSA2 adding one grade per year until it serves students in Kindergarten through fourth grade. When HSA2 completes its expansion and achieves “full scale,” it will serve approximately 600 Kindergarten through fourth-grade students in M030.<sup>3</sup> The proposed closure of KAPPA II would create capacity in M030 that would allow HSA2 to complete its expansion and achieve “full scale.”

P.S. 30, P138M, and HSA2 would remain “co-located” in M030 once KAPPA II is closed. A “co-location” means that two or more school organizations are located in the same building and may share common

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<sup>1</sup> Students who do not meet promotional requirements during the phase out plan will continue to have access to appropriate courses to support their progress toward promotion. For example, if a current sixth grader does not meet promotion standards to enter seventh grade in 2011-12, he/she may repeat sixth grade at his/her new school.

<sup>2</sup> Current enrollment is as of November 1, 2010

<sup>3</sup> HSA2 is chartered to serve Kindergarten through fifth grade. When it applies for a renewal of its charter for the 2012-2013 school year, it is expected to apply for a grade expansion to serve Kindergarten through eighth grade. If that expansion is approved, fifth through eighth grades would be sited in a different location.

spaces like auditoriums, gymnasiums, and cafeterias. Once HSA2 has completed its expansion and KAPPA II has closed, there would be approximately 1,020 students served in the building. In 2009-2010, the target capacity for M030 was 1,071 students.<sup>4</sup> Thus, there would be sufficient room in M030 for all schools to achieve their full planned scale, and building utilization would be 95%.

## Background on the DOE's Decision-Making Process

The DOE considers phase-out or closure for schools which fall into one or more of three categories: (1) schools which received poor grades on their annual Progress Report; (2) schools which received a poor rating on their annual Quality Review; and (3) schools which have been identified by the New York State Education Department ("SED") as Persistently Low Achieving ("PLA").<sup>5</sup> Progress Reports, which grade schools on a scale of A through F, are released by the DOE each fall and evaluate schools on a scale of A through F, 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. Quality Reviews involve experienced educators visiting 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.

KAPPA II earned a D grade on its 2009-2010 Progress Report, including D grades in the School Environment, Student Performance, and Student Progress sub-sections. On its 2008-2009 Progress Report, KAPPA II earned a D grade, including an F grade in the School Environment sub-section, a D grade in the Student Progress sub-section, and a C grade in the Student Performance sub-section. On its 2007-2008 Progress Report, KAPPA II earned a C grade, but it earned a D grade in the School Environment sub-section and C grades in the Student Performance and Student Progress sub-sections.<sup>6</sup> On its most recent Quality Review, in 2008-2009, KAPPA II was rated "Underdeveloped with Proficient Features," the second-lowest rating. KAPPA II was proposed for phase-out last year; this proposal was approved in January 2010, but a lawsuit prevented the DOE from implementing these plans.

Based on these low Progress Report scores and Quality Review rating, the DOE initiated a comprehensive review of KAPPA II 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 experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the closure of KAPPA II—will address the school's longstanding struggles and allow for new school options to develop in Building M030 that will better serve future students and the broader community.

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<sup>4</sup>The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book").

<sup>5</sup> Elementary schools with average math and ELA proficiency rates higher than the district average, 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.

<sup>6</sup> <http://schools.nyc.gov/Accountability/tools/report/default.htm>

## Performance and School Environment at KAPPA II

KAPPA II has struggled for years. KAPPA II's performance during the 2009-2010 school year confirmed the DOE's earlier assessment that the school lacks the capacity to turn around quickly to better support student needs.

- The overwhelming majority of KAPPA II students remain below grade level in English language arts and math.
- Last year, only 9% of students were performing on grade level in English, placing KAPPA II in the bottom 5% of middle schools citywide. In 2008-2009, performance in English was in the bottom 13% of middle schools in New York City.
- Last year, only 17% of students were performing on grade level in math—placing KAPPA II in the bottom 10% of middle schools citywide. In 2008-2009, performance in math was in the bottom 10% of middle schools in New York City.
- KAPPA II earned a D grade last year on its Progress Report, including a D for the Student Performance, Student Progress, and School Environment sub-sections.
- Progress Report grade scores have been declining at KAPPA II. The school earned a B on its Progress Report in 2006-2007, a C in 2007-2008, and D grades in 2008-2009 and 2009-2010.
- KAPPA II was rated “Underdeveloped with Proficient Features” on its most recent Quality Review, indicating serious deficiencies in the way that the school is organized to support student learning. During Quality Reviews, experienced educators spend several days visiting the school, observing classrooms and talking with staff, students, and parents. Schools are rated on a four-point scale, with “well-developed” being the highest rating.
- The school's attendance rate last year was 91%, slightly below the citywide average of 92% for middle schools.
- Parent, student and teacher satisfaction with KAPPA II is low. On the 2009-2010 Learning Environment Survey, parent satisfaction ratings placed KAPPA II in the bottom 35% of middle schools Citywide. Student and teacher ratings of KAPPA II were in the bottom 1% of middle schools.
- Safety issues have been a concern at the school. On the 2010 New York City School Survey, one in three students—33%—reported feeling unsafe in the hallways, bathrooms, and locker rooms at school. Additionally, 75% of teachers reported that discipline and order are not maintained at KAPPA II.
- Demand for seats at KAPPA II is low. District 5 middle schools admit students through the middle school choice process. During the 2009-2010 school year, only 13% of students who applied to KAPPA II for sixth grade ranked it in their top three choices, demonstrating that KAPPA II is not a desired school option among rising fifth graders in District 5. The deadline for middle school applications was prior to the proposal to phase-out KAPPA II, so application data was not influenced by last year's phase-out proposal.

The chart below summarizes key performance data for KAPPA II over the past three years.

	2007-2008	2008-2009	2009-2010 <sup>7</sup>
Overall Progress Report Grade	C	D	D
Performance Grade	C	C	D
Progress Grade	C	D	D
Environment Grade	D	F	D
Quality Review Score	U	UPF	
English Language Arts % Proficient (Levels 3 and 4)	37%	44%	9%
Math % Proficient (Levels 3 and 4)	56%	54%	17%
Attendance Rate	91%	91%	91%
2010-2011 State Accountability Status	In Good Standing		

## Overview of Past Strategic Improvement Efforts at KAPPA II

We recognize that Kappa II staff members have worked hard to improve the school, but the school has not turned around. To help the school's efforts to improve performance, the DOE has offered numerous supports to Kappa II, including:

### Leadership Support:

- Helping the principal develop the school's Comprehensive Education Plan and set school-wide goals.
- Connecting administrators with other schools to learn effective practices that could be replicated at KAPPA II.
- Facilitation of a study group for the principal on effective teaching practices.
- Offering coaching to the principal on how to identify problems in classroom practices and improve instruction.

### Instructional Support:

- On-site training for teachers in data analysis and aligning curriculum to the Common Core State Standards.
- Facilitating monthly literacy and math coach meetings on how to analyze data and use it to plan lessons.
- Arranging "learning walks" with the principal in order to provide feedback about instruction and make recommendations for improvement.
- Helping teacher teams identify the needs of English language learners, students with disabilities, and students performing below grade level.
- On-site training for teachers by literacy and math content experts.

<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.

**Operational Support:**

- Hands-on operational and budget management training to ensure resources are properly aligned with student and school needs.
- Guidance on managing relationships with the other schools on campus to allow for efficient and coordinated use of facilities and shared spaces.

**Student Support:**

- Working with safety administrators to craft plans for a safe dismissal, given KAPPA II's proximity to other schools.
- Assigning an attendance teacher to help develop systems to improve student attendance.

**The DOE makes available the following supports to schools around 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 NYPD)
- Providing technical assistance when incidents occur via the Borough Safety Directors
- Providing professional development and support to CFN Safety Liaisons
- Providing professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

Given these failed attempts to support the school—whether a part of centralized effort to support all schools or individualized plans for KAPPA II—it is apparent that KAPPA II has failed to develop the proper infrastructure to meet the needs of its students and families. It is incumbent upon the Department to attain better outcomes for students.

## Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the KAPPA II community about strategies to better support students and improve outcomes at the school. 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/manhattan/KAPPAII>.

The DOE held meetings with the Parent Teacher Association (“PTA”) and the School Leadership Team (“SLT”) on October 21, 2010 to discuss possible scenarios for KAPPA II due to its continued poor performance. The parent meeting was attended by approximately 10 parents. Key feedback from that meeting included:

- Eighth grade students are not being challenged and properly prepared for success in high school.
- Parental involvement is persistently low.

The School Leadership Team expressed similar concerns and also described a need for discipline to be consistent throughout the school. Staff members, like parents, had positive things to say about improved communication between the school and families and a new intervention program. However, these perceived positives have not had a measurable impact on the poor performance of KAPPA II.

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, and the very low demand for seats at the school. We 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 KAPPA II is located, M030, has the capacity to serve 1,071 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building only served 561 students, yielding a utilization rate of 52% of target capacity.<sup>8</sup> This means that the building was “underutilized” and had extra space to accommodate additional students. As a result of this underutilization, on January 8, 2010 the DOE proposed the relocation of HSA2 to M030; this proposal was approved by the Panel for Educational Policy on February 24, 2010, and HSA2 moved into M030 in September 2010.

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

School Year	2010-11	Enrollment	2011-12	Projected Enrollment
KAPPA II	6-8	65	NA	
P.S. 30	PK, K-5	280	K-5	280
P138M	K-5	140	K-5	140
HSA2	K-3	475	K-4	600
Total Enrollment		960		1,020
Building Utilization		90%		95%

It is not anticipated that the proposed closure of KAPPA II would impact the enrollment at P.S. 30, which is currently located in M030. Enrollment at HSA2 would continue to increase as it phases-in and achieves “full scale.” P138M enrollment would continue at or near its current level.

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

### A. Students

#### Enrollment Options for Current KAPPA II Students

If this proposal is approved, KAPPA II would no longer enroll any students after the conclusion of the 2010-2011 school year.

Current sixth grade and seventh-grade students would have the opportunity to enroll in District 5 middle schools and charter schools that serve sixth through eighth grades. Parents of current sixth- and seventh-grade students, as well as any eighth-grade students who do not meet graduation requirements, would be informed about middle school transfer options in Spring 2011 by the Office of Student Enrollment. Students must meet the admissions requirements for the school (s) where they may be placed. Students may also apply to public charter schools in District 5 and Citywide. Charter schools admit students by lottery, which is typically conducted in early April. The Office of Student Enrollment would inform students about the public charter schools that offer admission at the student’s grade level; some of these schools provide preference for students residing in District 5. Students would apply directly to the charter school.

District 5 has adequate capacity to accommodate the 30-50 middle school students that will require

<sup>8</sup> The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

placement in other District 5 middle schools or public charter schools if KAPPA II is closed at the end of the 2010-11 school year. As of November 1, 2010, 3,471 sixth through eighth grade students were enrolled in District 5 middle schools and public charter schools. There is capacity for 4,632 sixth through eighth grade students in District 5 middle schools and public charter schools, excluding schools being proposed for phase-out.<sup>9</sup> The utilization rate for District 5 middle schools and public charter schools is only 75%. District 5 offers the following middle school choices<sup>10</sup>:

School	DBN	Address	Grades Served in 2010-2011	Building Utilization	2009-2010 Progress Report Grade	% SE	% ELL	Admissions Process	Site Accessibility
P.S./M.S. 46 Arthur Tappan	05M046	2987 Frederick Douglass Boulevard	PK, K-8	75%	C	7%	10%	Limited Unscreened	Functionally Accessible
P.S./M.S. 123 Mahalia Jackson	05M123	301 West 140 Street	PK, K-8	89%	C	10%	17%	Limited Unscreened	Not Accessible
P.S./M.S. 129 John H. Finley	05M129	425 West 130 Street	PK, K-8	79%	B	9%	10%	Limited Unscreened	Not Accessible
P.S./M.S. 161 Pedro Albizu Campos	05M161	499 West 133 Street	K-8	102 %	B	9%	36%	Limited Unscreened	Not Accessible
Renaissance Leadership Academy	05M286	509 West 129 Street	6-8	80%	C	8%	9%	Screened	Not Accessible
KAPPA IV	05M302	6 Edgecombe Avenue	6-8	84%	B	13%	8%	Screened	Not Accessible
Academy for Social Action: A College Board School	05M367	509 West 129 Street	6-12	133 %	B	13%	9%	Screened	Not Accessible
The Urban Assembly Institute for New Technologies	05M410	509 West 129 Street	6, 7	30%	NA	15%	7%	Limited Unscreened	Not Accessible

<sup>9</sup> Capacity for schools serving more than one District is adjusted to reflect only a portion of seats for District 5 students

<sup>10</sup> Excludes schools being proposed for phase-out or closure

Wadleigh Secondary School for the Performing & Visual Arts	03M415	215 West 114 Street	6-12	62%	C	9%	6%	Screened	Functionally Accessible
Choir Academy of Harlem	05M469	2005 Madison Avenue	6-12	51%	C	7%	4%	Audition	Not Accessible
Frederick Douglass Academy	05M499	2581 Seventh Avenue	6-12	93%	C	6%	1%	Screened	Not Accessible
Thurgood Marshall Academy for Learning and Social Change	05M670	200 West 135 Street	6-12	84%	D	6%	2%	Screened	Functionally Accessible
Columbia Secondary School for Math, Science and Engineering	05M362	425 West 123 Street	6-9	106 %	C	0%	0%	School-Based Application – Screened	Partially Accessible
<b>Charter Schools in District 5</b>									
Democracy Prep Charter School	84M350	207 West 133 Street	6-10	294 %*	A	0%	5%	Lottery	Not Accessible
KIPP Infinity Charter School	84M336	625 West 133 Street	K, 5-10	120 %	A	0%	9%	Lottery	Functionally Accessible
Democracy Prep Harlem Charter School	84M481	222 West 134 Street	6	81%	NA	NA	NA	Lottery	Functionally Accessible
KIPP S.T.A.R. Charter School	84M726	433 West 123 Street	5-10	42% **	B	0	6%	Lottery	Partially Accessible

\* This school houses grades 9 and 10 at a different location; capacity at the other location, which is a private facility, is not included in the target capacity or utilization rate.

\*\* This school is sited in two separate locations. Capacity and enrollment in the two locations have been combined in this chart.

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

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

In the Spring 2011 the Office of Student Enrollment will provide information about the potential transfer options for students at schools approved for closure. Students must meet the admissions criteria for schools where they are placed. Existing middle school class sizes would likely increase, and some schools with less than 100% utilization may be asked to open additional class sections. In 2009-2010, average class size for

District 5 middle schools (excluding schools proposed for phase-out or closure) was as follows<sup>11</sup>:

Grade	No. of Classes	Average Class Size*
06	32	24.4
07	30	26.7
08	24	29.6

\*average of averages at each school

Target class size for middle school grades is 28 students; maximum class sizes are 30-32, depending on Title I status. In 2009-2010, sixth and 7<sup>th</sup> grade classes were below this target class size, indicating space available for additional students. In aggregate, District 5 middle school enrollment is well below capacity, indicating the ability to open additional class sections if required to accommodate students requiring a transfer for 2011-2012.

Some non-District 5 students currently attending District 5 middle schools proposed for phase-out or closure may also be eligible for placement at schools in their home district. Sixteen of the students enrolled in KAPPA reside outside of District 5, ten of whom are in eighth grade and may graduate at the end of this year.

KAPPA II admits students through the District 5 middle school choice process. If this proposed closure is approved, approximately 13 sixth-grade seats in District 5 would be eliminated, and 65 total middle school seats would be eliminated. In 2010-2011, 14 students were admitted to Kappa II through the over-the-counter process, including 11 in sixth grade, 1 in seventh grade, and 2 in eighth grade. Of entering sixth grade in District 5, 76 were enrolled in a SC class and 56 were enrolled in a CTT class.

6% of KAPPA II students are English Language Learners (“ELLs”) and receive English as a Second Language (“ESL”) services. 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 District 5 can be found in the Middle School Directory: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm> Please note, this directory is updated yearly. Students who are English Language Learners are placed according to the same placement criteria as their English-speaking peers and receive appropriate services in any school to which they are placed.

#### Impact on Academic and Extracurricular Offerings at KAPPA II

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at KAPPA II. KAPPA II will make every effort to continue all current programs through the end of the 2010-2011 school year. That said, the availability of certain offerings at the school may be impacted by the already low enrollment in the school this year.

In the past KAPPA II offered a Spanish bi-lingual academic program as an option for students. Due to low enrollment, that program is not offered in 2010-2011. Only one District 5 middle school is expected to offer a comparable program in 2011-2012. The DOE will evaluate demand for this program, and evaluate the need to create an additional Spanish bi-lingual option in District 5 for the future.

KAPPA II’s students currently benefit from the following partnerships and after-school programs: Graham Wyndham (mental health support); Harlem Hospital (medical care); NY Road Runner’s

<sup>11</sup> 2009-2010 Updated Class Size Report

Association (after school track and field); 21<sup>st</sup> Century Grant (after school homework support and programs), ENACT (programs for social and emotional development). These programs would continue through the remainder of the school year.

KAPPA II currently offers Collaborative Team Teaching (“CTT”) classes, Special Classes (also called self-contained classes, “SC”), and Special Education Teacher Support Services (“SETTS”). The existing CTT, SC, and SETTS classes would continue to be provided at KAPPA II through the remainder of the 2010-11 school year, and students with disabilities would continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”). The M030 building is only accessible on the first floor.

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 students’ needs. This process will apply to students with IEPs transitioning to middle school who might otherwise have attended KAPPA II in the same manner as it applies to all other students. Special Education Placement Officers would work individually with each family to confirm a placement at an alternative site that is accepted by each family.

District 5 middle schools currently offering SC and CTT programs include:

School	DBN	CTT Students Enrolled	SC Students Enrolled
P.S./M.S. 46 Arthur Tappan	05M046	10	11
P.S./M.S. 123 Mahalia Jackson	05M123	24	11
P.S./M.S. 129 John H. Finley	05M129	0	30
P.S./M.S. 161 Pedro Albizu Campos	05M161	36	18
Renaissance Leadership Academy	05M286	0	25
KAPPA IV	05M302	28	0
Academy for Social Action: A College Board School	05M367	27	0
The Urban Assembly Institute for New Technologies	05M410	9	21
Wadleigh Secondary School for the Performing & Visual Arts	03M415	0	14
Choir Academy of Harlem	05M469	0	18
Frederick Douglass Academy	05M499	7	36

Thurgood Marshall Academy for Learning and Social Change	05M670	0	0
Columbia Secondary School for Math, Science and Engineering	05M362	0	0
<b>Charter Schools in District 5</b>			
Democracy Prep Charter School	84M350	9	0
KIPP Infinity Charter School	84M336	0	0
Democracy Prep Harlem Charter School	84M481	10	0
KIPP S.T.A.R. Charter School	84M726	0	0
Total		160	184

#### Impact on Community Partnerships at KAPPA II

KAPPA II currently has partnerships with several community organizations, including the Studio Museum in Harlem; Hunter College through the Education Fellowship Program; the Harlem Writers Guild; Working Playground; the Stanley M. Isaacs Neighborhood Center, Inc.; and Replications, Inc. Those partnerships would continue to support current students at KAPPA II for the remainder of the school year. The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported KAPPA II students in the past. As appropriate, the DOE would work with other District 5 middle schools to introduce or enhance partnerships with the community organizations that currently support KAPPA II students.

#### Admissions Impact for Future Middle School Students

KAPPA II admits students through the District 5 middle school choice process. If this proposed closure is approved, approximately 13 sixth-grade seats in District 5 would be eliminated, and 65 total middle school seats would be eliminated. In 2010-2011, 14 students were admitted to KAPPA II through the over-the-counter process, including 11 in sixth grade, 1 in seventh grade, and 2 in eighth grade. Of entering sixth graders in District 5, 76 were enrolled in a SC class and 56 were enrolled in a CTT class.

Five students were matched to KAPPA II through the District 5 middle school choice process for September 2010 enrollment; there are 13 sixth-graders on register as of November 1, 2010. Thus, there are very few students who may have previously attended KAPPA II for middle school who would instead need to select another middle school option.

If a current fifth grader includes KAPPA II on his or her application for 2011-2012, and this proposal is approved, the next school on the student's application would move up in the student's ranking to take the place of KAPPA II. The student would be matched to the highest ranking school on his or her application that also ranked the student for admission.

Current District 5 fifth-grade students who previously could have chosen to attend KAPPA II would continue to have access to a broad range of middle school options through the District 5 Middle School Choice process. Please see the chart in the section above for a list of options.

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 students' needs. This process would apply to students with IEPs transitioning to middle school that might otherwise have attended A.C.E. in the same manner as it applies to all other students. Special Education Placement Officers would work individually with each family to confirm a placement at an alternative site that is accepted by each family.

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 District 5 can be found in the Middle School Directory: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm> Please note, this directory is updated yearly. Students who are English Language Learners are placed according to the same placement criteria as their English-speaking peers and receive appropriate services in any school to which they are placed.

There is sufficient capacity to accommodate all current fifth grade students in the sixth grade in 2011-2012:

- Excluding the seats currently available at A.C.E. or other District 5 middle schools proposed for phase-out or closure, there are 4,632 total sixth- through eighth-grade seats in District 5 including DOE and public charter schools<sup>12</sup>. Two other District 5 middle schools are also being proposed for phase-out or closure: KAPPA II and I.S. 195. KAPPA II was proposed for phase-out and approved in January 2010, but a lawsuit prevented the DOE from implementing these plans.
- In 2009-2010, there were only 3,471 sixth- through eighth-grade students enrolled in District 5 schools, including those at A.C.E., KAPPA II and I.S. 195. This means that there is extra space in existing District 5 schools at the sixth- through eighth-grade level after the proposed closure of A.C.E., KAPPA II, and I.S. 195.
- One new public charter school serving middle school students has received a charter to open in District 5 for September 2010: Democracy Prep 3. This school will create 100 new seats per grade, for a total of 300 new middle school seats in District 5. This school will be proposed in a separate EIS.
- There are currently 1,371 fifth grade students enrolled in District 5 elementary and public charter schools. Including new school capacity expected to open in September 2011, there are approximately 1,644 sixth grade seats for District 5 students, for a potential utilization rate of 83%.

Additional information regarding special programs and courses offered by the schools listed above are available in the online Middle School Directory <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm> .

## **B. Schools**

KAPPA II enrolls 65 students in 2010-2011, mostly consisting of 2009-2010 students who continued to the next grade level. If this proposal is approved, KAPPA II would close at the end of June 2011. There is sufficient middle school capacity in District 5 without replacing KAPPA II. Space made available in M030 from the closure of KAPPA II will be used to accommodate the growth of HSA2, which relocated to M030 in September 2010.

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<sup>12</sup> Total capacity of schools serving grades 6-8 with proportionate capacity for schools serving additional grades.

The overall plan for M030 includes the phase-out of KAPPA II and the phase-in of HSA2. When HSA2 completes its expansion and achieves “full scale” in the 2013-2014 school year, it is projected to enroll 580 Kindergarten through fourth-graders. The building would continue to house P.S. 30, P138M, and HSA2 after the closure of KAPPA II. The projected utilization for M030 at that point would be 93%. This means that the building has adequate capacity to accommodate P.S. 30, P138M, and HSA2 at its full scale in M030, according to the DOE’s Citywide Instructional Footprint (the “Footprint”). (Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/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))

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day, as appropriate.

All schools receive a baseline of one half-size resource room, and three rooms for administrative services.<sup>13</sup> Additional rooms may be allocated based on the enrollment of the school. Any space not allocated pursuant to the Footprint is to be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

Based on a building walkthrough conducted by the Director of Space Planning on December 7, 2010, M030 has 101 total rooms, including 73 full-size rooms, 25 half-size rooms and 2 general offices that can be allocated to schools. The custodian, nurse and school-based support team rooms are in addition to these totals. M030 also has the following rooms which will be shared by all schools following KAPPA II’s closure and HSA2’s phase-in: two cafeterias, a gymnasium and an indoor playspace, an auditorium, and a library. The co-location of HSA2 with P.S. 30, P138M, and KAPPA II in M030 was addressed in a separate Educational Impact Statement that was approved by the Panel for Educational Policy on February 24, 2010.

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<sup>13</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3 full size classrooms for administrative space, which could be equal to 6 half size classrooms or 1 full size classroom and 4 half size classrooms, etc.

The baseline allocation for 2011-2012 would be:

School	Full-size per footprint	Half-size per footprint	Admin per footprint
KAPPA II	N/A	N/A	N/A
P.S. 30	17	6	3
P138M	14	6	3
HSA2	26	4	3
Sub-Total	57	16	9

In 2011-2012, all schools in M030 will be at full scale. The rooms currently allocated to KAPPA II would be transferred to HSA2. This would meet the needs of HSA2's enrollment growth, and will be aligned with the overall enrollment in the building. There will be sufficient instructional space in M030 for all schools to receive space allocation above the baseline allocation in accordance with the Footprint. As in other situations where other schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, the two gymnasiums and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

School	2011-12 Full-Size Room Allocation	2010-12 Half-size Room Allocation	2010-11 General Office	2011-2012 Change to allocation	2011-2012 space above baseline footprint
KAPPA II	8	3		No space	
P.S. 30	25	5	1 (equal to 1.5 full size classrooms)	No change	6 rooms
P138M	15	8	1 (equal to 1.5 full size classrooms)	No change	.5 rooms
HSA2	25	9		Add KAPPA II space	8 rooms
Sub-Total	73	25	2 (equal to 3 full size classrooms)		
Available	73	25	2 (equal to 3 full size classrooms)		

A combination of full-size rooms and half-size rooms are used to fulfill each school's needs for administrative space.

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).

### **C. Community**

KAPPA opened in September 2004. Enrollment had been approximately 200 students from 2006-2007 to 2009-2010 compared to capacity of 407. As noted elsewhere in this document, the 65 total middle school seats in District 5 eliminated by KAPPA II's closure are not required to meet the needs of District 5 students. In addition, the DOE will propose opening one new middle school in September 2011 in District 5. As a result, the proposal to close KAPPA II is not expected to yield a net loss of seats in M030 or District 5. In 2009-2010, M030 had a utilization rate of 52%. When HSA2 completes its phase-in and achieves full scale, the DOE projects the building will have a 93% utilization rate. This means that by 2013-2014, M030 will enroll more students and be more highly utilized than was the case during the 2009-2010 school year.

The DOE estimates that 108 new sixth-grade seats will be created in District 5 during the 2011-2012 school year. These will be "unscreened" seats, meaning there are no academic requirements for admission. There are currently 1,371 fifth graders enrolled in District 5 DOE and public charter schools; total sixth grade capacity in D5 schools is 1,644 including public charter schools located in and giving preference to residents of District 5, and including new seats expected to be opened in in September 2011. Assuming all these fifth grade students continue in District 5 for sixth grade, there will be sufficient seats for all, and the District would be at 83% capacity for sixth grade seats.

Current District 5 fifth-grade students who previously could have chosen to attend KAPPA II would continue to have access to a broad range of middle school options through the District 5 Middle School Choice process. This is the same overall list as would be considered for transferring students from KAPPA II, which can be found in section III.A above.

The DOE's Pre-Kindergarten programs are maintained based on available funding and student enrollment. Barring changes in available funding or student enrollment, the full day Pre-Kindergarten program at P.S. 30 would not be affected by this proposal.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M030.

## IV. Enrollment, Admissions and School Performance Information

### KAPPA II

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> District 5 Middle School Choice Screened
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#### Enrollment Data

<b>Current Grades Served</b>	6–8
<b>Projected 2011-2012 Enrollment:</b>	0

#### Demographic Data

<b>Percentage Students Receiving CTT or SC services<sup>14</sup></b>	20%
<b>Percentage Students with Individual Education Plan<sup>15</sup></b>	30%
<b>Percentage English Language Learner Students<sup>16</sup></b>	14%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>17</sup></b>	75%

<sup>14</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>15</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>16</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>17</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

### School Performance Data

Kappa II	2007-2008	2008-2009	2009-2010[1]
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	D	D
Quality Review Score	U	UPF	
<b>Performance Data [2]</b>			
English Language Arts % Proficient (Levels 3 and 4)	37%	44%	9%
Math % Proficient (Levels 3 and 4)	56%	54%	17%
<b>Other Key Performance Indicators [2]</b>			
Attendance Rate	91%	91%	91%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

[2] Source: Progress Report

### P.S. 30

#### Admissions Data

<b>Current Admissions</b>	<b>Pre-Kindergarten:</b> Standard Universal Pre-K Admissions Process  <b>Grades K-5:</b> Zoned
<b>Admissions 2011-2012</b>	<b>Pre-Kindergarten:</b> Standard Universal Pre-K Admissions Process  <b>Grades K-5:</b> Zoned

#### Enrollment Data

<b>Current Grades Served</b>	PK, K-5
<b>Projected 2011-2012 Enrollment:</b>	275-300

### Demographic Data

Percentage Students Receiving CTT or SC services <sup>18</sup>	26%
Percentage Students with Individual Education Plan <sup>19</sup>	29%
Percentage English Language Learner Students <sup>20</sup>	14%
Percentage of Students Eligible for Free or Reduced Lunch <sup>21</sup>	95%

### School Performance Data

P.S. 030 Hernandez/Hughes	2007-2008	2008-2009	2009-2010[1]
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	A	A
Quality Review Score	WD		
<b>Performance Data [2]</b>			
English Language Arts % Proficient (Levels 3 and 4)	53%	65%	33%
Math % Proficient (Levels 3 and 4)	75%	79%	40%
<b>Other Key Performance Indicators [2]</b>			
Attendance Rate	92%	92%	92%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

[2] Source: Progress Report

<sup>18</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>19</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>20</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

<sup>21</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

**P138M****Admissions Data**

<b>Current Admissions</b>	Placement based on individual student needs/recommended special education services
<b>Admissions after Phase-out</b>	Placement based on individual student needs/recommended special education services

**Enrollment Data<sup>22</sup>**

<b>Current Grades Served</b>	K-5
<b>Projected 2011-2012 Enrollment:</b>	140-145

**Demographic Data**

<b>Percentage Students Receiving CTT or SC services<sup>23</sup></b>	100%
<b>Percentage Students with Individual Education Plan<sup>24</sup></b>	100%
<b>Percentage English Language Learner Students<sup>25</sup></b>	N/A
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>26</sup></b>	N/A

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<sup>22</sup> Enrollment at this location only

<sup>23</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>24</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

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

<sup>26</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

### School Performance Data

P138M	2007-2008	2008-2009	2009-2010[1]
<b>School Performance and Progress</b>			
Overall Progress Report Grade			A
Quality Review Score			
<b>Performance Data [2]</b>			
English Language Arts % Proficient (Levels 3 and 4)			17%
Math % Proficient (Levels 3 and 4)			19%
<b>Other Key Performance Indicators [2]</b>			
Attendance Rate			84%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

### HSA2

#### Admissions Data

<b>Current Admissions</b>	<b>Grades K-3:</b> Lottery
<b>Admissions after Full Phase-In</b>	<b>Grades K-5*:</b> Lottery

\*K-4 only expected to be served in this location

#### Enrollment Data

<b>Current Grades Served</b>	K-3
<b>Projected 2011-2012 Enrollment:</b>	600

### Demographic Data<sup>27</sup>

Percentage Students Receiving CTT or SC services <sup>28</sup>	0%
Percentage Students with Individual Education Plan <sup>29</sup>	10%
Percentage English Language Learner Students <sup>30</sup>	2%
Percentage of Students Eligible for Free or Reduced Lunch	NA%

### School Performance Data

HSA2	2007-2008	2008-2009	2009-2010
<b>School Performance and Progress</b>			
Overall Progress Report Grade	N/A	N/A	N/A
Quality Review Score	N/A	N/A	N/A
<b>Graduation Data</b>			
Four-Year Graduation Rate	N/A	N/A	N/A
Four-Year Regents Diploma Rate	N/A	N/A	N/A
Six-Year Graduation Rate	N/A	N/A	N/A
<b>Other Key Indicators</b>			
Percent of First-Year Students Earning 10+ Credit	N/A	N/A	N/A
Attendance Rate	N/A	N/A	96%
<b>2010-2011 State Accountability Status</b>			
Pending			

## V. Initial Costs and Savings

Once KAPPA II is closed, the DOE would cease to allocate funds to KAPPA II, and repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school, 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. 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.

<sup>27</sup> The data shown here is from ATS. Success Network has reported the following information: 10% of students receive special education services; 12% are English Language Learner Students; 78% are eligible for free or reduced price lunch.

<sup>28</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.

<sup>29</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.

<sup>30</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register.

## 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 KAPPA II would be excessed<sup>31</sup> at the end of the 2010-2011 school year. All excessing would be conducted in accordance with existing labor contracts.

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.

It is also important to understand that the students who would otherwise have enrolled in KAPPA II. Students would now be enrolled in other District 5 middle schools, 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 within and beyond KAPPA II. 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

At the end of June 2011, KAPPA II would no longer be in operation as a school, and no funding would be allocated to this school for 2011-2012. Please note that any reduction in 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 FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

### C. Administration

All school supervisor and/or administrator positions assigned to KAPPA II would eventually be excessed when the school is closed. Again, all excessing would take place in accordance with existing labor contracts.

### D. Transportation

Transportation will continue 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 I.S. 195 through the end of the 2010-11 school year, when the school would close.

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

## E. Other Support Services

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

## VII. Building Information

<b>Type of Building</b>	Elementary
<b>Year Built</b>	1969
<b>Overall BCAS rating</b>	2.58 out of 5
<b>Target Utilization</b>	52%
<b>Target Capacity</b>	1,071
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$11,481.21 <b>Materials:</b> \$11,840.78 <b>Maintenance and repair contracts:</b> \$39,537.32 <b>Custodial operations costs—Materials:</b> \$10,349.64 <b>Custodial operations costs—Custodial Allocation:</b> \$57,700.62
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$199,709.00 <b>Gas:</b> \$98,293.00 <b>Oil:</b> \$0.00
<b>Projects completed during the current or prior school year</b>	CIP /CEC request- Fire alarm, FY10 Reso A Desk computers & Smartboard
<b>Projects proposed in the capital plan</b>	Building Upgrade- Low Voltage Electrical systems /Fire Alarm System
<b>Accessibility of the building</b>	1st Floor functionally programmatic accessible
<b>Building attributes</b>	Art room, Auditorium,Cafeteria,Computer room, Gymnasium, Library