EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of Academy of Collaborative Education (05M344)

I. Summary of Proposal

Academy of Collaborative Education (05M344, "A.C.E.") is an existing middle school located at 222 West 134 Street, New York, NY, 10030, in Community School District 5, in Building M092 ("M092"). It currently serves students in sixth through eighth grade. Building M092 also houses P.S. 92 Mary McLeod Bethune (05M092, "P.S. 92"), an existing zoned elementary school, St. HOPE Leadership Academy Charter School (84M388, "St. HOPE Leadership"), and Democracy Prep Harlem Charter School (84M481, "Democracy Prep Harlem"). The New York City Department of Education ("DOE") is proposing to close A.C.E. 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 approved, A.C.E. would close at the conclusion of the 2010-2011 school year. Current students who have not graduated would be offered seats at other District 5 schools, or could apply to charter schools in District 5 or throughout the City. The DOE's proposal to close A.C.E. at the conclusion of the 2010-11 school year, rather than phase A.C.E. out over two years, is driven by the fact that enrollment at A.C.E. is too low to be sustained over a two-year phase-out. Enrollment at A.C.E as of November 1, 2010 is 13 students in sixth grade, 42 students in seventh grade, and 79 students in eighth grade. 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. [1]

P.S. 92 currently serves Kindergarten through fifth grade students, and it also has a full-day Pre-Kindergarten program. Total current enrollment at P.S. 92 is 285 students[2]. The proposed closure of A.C.E. would not affect enrollment or programming at P.S. 92.

St. HOPE Leadership Academy currently serves 271 fifth- through eighth-grade students. The current eighth grade is one section smaller than other grades, so it is expected to increase enrollment by 25 students in 2011-2012 as its current students articulate to the next grade, and then remain at approximately 300 students.

Democracy Prep Harlem is an existing public charter school that currently serves 109 students in sixth grade. As part of its charter, Democracy Prep Harlem is to expand one grade per year until it serves grades six through eight. When Democracy Prep Harlem completes its expansion and achieves "full scale," it will serve approximately 300-325 students at M092. The proposed closure of A.C.E. could affect enrollment at St. HOPE Leadership and Democracy Prep Harlem: current sixth- and seventh-grade students would be able to apply for enrollment at either school, though admission would depend on seat availability.

P.S. 92, St. HOPE Leadership, and Democracy Prep Harlem would remain "co-located" after A.C.E. is closed. A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. Once Democracy Prep Harlem

[1] Students who do not meet promotional requirements 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.

[2] November 1, 2010 Unaudited Register, excludes Pre-Kindergarten

has completed its expansion and A.C.E. has closed, there would be approximately 875-920 students served in the building.

In 2009-2010, M092 had a target capacity to serve 851[3] students and enrollment of 686[4] students. In the future, the building is projected to have enrollment of 875-920 students, and a utilization of 102-108% of target capacity. Many buildings operate effectively at above 100% capacity. Utilization above this level is often due to class sizes larger than DOE targets, particularly at charter schools.

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, 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 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 standard for maximum 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.

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

[3] 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").

[4] Includes Pre-Kindergarten

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.[5] Progress Reports 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.

A.C.E. earned an F grade on its 2009-2010 Progress Report, including a D grade in the School Environment sub-section and F grades in the Student Performance and Student Progress sub-sections. On its 2008-2009 Progress Report, A.C.E. earned a D grade, including F grades in the School Environment and Student Progress sub-sections and a B grade in the Student Performance sub-section. On its 2007-2008 Progress Report, A.C.E. earned a C grade, but it earned an F grade in the School Environment sub-section.[6] A.C.E. was rated "Underdeveloped," the lowest possible rating, on its most recent Quality Review in 2008-2009. A.C.E. was proposed for phase-out last year, and 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 low Quality Review rating, the DOE initiated a comprehensive review of A.C.E. 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 A.C.E.—will address the school's longstanding struggles and allow for new school options to develop in Building M092 that will better serve future students and the broader community.

[5] 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.

[6] http://schools.nyc.gov/Accountability/tools/report/default.htm

Performance and School Environment at A.C.E.

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

- The overwhelming majority of A.C.E. students remain below grade level in English Language Arts and math.
- In 2009-2010, only 3% of students were performing on grade level in English—making A.C.E. the second-lowest performing middle school in New York City. In 2008-2009 performance in English was in the bottom 5% of middle schools in New York City.
- Last year, only 9% of students were performing on grade level in math—making A.C.E. the seventh-lowest performing middle school in New York City. In 2008-2009, performance in math was in the bottom 4% of middle schools in New York City.
- With so few students performing at grade level, A.C.E. students must make substantial progress to get back on track. Unfortunately, A.C.E. ranks in bottom 1% of middle schools citywide in terms of learning growth in English and the bottom 14% of middle schools citywide in terms of learning growth in math. If such poor performance continues, A.C.E. students will fall even further behind their peers in other schools.
- A.C.E. earned an F grade last year on its Progress Report, including an F grade for student progress and performance, and a D grade for school environment. This represents declining performance from an overall grade of D in the 2008-2009 and C in 2007-2008.
- A.C.E. was rated "Underdeveloped" on its most recent Quality Review, indicating serious deficiencies in the school's capacity to support student learning.[7] 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; "Underdeveloped" represents a one out of four.
- The school's attendance rate continues to be low. The attendance rate last year was 83%, well below the Citywide average of 92% for middle schools.
- Safety issues have been a concern at the school. On the 2010 New York City School Survey, 24% of students reported feeling unsafe at school, and 46% of teachers reported that discipline and order were not maintained at A.C.E.
- Demand for seats at A.C.E. 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 A.C.E. ranked it in their top three choices, demonstrating that A.C.E. is not a desired school option to rising fifth graders in District 5.[8]

[7] For more information about Quality Reviews, please visit the DOE's website at: http://schools.nyc.gov/Accountability/tools/review

[8] The proposal to phase out A.C.E. last year was posted after the middle school application deadline, and thus was not a factor in the low application rankings for A.C.E.

The chart below summarizes key performance data for A.C.E. over the past three years.

Academy of Collaborative Education	2007-2008	2008-2009	2009-2010[9]
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Quality Review Score	U	U	
Performance Data[10]			
English Language Arts % Proficient (Levels 3 and 4)	29%	38%	3%
Math % Proficient (Levels 3 and 4)	59%	47%	9%
Other Key Performance Indicators[11]			
Attendance Rate	88%	88%	83%
2010-2011 State Accountability Status	In Good Standing		

Overview of Past Strategic Improvement Efforts at A.C.E.

We recognize that ACE 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 ACE including:

Leadership Support:

- Helping the principal develop the school's Comprehensive Education Plan and set school-wide goals.

Instructional Support:

- Offering monthly teacher training in literacy, math, social studies, science and supporting English Language Learners.
- Helping to create teacher teams to align the school's curriculum across grade levels and content areas.

Operational Support:

- Working with ACE to implement $46,682 in grant funding for new programs, including CHAMPS Middle School Sports and Fitness League and the GREAT Program (Gang Resistance Education and Training).

[9] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the 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.

[10] Source: Progress Report

[11] Source: Progress Report

- One-on-one support to the principal and staff on budgeting, human resources, recruiting and retaining talented teachers, building management, and operational compliance issues.
- Guiding the school in working with other schools on the campus to ensure efficient and coordinated use of facilities and shared spaces.

Student Support:

- Assigning a dedicated attendance teacher to ACE to develop long-term improvement plans and programs for student attendance.
- Supporting the principal and staff to ensure that Students with Disabilities receive mandated services.

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

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the A.C.E. community about strategies to better support students and improve outcomes at the school.

On October 12, 2010, District 5 Superintendent Gale Reeves held a School Leadership Team meeting and parent meeting at the school to discuss what is working at A.C.E., what isn't working, and how to work together to better serve students. 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/M344.

Approximately 30 parents attended the parent meeting. They expressed a desire to see the school improve but had several concerns:

- The school lacks sufficient intervention services for troubled and struggling students.
- There are serious safety problems at the school.

The School Leadership Team expressed some similar concerns, and cited the low level of parent participation. They did have positive things to say about strides that have been taken to make the school safer and strengthen relationships with outside organizations. However, these perceived positive steps have not been enough to measurably improve A.C.E.'s performance.

Given the failed attempts to support the school—whether as part of centralized efforts to support all schools or individualized plans for A.C.E.—it is apparent that A.C.E. has failed to develop the proper infrastructure to meet the needs of its students and families. While some members of the A.C.E. community objected to the possibility of phasing out the school, 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 A.C.E. is located, M092, has the capacity to serve 851 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building only served 686 students, yielding a utilization rate of 81% of target capacity. This means that the building was "underutilized" and had extra space to accommodate additional students. In March 2010, the PEP approved the opening of Democracy Prep Harlem in M092 to make use of this available capacity. Long-term, P.S. 92, St. Hope Leadership and Democracy Prep Harlem will continue to co-locate in the M092 building.

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

School Year	2010-11	2011-12	2012-13	2013-14
A.C.E.	6-8	N/A	N/A	N/A
Enrollment	134	N/A	N/A	N/A
P.S. 92[12]	K-5	K-5	K-5	K-5
Enrollment	285	275-295	275-295	275-295
St. HOPE Leadership	5-8	5-8	5-8	5-8
Enrollment	271	290-300	300	300
Democracy Prep Harlem	6	6, 7	6-8	6-8
Enrollment	109	200-250	300-325	300-325
Total Enrollment	799	765-845	875-920	875-920

It is not anticipated that the proposed closure of A.C.E. would impact the enrollment at P.S. 92. St. HOPE Leadership will see an increase in its enrollment as this year's small eighth grade class graduates and the larger class cohorts behind it articulate to the next grade level. St. HOPE Leadership may also take in some A.C.E. students. Democracy Prep Harlem will see an enrollment increase as it adds an additional grade each year, in accordance with its previously approved phase-in plan. Some of that enrollment increase may come from students currently enrolled at A.C.E.

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

A. Students

Enrollment Options for Current A.C.E. Students

If this proposal is approved, A.C.E. would no longer enroll any students after the conclusion of the 2010-

[12] P.S. 92 also houses a pre-Kindergarten program. The DOE does not believe that this program would be affected by the proposed closure of A.C.E.

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 50-60 middle school students that will require placement in other District 5 middle schools or public charter schools if A.C.E. 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.[13] The utilization rate for District 5 middle schools and public charter schools is only 75%. District 5 offers the following middle school choices[14]:

School	DBN	Address	Grades Served in 2010-2011	2009-2010 Capacity	2009-2010 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	888	75%	C	7%	10%	Limited Unscreened	Functionally Accessible
P.S./M.S. 123 Mahalia Jackson	05M123	301 West 140 Street	PK, K-8	700	89%	C	10%	17%	Limited Unscreened	Not Accessible
P.S./M.S. 129 John H. Finley	05M129	425 West 130 Street	PK, K-8	733	79%	B	9%	10%	Limited Unscreened	Not Accessible
P.S./M.S. 161 Pedro Albizu Campos	05M161	499 West 133 Street	K-8	871	102%	B	9%	36%	Limited Unscreened	Not Accessible
Renaissance Leadership Academy	05M286	509 West 129 Street	6-8	317	80%	C	8%	9%	Screened	Not Accessible
KAPPA IV	05M302	6 Edgecombe Avenue	6-8	309	84%	B	13%	8%	Screened	Not Accessible
Academy for Social Action: A College Board School	05M367	509 West 129 Street	6-12	299	133%	B	13%	9%	Screened	Not Accessible

[13] Capacity for schools serving more than one district is adjusted to reflect only a portion of seats for District 5 students
[14] Excludes schools being proposed for phase-out or closure

The Urban Assembly Institute for New Technologies	05M410	509 West 129 Street	6, 7	237	30%	NA	15%	7%	Limited Unscreened	Not Accessible
Wadleigh Secondary School for the Performing & Visual Arts	03M415	215 West 114 Street	6-12	872	62%	C	9%	6%	Screened	Functionally Accessible
Choir Academy of Harlem	05M469	2005 Madison Avenue	6-12	823	51%	C	7%	4%	Audition	Not Accessible
Frederick Douglass Academy	05M499	2581 Seventh Avenue	6-12	1711	93%	C	6%	1%	Screened	Not Accessible
Thurgood Marshall Academy for Learning and Social Change	05M670	200 West 135 Street	6-12	682	84%	D	6%	2%	Screened	Functionally Accessible
Columbia Secondary School for Math, Science and Engineering	05M362	425 West 123 Street	6-9	271	106%	C	0%	0%	School-Based Application – Screened	Partially accessible
Charter Schools in District 5										
Democracy Prep Charter School	84M350	207 West 133 Street	6-10	138	294%*	A	0%	5%	Lottery	Not accessible
KIPP Infinity Charter School	84M336	625 West 133 Street	K, 5-10	280	120%***	A	0%	9%	Lottery	Functionally accessible
Democracy Prep Harlem Charter School	84M481	222 West 134 Street	6	872	81%	NA	NA	NA	Lottery	Functionally accessible
KIPP S.T.A.R. Charter School	84M726	433 West 123 Street	5-10	341	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. The high school location is functionally accessible.

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

*** In 2009-2010, high school grades were in this location. They were moved for 2010-2011.

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 of 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. Many existing middle school class sizes in the district will 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[15]:

Grade	# 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 1 status. In 2009-2010, sixth and seventh 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. Eighteen of the students enrolled in A.C.E. reside outside of District 5, twelve of whom are in eighth grade and may graduate at the end of this year.

Impact on Academic and Extracurricular Offerings at A.C.E.

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at A.C.E. A.C.E. 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.

A.C.E. currently has partnerships with several community organizations, including OPUS Dance Theatre; Turnaround for Children Inc.; Children for Children (Service Learning Program); C.H.A.M.P.S. (Cooperative, Healthy, Active, Motivated, Positive Student); Play Rugby USA; Vision, Education and Media; Marquis Studios (Creative Movement and Conceptual Design Program; Teens Tact (Positive Self Images and Choices); College for Every Student (College Readiness Program); G.R.E.A.T. (Gang Resistance Education and Training Program). These partnerships will continue to support current students this year. The DOE will work with the other school organizations in the building to foster opportunities for them to work with the community organizations that have supported A.C.E. students in the past.

A.C.E. currently meets special education needs through Special Classes or Self Contained ("SC") and Special Education Teacher Support Services ("SETTS"). It also has an English as a Second Language (ESL) program for English Language Learners ("ELLs"). The existing SC classes and ESL services would continue to be provided at A.C.E. for the remainder of the school year and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEP"). All District 5 middle schools provide SETTS services. This year, Collaborative Team Teaching ("CTT") and/or SC classes are available at the following other District 5 middle schools:

[15] 2009-2010 Updated Class Size Report

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
Charter Schools in District 5			
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 A.C.E.

A.C.E. currently has partnerships with several community organizations, including OPUS Dance Theatre; Columbia University's Science, Technology, Engineering, and Mathematics Program; Be Present, Inc.; Children for Children; Cooperative, Healthy, Active, Motivate, Positive Student; and Play Rugby USA. Those partnerships would continue to support current students this year. The DOE would work with the other school organizations in the building to foster opportunities for them to work with the community organizations that have supported A.C.E. students in the past. As appropriate, the DOE would work with existing and new District 5 middle schools to introduce or enhance partnerships with the community organizations that currently support A.C.E. students.

Admissions Impact for Future Middle School Students

A.C.E. 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, 41 students were admitted to A.C.E. through the over-the-counter process, including 8 in sixth grade, 9 in seventh grade, and 24 in eighth grade.

If a current fifth grader includes A.C.E. 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 A.C.E. The student would be matched to the highest ranking school on his or her application that also ranked the student for admission.

There are 1,371 fifth grade students enrolled in District 5 schools, including public charter schools. There is capacity for 1,644 sixth-grade students in District 5 schools, including public charter schools and a new school the DOE is proposing to open in the M195 building. The DOE will propose this new school co-location in a separate EIS. Current fifth-grade students 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.

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.

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. Of students entering sixth grade in District 5, 76 were enrolled in a SC class and 56 were enrolled in a CTT.

M092 is a barrier-free site, meaning it is fully accessible to students with physical disabilities. Students whose disabilities require a barrier-free environment could apply to attend school in this building at one of the two public charter schools located in M092, or could attend middle school in the M195 building, which is also barrier-free. In a separate EIS, the DOE will propose the co-location of a new middle school in M195 that will provide an additional option for students requiring a barrier-free environment. There is also an existing public charter school serving middle school grades, KIPP Infinity, located in M195.

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 will receive appropriate services in any school where they are placed.

In 2010-11, the DOE co-located Democracy Prep Harlem in the M092 building in order to serve as a replacement for A.C.E. With the expansion of Democracy Prep Harlem to serve grades 6-8, the DOE has determined that there is sufficient middle school capacity in District 5 to serve all students. Therefore, the DOE is not opening an additional middle school in the M092 building as a result of the A.C.E. closure.

- 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[16]. Two other District 5 middle schools are also being proposed for closure or phase-out: 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 school serving middle school students will be proposed to open in M195 in District 5 for September 2011. This school will create between 100 and 125 new seats per grade, for a total of 300-375 new middle school seats in District 5. This school will be proposed in a separate EIS.
- There are currently 1,371 5th 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%.

B. Schools

A.C.E. currently enrolls 134 students, with the school typically admitting about 33% of its students as new sixth-grade students each fall. If this proposal is approved, A.C.E. would close at the end of the 2010-2011 school year, but seats lost as a result of that phase-out would be replaced as Democracy Prep Harlem phases in to M092 and enrolls approximately 300-325 students.

The overall plan for M092 includes the closure of A.C.E. and the continued phase-in of Democracy Prep Harlem. When Democracy Prep Harlem completes its expansion and achieves “full scale” in the 2013-2014 school year, it is projected to enroll 300-325 sixth- through eighth-graders. The building would also continue to house P.S. 92 and St. HOPE Leadership. The projected utilization for M092 at that point is 102-108%.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

[16] Total capacity of schools serving grades 6-8. Middle school capacity of schools serving additional grades is proportionate to the number of grades served.

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.
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If approved, there would be sufficient space to serve P.S. 92, St. HOPE Leadership, and Democracy Prep Harlem pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while Democracy Prep Harlem phases in 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)

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.[17] 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.

According to the building walkthrough conducted by the Director of Space Planning on December 8, 2010, M092 has 62 total rooms available to be allocated to schools, including 48 full-size rooms and 12 half-size rooms and one designed general office. Space for the school nurse, custodian, and a CBO currently located in the building are in addition to the room count above. M092 also has the following rooms, which will be shared by all schools: a cafeteria, a gymnasium, an auditorium, and a library. The co-location of Democracy Prep Harlem with P.S. 92, A.C.E., and St. HOPE Leadership in M092 was addressed in a separate Educational Impact Statement that was approved by the Panel for Educational Policy on March 23, 2010.

[17] 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.

There is one quarter-size space less than full footprint available in M092 for all remaining schools at full scale. In order to meet the baseline allocation for Democracy Prep Harlem, P.S. 92 would need to give up one half-size room. 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. A Shared Space Committee will also meet a minimum of 4 times a year and report back to the Building Council regarding shared space questions. Location of each school and the room layout of the building are taken into account in order to provide schools as contained and contiguous space as possible. As in other situations where schools are co-located, the schools would need to share large public assembly rooms in the buiding, namely the cafeteria, the two gymnasiums, and the library.

	Room Needs at Full Scale – Baseline Footprint			
School	Full-size Instructional	Half-size Instructional	Admin	Subtotal FSE
P.S. 92	17	6	3.00	23.00
St. Hope Leadership	13	1	3.00	16.50
A.C.E	13	1	3.00	16.50
Sub-total	43	8	9	56
Available in Building[18]	48	12	1.75	55.75

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. 92 would continue to exist and would not be affected by this proposal.

C. Community

A.C.E. opened in 2006. Enrollment has been declining since 2008-2009, when it first enrolled its full grade span, shown on the chart below:

2010-2011 (grades 6-8)	2009-2010 (grades 6-8)	2008-2009 (grades 6-8)	2007-2008 (grades 6-7)	2006-2007 (grade 6)	% Change from 2008-2009 to 2010-2011
134	194	254	221	110	-47.2%

As noted elsewhere in this document, the 134 middle school seats in District 5 eliminated by A.C.E.'s closure would be recovered through the phase-in of new public charter schools in the district. As a result, the proposal to close A.C.E. is not expected to yield a net loss of seats in M092 or District 5. Specifically, Democracy Prep Harlem will recover middle school seats in M092 as it phases in and reaches full scale. In 2009-2010, M092 had a utilization rate of 81%. When Democracy Prep Harlem completes its phase-in and achieves full scale, the DOE projects the building will have a 102-108% utilization rate. This means that by 2013-2014, M092 would enroll more students and be more fully utilized than was the case during the 2009-2010 school year.

[18] There is one general office that is equal to 1 full size and 1 half-size room, plus one quarter-size room that can be used for administrative purposes.

In addition, one other new public charter school serving students in grades 6-8 is approved to open in District 5 for the 2011-2012 school year. The DOE estimates that 108 new sixth-grade seats will be created in District 5 during the 2011-2012 school year, compared with the loss of 13 seats due to the closure of A.C.E. These will be "unscreened" seats, meaning there are no academic requirements for admission. This means that there will be more than enough new seats opened in September 2011 to offset the seats lost at A.C.E. due to this proposal.

Detailed information about District 5 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/Manhattan.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M092.

IV. Enrollment, Admissions and School Performance Information

A.C.E.

Admissions Data

Current Admissions	**Grades 6-8**: District 5 school-based application

Enrollment Data

Current Grades Served	6–8
2010-2011 Enrollment	134
Projected 2011-2012 Enrollment:	0

Demographic Data

Percentage Students Receiving CTT or SC services[19]	11%
Percentage Students with Individual Education Plan[20]	22%
Percentage English Language Learner Students[21]	10%
Percentage of Students Eligible for Free or Reduced Lunch[22]	87%

[19] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[20] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[21] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[22] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

Academy of Collaborative Education	2007-2008	2008-2009	2009-2010[23]
School Performance and Progress			
Overall Progress Report Grade	C	D	F
Quality Review Score	U	U	
Performance Data[24]			
English Language Arts % Proficient (Levels 3 and 4)	29%	38%	3%
Math % Proficient (Levels 3 and 4)	59%	47%	9%
Other Key Performance Indicators[25]			
Attendance Rate	88%	88%	83%
2010-2011 State Accountability Status	In Good Standing		

P.S. 92

Admissions Data

Current Admissions	**Pre-Kindergarten**: Standard Universal Pre-K Admissions Process **Grades K-5**: Zoned

Enrollment Data

Current Grades Served	K–5
2010-2011 Enrollment	285
Projected 2011-2012 Enrollment:	275-295

[23] 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.
[24] Source: Progress Report
[25] Source: Progress Report

Demographic Data

Percentage Students Receiving CTT or SC services[26]	21%
Percentage Students with Individual Education Plan[27]	24%
Percentage English Language Learner Students[28]	14%
Percentage of Students Eligible for Free or Reduced Lunch[29]	89%

School Performance Data

P.S. 092 Mary McLeod Bethune	2007-2008	2008-2009	2009-2010[30]
School Performance and Progress			
Overall Progress Report Grade	B	B	B
Quality Review Score	WD		WD
Performance Data[31]			
English Language Arts % Proficient (Levels 3 and 4)	48%	50%	28%
Math % Proficient (Levels 3 and 4)	77%	78%	41%
Other Key Performance Indicators[32]			
Attendance Rate	91%	91%	93%
2010-2011 State Accountability Status	In Good Standing		

[26] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[27] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[28] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[29] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010
[30] 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.
[31] Source: Progress Report
[32] Source: Progress Report

St. HOPE Leadership

Admissions Data

Current Admissions	**Grades 5-8**: Lottery
Admissions after Re-Siting and Full Phase-In	**Grades 5-8**: Lottery

Enrollment Data

Current Grades Served	5-8
Projected 2011-2012 Enrollment	300

Demographic Data

Percentage Students Receiving CTT or SC services[33]	3%
Percentage Students with Individual Education Plan[34]	20%
Percentage English Language Learner Students[35]	7%
Percentage of Students Eligible for Free or Reduced Lunch[36]	N/A

[33] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[34] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[35] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[36] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

St. HOPE Leadership Academy Charter School	2007-2008	2008-2009	2009-2010[37]
School Performance and Progress			
Overall Progress Report Grade			B
Quality Review Score			
Performance Data[38]			
English Language Arts % Proficient (Levels 3 and 4)		54%	21%
Math % Proficient (Levels 3 and 4)		75%	40%
Other Key Performance Indicators[39]			
Attendance Rate			96%
2010-2011 State Accountability Status	In Good Standing		

Democracy Prep Harlem

Admissions Data

Current Admissions	**Grades 6-8**: Lottery
Admissions after Re-Siting and Full Phase-In	**Grades 6-8**: Lottery

Enrollment Data

Current Grades Served	6
Projected 2011-2012 Enrollment:	200-216

[37] 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.

[38] Source: Progress Report

[39] Source: Progress Report

Demographic Data[40]

Percentage Students Receiving CTT or SC services[41]	N/A
Percentage Students with Individual Education Plan[42]	N/A
Percentage English Language Learner Students[43]	N/A
Percentage of Students Eligible for Free or Reduced Lunch[44]	N/A

School Performance Data

Democracy Prep Harlem opened in September 2010, as a result there is no school performance data available at this time.

V. Initial Costs and Savings

Once closed, the DOE will cease to allocate funds to A.C.E., 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.

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 A.C.E. would be excessed[45] 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 A.C.E. 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 A.C.E. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

[40] Data based on 2009-2010 enrollment, before this school opened.
[41] Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register.
[42] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[43] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[44] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010
[45] Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title

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, A.C.E. 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.

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

C. Administration

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

D. Transportation

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. There would be no change to existing transportation practices at A.C.E. for the remainder of the school year.

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

Type of Building	Elementary
Year Built	1964
Overall BCAS rating	2.61 out of 5
Target Utilization	81%
Target Capacity	851
FY 2009 Maintenance Costs	**Labor:** $26,299.61 **Materials:** $20,810.05 **Maintenance and repair contracts:** $54,735.45 **Custodial operations costs—Materials:** $6,923.07 **Custodial operations costs—Custodial Allocation:** $256,555.18
FY 2009 Energy Costs	**Electric:** $111,693.00 **Gas:** $2,663.00 **Oil:** $68,225.00
Projects completed during the current or prior school year	Exterior Masonry, IP surveillance cameras, PBX installation
Projects proposed in the capital plan	Classroom connectivty, IP surveillance camera installation, New/Retrofit telephone/intercom systems
Accessibility of the building	Fully Programmatic Accessible
Building attributes	Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library & Science Lab