

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Phase-Out of General D. Chappie James Middle School of Science (23K634) Beginning in 2013-2014**

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

The New York City Department of Education (“DOE”) is proposing to phase out General D. Chappie James Middle School of Science (23K634, “Chappie James Middle School”), an existing unscreened choice middle school in building K183 (“K183”) located at 76 Riverdale Avenue, Brooklyn, NY 11212, in Community School District 23 (“District 23”). Chappie James Middle School currently serves students in grades six through eight. The DOE is proposing to phase out Chappie James Middle School based on its poor performance and the DOE’s assessment that the school lacks the capacity to improve quickly to better support student needs. In a separate Educational Impact Statement (“EIS”), also posted on January 11, 2013, the DOE is proposing to co-locate a new district middle school, 23K668, in building K183. That proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If this proposal is approved, Chappie James Middle School will no longer admit new sixth-grade students at the conclusion of the 2012-2013 school year. The school will continue to phase out one grade level each year, until it closes following the 2014-2015 school year. Current students will be served and supported as they progress towards the completion of middle school while remaining enrolled at Chappie James Middle School. Current and future Chappie James Middle School eighth-grade students will be supported through the Citywide High School Admissions Process as they apply to a high school. There may be students who do not meet promotional standards and are required to repeat a grade that the school will no longer serve. These students will be enrolled in 23K668 in the grade the student is repeating.

Chappie James Middle School currently admits students through the Middle School Choice Process. Chappie James Middle School first admits students who apply to the school and who reside in the Chappie James Elementary School zone, or attend Chappie James Elementary School and then admits students through the Middle School Choice Process using an unscreened selection method if space remains. In unscreened programs, students who apply are randomly selected. If this phase-out proposal is approved, Chappie James Middle School would no longer admit sixth grade students.

Chappie James Middle School is co-located<sup>1</sup> with Riverdale Avenue Community School (23K446, “Riverdale Community”) and General D. Chappie James Elementary School of Science (23K631, “Chappie James Elementary School”), two existing zoned elementary schools.

Riverdale Community currently serves kindergarten through second grade students and is in the process of phasing in to serve additional grades. Riverdale Community also offers a full-day pre-kindergarten program. At full scale in the 2015-2016 school year, Riverdale Community will serve students in grades kindergarten through fifth grade and will offer a pre-kindergarten program.

Chappie James Elementary School currently serves third through fifth grade students and is in the process of phasing out. Chappie James Elementary School will close at the conclusion of the 2014-2015 school year.

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<sup>1</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In a separate proposal, the DOE is proposing to replace the seats lost by this phase-out by opening and co-locating a new middle school, 23K668, in K183 beginning in September 2013. If both proposals are approved, 23K668 will be at full scale in the 2015-2016 school year, when it serves students in sixth through eighth grade.

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

Schools are identified for possible phase-out for any of the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor score on their most recent Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as a Priority School, defined by SED as one of the bottom 5% of schools in the state. In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City. Specifically, under the DOE’s accountability framework, all schools that receive a grade of D, F, or a third consecutive C grade or lower on their annual Progress Report and all schools that receive a rating of Underdeveloped on the Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out. 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. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on the following four-point scale: “Underdeveloped” (the lowest possible rating), “Developing,” “Proficient,” and “Well Developed” (the highest possible rating).

Chappie James Middle School received an overall D grade on its Progress Report in 2011-2012 for the third consecutive year. The school received a “Developing” on its most recent Quality Review in 2011-2012 indicating deficiencies in the way that the school is organized to support student learning. The school was also designated a Priority School by SED in 2012-2013.

As a result, the DOE initiated a comprehensive review of Chappie James Middle School, with the goal of determining what intensive supports and interventions would best benefit its students and the Chappie James Middle School community. During that review, the DOE looked at recent historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of Chappie James Middle School—is appropriate given the school’s performance struggles and to allow for new school options to develop in K183 that will better serve future students and the broader community.

### *Performance and School Environment at Chappie James Middle School*

As noted above, Chappie James Middle School has struggled, and the school’s performance during the 2011-2012 school year confirmed the DOE’s assessment that the school lacks capacity to improve quickly to better support student needs.

- The overwhelming majority of Chappie James Middle School students remain below grade level in English Language Arts (ELA) and math. Only 16% of students were performing at grade level in ELA—putting the school in the bottom 11% of middle schools Citywide. Only 19% of students were performing on grade level in math—putting the school in the bottom 4% of middle schools Citywide. In both ELA and math proficiency, Chappie James Middle School ranks at the bottom of District 23 middle schools.
- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared to other schools serving similar student populations. Chappie James Middle School earned a D grade on its 2011-2012 annual Progress Report, including a D grade for Student Progress, a D grade for Student Performance and a C grade for School Environment. Chappie James Middle School has a history of low performance, which is demonstrated by the fact that the school has received an overall D grade on its Progress Report for the past three years.

- Chappie James Middle School was identified by SED as a Priority school, defined as one of the bottom 5% of schools in the state.
- Chappie James Middle School was rated “Developing” on its most recent Quality Review in 2011-2012, indicating that there are deficiencies in the way the school is organized to support student learning.
- Safety issues have been a concern at the school. On the 2011-2012 New York City School Survey, only 44% of teachers believed that discipline and order were maintained at Chappie James Middle School.

The chart below summarizes key performance data for Chappie James Middle School over the past three years:

<b>General D. Chappie James Middle School of Science</b>	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	D	D
Progress Report Progress Grade	D	D	D
Progress Report Performance Grade	F	F	D
Progress Report Environment Grade	C	B	C
Quality Review Score <sup>2</sup>	P	P	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	12%	11%	16%
Math % Proficient (Levels 3 and 4)	12%	12%	19%
<b>Other Key Performance Indicators</b>			
Attendance Rate	89%	89%	92%
<b>2012-2013 State Accountability Status</b>	Priority School <sup>3</sup>		

### *Overview of Past Strategic Improvement Efforts at Chappie James Middle School*

Staff members have worked hard to improve Chappie James Middle School, but even with support the school has not produced adequate outcomes for students. To help the school’s efforts to improve performance, the DOE offered numerous supports, including:

#### **Leadership Support:**

- Supporting school leadership in aligning curriculum to Citywide instructional expectations to raise standards for teacher practice and student learning.
- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.

<sup>2</sup> For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

<sup>3</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

- Assisting the principal and assistant principals in the development of instructional plans and goals for the school year, in support of the school’s Comprehensive Education Plan.

#### **Instructional Support:**

- Providing coaching to school staff on the infusion of technology into literacy curriculum to enhance teacher practice and increase student engagement in learning.
- Working with teachers to support the development of rigorous math curriculum aligned to Citywide instructional expectations.
- Facilitating professional development in the use of integrated-co-teaching models aimed at improving academic outcomes for students with disabilities.

#### **Operational Support:**

- Advising school staff on budgeting, human resources, staff recruitment and building management.
- Assisting the school in developing strategies to increase student attendance by facilitating the school’s participation in a Citywide chronic absenteeism initiative.

#### **Student Support:**

- Assisting the school in the development of a school safety plan and discipline code, and coaching school staff in best practices for reducing the number of safety incidents and suspensions.
- Supporting the school community in best practices for dealing with difficult behavior patterns and youth development issues such as gang violence, in order to foster awareness and improve the school’s culture and learning environment.

Chappie James Middle School has also received individualized support plans, as well as centralized services that the DOE provides to all schools—yet despite this extensive assistance, the school has failed to meet the needs of its students and families.

#### *Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the Chappie James Middle School community on strategies to better support students and improve outcomes at the school. This fall, Superintendent Ainslie Cumberbatch held separate meetings at the school on October 19, 2012 with parents, teachers, and the School Leadership Team (“SLT”) to discuss what is and what is not working at Chappie James Middle School and how joint efforts could serve students better.

Approximately 15 people attended the parent meeting, approximately 10 people attended the staff meeting, and approximately 11 people attended the SLT meeting.

Parents had some positive feedback about the size of the school. However, parents also expressed several concerns:

- The school lacks after-school programs and partnerships with community-based organizations.
- The school lacks parental involvement or support, which negatively impacts the school community.

Staff also expressed several concerns:

- They have received limited assistance and training in the classroom from the Children First Network.
- They have overall safety and discipline concerns, which they had also had in prior school years.
- The school lacks supplies and resources.

The SLT had some positive feedback about the support provided by the Children First Network, including assistance with the budget, youth development efforts, and professional development sessions.

The DOE also solicited community feedback via phone and email, and created a dedicated webpage to solicit comments: <http://schools.nyc.gov/community/planning/changes/brooklyn/feedback?id=243>.

While some members of the Chappie James Middle School community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's struggles with performance over the past several years and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE will incorporate community feedback as it continues to support current Chappie James Middle School students who are working towards completing middle school. Moreover, as discussed above, the DOE is also proposing to open a new middle school in the building that will better meet student and community needs.

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

## II. Proposed or Potential Use of Building

K183 has the capacity to serve 760 students.<sup>4</sup> (The concept of "target capacity" is described below.) But, in 2012-2013, the building is only serving 534 total students,<sup>5</sup> which yields a building utilization rate of 70%.<sup>6</sup>

If this proposal is approved, Chappie James Middle School will begin phasing out one grade at a time, beginning in the 2013-2014 school year, and will close after the 2014-2015 school year. Chappie James Elementary School will also continue to phase out as planned until it closes at the end of the 2014-2015 school year. Riverdale Community will continue to phase in as planned, adding one grade per year, and will be at full scale in the 2015-2016 school year. As part of the replacement strategy for Chappie James Middle School, the DOE has also issued a separate EIS proposing to co-locate a new middle school, 23K668, in the K183 building, beginning in the 2013-2014 school year. If that proposal and this phase-out proposal are both approved, the new school would phase in one grade at a time and would be at full scale in the 2015-2016 school year. The proposal to co-locate this school is detailed in a separate EIS, also posted on January 11, 2013. The proposal can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm> .

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<sup>4</sup> 2011-2012 Enrollment Capacity Utilization Report ("Blue Book").

<sup>5</sup> Unaudited Register (as of October 26, 2012).

<sup>6</sup> All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012). This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

Over this school year and the next three school years, the current and proposed/projected grade spans, enrollment figures, and building utilization rates for all school organizations located or to be located in the building are as follows:

<b>Grade Spans</b>					
<b>DBN</b>	<b>School Name</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
23K634	General D. Chappie James Middle School of Science	6-8	7-8	8	-
23K446	Riverdale Avenue Community School	K-2	K-3	K-4	K-5
23K631	General D. Chappie James Elementary School of Science	3-5	4-5	5	-
23K668	New District Middle School	-	6	6-7	6-8

<b>DBN</b>	<b>School Name</b>	<b>2012-2013 Enrollment</b>	<b>2013-2014 Projected Enrollment</b>	<b>2014-2015 Projected Enrollment</b>	<b>2015-2016 Projected Enrollment</b>
23K634	General D. Chappie James Middle School of Science	178	105 - 125	50 - 60	-
23K446	Riverdale Avenue Community School <sup>7</sup>	193	241 - 281	301 - 351	361 - 421
23K631	General D. Chappie James Elementary School of Science	163	105 - 125	60 - 70	-
23K668	New District Middle School	-	70 - 80	140 - 160	210 - 240
<b>Total Building Enrollment</b>		534	521 - 611	551 - 641	571 - 661
<b>Utilization</b>		70%	69% - 80%	73% - 84%	75% - 87%

If approved, the new middle school, 23K668, will serve approximately 210-240 students in grades six through eight at full scale.<sup>8</sup> Once 23K668 and Riverdale Community are at full scale, and Chappie James Elementary School and Chappie James Middle School have closed, there will be approximately 571-661 students served in building K183 in 2015-2016, which yields an estimated utilization rate of 75%-87%. The building, therefore, has adequate capacity to accommodate all school organizations in the building.

<sup>7</sup> Enrollment projections for Riverdale Community reflect the forward promotion of cohorts by grade, using the Unaudited Register (as of October 26, 2012) for the base year.

<sup>8</sup> Enrollment projections for the new school, 23K668, are based on a standard phase-in plan of three sections per entry level grade in the first year. Actual enrollment for 2013-2014, however, will depend on applicant demand.

As described in more detail in the Blue Book, which is available at [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012\\_Classic.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf), a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ("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 2011-2012. The DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 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 2012-2013 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 a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal 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.

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

#### A. Students

##### *Enrollment Options for Current Chappie James Middle School Students*

If this proposal is approved, Chappie James Middle School will phase out one grade each year and will no longer admit sixth-grade students after the end of this current school year. Current sixth- and seventh-grade students will be supported at Chappie James Middle School as they progress towards completion of middle school and transition to high school. Current eighth-grade students who meet promotional requirements will be supported as they apply for high school through the Citywide High School Admissions process.

All students currently attending Title 1 schools that are designated as "Priority" or "Focus" schools under SED's state accountability system are eligible to apply for a transfer to another school through the DOE's Public School Choice ("PSC") Process. More information about this process can be found at the DOE's website at: <http://schools.nyc.gov/choicesenrollment/changingschools/default>.

This year, pending approval from SED, the DOE will prioritize students in eligible current and proposed phase-outs, including Chappie James Middle School, to get first priority within the PSC process. This would mean that students at Chappie James Middle School would be considered for a public school transfer first before other eligible applicants in non-phase out schools. By doing this, the DOE is seeking to maximize the availability of a transfer for students from phase-outs who are interested in completing their educational program elsewhere.\* If this proposal is approved, Chappie James Middle School will gradually stop serving middle school students. After the 2012-2013 school year, Chappie James Middle School will no longer enroll sixth-grade students. After the 2013-2014 school year, Chappie James Middle School will no longer enroll seventh-grade students. After the 2014-2015 school year, Chappie James Middle School

will close.<sup>9</sup>

In each of those years, there may be students who do not meet promotional standards and are required to repeat a grade that the school will no longer serve. These students will be enrolled in 23K668 in the grade which the student is repeating.

### *Impact on Academic and Extracurricular Offerings at Chappie James Middle School*

The DOE does not anticipate that this proposal will prevent Chappie James Middle School from continuing to offer any particular academic or extra-curricular program currently offered at the school. That said, the availability of certain offerings at the school will inevitably be impacted as the school phases out, serves a decreasing student population, and eventually closes.

With respect to academics, Chappie James Middle School will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

The DOE remains focused on helping Chappie James Middle School students to succeed. If this proposal is approved, Chappie James Middle School will be provided with targeted, customized, and intensive support aimed at the unique needs of the school and its students. This support will be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment.

Chappie James Middle School currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained special education (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students. Current students will be able to continue in their existing ICT and SC classes, and SETSS will continue to be provided. Thus, all students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Current ELL students will receive all mandated ELL services as the school phases out.

According to the District 23 Middle School Directory, Chappie James Middle School currently offers the following special programs and initiatives, extra-curricular activities, and partnerships:<sup>10</sup>

- **Enrichment Classes:** Drama, Integrated Algebra Regents Prep, Health, Music, Photography & Videography, Technology & Web Design
- **Program Partners:** Cooperative, Healthy, Active, Motivated Positive Students (CHAMPS); Partnership with Children; Broadway Jr.
- **Resource Partners:** Beat the Streets Wrestling program, Brownsville Public Library, Brownsville Recreation Center, GLOBE Organization, Jackie Robinson Center for Physical Culture, Learning Leaders, Long Island Lightning Basketball, Magic Box Productions, Manhattan Ballroom Dance, Milmark Education, Nike Beacon Program, Prep for Prep, Salvation Army, Urban Advantage, Voyager, Wadleigh Scholars Program, Public Education Needs Civic Involvement in Learning (PENCIL), Seeds to Trees, Mobile Response Team (MRT)/Interborough Hospital

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<sup>9</sup> Based on data from the past two years, less than 1% of eligible students Citywide historically transfer out of their school through the PSC process. This revised PSC prioritization structure could increase the percentage of students transferring out of eligible phase-out schools. However, the DOE cannot predict with certainty whether or to what extent the impact of this policy change will impact projected enrollment at Chappie James Middle School. As a result, the enrollment projections in this EIS assume historical transfer rates.

<sup>10</sup> The District 23 Middle School Directory is available on the DOE Web site at <http://schools.nyc.gov/NR/ronlyres/A873C7A0-D570-4154-9969-1C10513AC7BF/0/201213D23MSD.pdf>

- **Extracurricular Activities:** Student Government, Hidden Planet Program (Graphic Novel & Technology), Poetry Society, Saturday Academy, Drama/Theater Club, Chorus, Drumline, Fitness Club, Technology & Web Design, Hairstyling
- **Special Programs:** Ballroom Dancing, Graphic Novel and Technology, Saturday Academy of STEM, Social & Community Projects, State of the Art Science Lab, Student Government
- **Boys Sports:** Basketball, Football, Soccer, Track, Wrestling
- **Girls Sports:** Basketball, Double Dutch, Soccer, Step, Track, Volleyball, Wrestling

This proposal will not prevent Chappie James Middle School from continuing to offer any of these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

### *Enrollment Impact on Current and Future Students at Existing Schools in K183*

The DOE does not anticipate that the proposed phase-out and eventual closure of Chappie James Middle School will significantly impact current or future student enrollment or instructional programming at Riverdale Community or Chappie James Elementary School.

As mentioned above, Chappie James Elementary School is in the process of phasing out. Chappie James Elementary School currently serves third through fifth grades and will close at the conclusion of the 2014-2015 school year.

The impact of the proposed co-location of 23K668 in the building is described in detail in a separate EIS that was posted on January 11, 2013. Please visit the DOE's Web site to access that EIS:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

### *Enrollment Impact on Future Middle School Students*

Chappie James Middle School is a District 23 choice middle school that currently gives priority to fifth grade students attending or zoned to Chappie James Elementary School. Any remaining seats at these schools are filled through the Middle School Choice Process using an unscreened admissions.

On November 16, 2012, the District 23 Community Education Council approved "unzoning" the middle schools located in the district. Thus, beginning in 2013-2014, fifth grade students will apply for middle school for the 2014-2015 school year through the District 23 Middle School Choice Process and there will no longer be any zoned middle schools in the district. Currently, a limited group of District 23 schools participate in the District 23 Middle School Choice Process. Going forward, all middle schools will participate in the District 23 Middle School Choice Process.

For those schools currently participating in the District 23 Middle School Choice Process, middle school admissions applications were due on December 21, 2012. If this proposal is approved by the PEP on March 11, 2013, Chappie James Middle School will be removed from the Middle School Choice application and matching process, and no current fifth-grade students will be matched to Chappie James Middle School for the 2013-2014 school year. The DOE anticipates that there will be new middle schools designated to open throughout the City for the 2013-2014 school year that will be available for these students to consider as well. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a "new schools" application.

Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district's Middle School Choice Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm#brooklyn>. Please note that this directory is updated yearly.

DOE strives to offer individual students the widest breadth of options across a large number of schools. Excluding Chappie James Middle School, there are currently 22 schools in District 23 serving middle school grades. These options include:

- Choice middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;<sup>11</sup>
- Grades K-8 schools with an unscreened admissions method for the middle school grades that have available seats for middle school students;
- Grades 6-12 schools with a limited unscreened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with an unscreened, limited unscreened, or screened admissions method.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students participate in the Middle School Choice process in the same manner as their non-ELL peers. Thus, ELL students are placed according to the same placement criteria as their English-speaking peers.

Future sixth-grade students will continue to have access to a broad range of middle school options through the Middle School Choice process, including to borough-wide and Citywide middle schools. The table below outlines information about these options, including each District 23, borough-wide, and Citywide middle school's Progress Report grade, the percentage of special education students ("SE"), the percentage of ELL students, the admissions process, building utilization rate, and site accessibility.<sup>12</sup>

Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.<sup>13</sup>

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<sup>11</sup> As discussed, the District 23 Community Education Council approved a plan to unzone all middle schools in the district and therefore there will no longer be zoned middle schools in the district beginning in the 2014-2015 school year.

<sup>12</sup> Target organizational capacity and building utilization rates are from the 2011-2012 Blue Book.

<sup>13</sup> The Middle School Directory is available at <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

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**District Options**


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DBN	School Name	Address	Building Code	Building Utilization <sup>14</sup>	Grade Span 2012-2013	Grade Span at Scale	2011-2012 Progress Report Grade	2012 % SE	2012 % ELL	Admission Method	Site Accessibility <sup>15</sup>
<b>DISTRICT Choice</b>											
23K298	P.S. 298 Dr. Betty Shabazz**	85 Watkins Street	K298	62%	K-5, 7-8	K-5	D	12%	3%	-	1st Floor Functionally accessible
23K332	P.S. 332 Charles H. Houston**	51 Christopher Avenue	K332	74%	4-5, 8	-	-	20%	9%	-	Functionally accessible
23K363	Brownsville Collaborative Middle School*	85 Watkins Street	K298	62%	6	6-8	-	14%	5%	Limited Unscreened	Not functionally accessible
23K392	I.S. 392 <sup>16</sup>	104 Sutter Avenue	K356	100%	5-8	5-8	C	3%	0%	School Based Application	Functionally accessible
23K493	Brooklyn Collegiate: A College Board School**	2021 Bergen Street	K055	67%	7-12	9-12	-	9%	2%	-	Functionally accessible
23K671	Mott Hall Bridges Academy	210 Chester Street	K263	68%	6-8	6-8	B	17%	1%	Unscreened	Not functionally accessible
<b>BOROUGH-WIDE Choice</b>											
13K527	Urban Assembly Institute of Math and Science for Young Women	283 Adams Street	K313	106%	6-12	6-12	D	13%	1%	Screened	Not functionally accessible
14K614	Young Women's Leadership School of Brooklyn* <sup>17</sup>	223 Graham Avenue	K049	68%	6-10	6-12	C	8%	2%	Screened	Not functionally accessible
17K543	Science, Technology and Research Early College High School at Erasmus	911 Flatbush Avenue	K465	82%	6-12	6-12	B	2%	0%	School Based Application	Not functionally accessible

<sup>14</sup> Target building capacity and target building utilization rates are from the 2011-2012 Blue Book.

<sup>15</sup> A code of "Functionally Accessible" indicates that all schools/programs located in the building are fully accessible. A code of "1st Floor Functionally Accessible" indicates that the school is functionally accessible, but only on the first floor; a school has this designation only if, among other things, an accessible bathroom is available to those on the first floor. A code of "Partially Accessible" indicates that a school might be functionally accessible on more than one floor but not for all relevant spaces in the school.

<sup>16</sup> A proposal to truncate the 5th grade of I.S. 392 was approved by the Panel for Educational Policy on December 20, 2012. I.S. 392 will no longer enroll fifth grade students. I.S. 392 will continue to serve students in grades six through eight.

<sup>17</sup> A proposal to resite Young Women's Leadership School of Brooklyn from building K049 at 223 Graham Avenue, Brooklyn, NY 11206 to building K147 at 325 Bushwick Avenue, Brooklyn, NY 11206 was approved by the Panel for Educational Policy on December 20, 2012. Beginning in the 2013-2014 school year, YWLS will no longer serve students in K049.

17K590	Medgar Evers College Preparatory School	1186 Carroll Street	K590	152%	6-12	6-12	C	0%	0%	School Based Application	Functionally accessible
18K235	P.S. 235 Lenox School	525 Lenox Road	K235	77%	K-8	K-8	A	2%	1%	School Based Application	Partially Accessible
20K609	Urban Assembly School for Criminal Justice*	4200 16 Avenue	K223	78%	6-11	6-12	B	14%	14%	Unscreened	Not functionally accessible
22K555	Brooklyn College Academy** <sup>18</sup>	350 Coney Island Avenue	K917	80%	7-12	7-12	C	0%	0%	School Based Application	Functionally accessible
23K493	Brooklyn Collegiate: A College Board School**	2021 Bergen Street	K055	67%	7-12	9-12	-	9%	2%	-	Functionally accessible
23K518	Kappa V	985 Rockaway Avenue	K275	65%	6-8	6-8	B	17%	2%	School Based Application	Not functionally accessible
23K522	Mott Hall IV	1137 Herkimer Street	K271	51%	6-8	6-8	F	6%	1%	School Based Application	Not functionally accessible
23K644	Eagle Academy for Young Men II*	1137 Herkimer Street	K271	51%	6-10	6-12	B	14%	2%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	226 Bristol Street	K175	87%	6-12	6-12	F	9%	2%	School Based Application	Not functionally accessible
32K383	J.H.S. 383 Philippa Schuyler	1300 Greene Avenue	K383	67%	5-8	5-8	C	6%	1%	Unscreened, Screened	Functionally accessible
<b>CITY-WIDE Choice</b>											
01M539	New Explorations into Science, Technology and Math School	111 Columbia Street	M022	101%	K-12	K-12	A	0%	0%	SB Application	Not functionally accessible
02M407	Institute for Collaborative Education	345 East 15th Street	M475	145%	6-12	6-12	C	0%	0%	SB Application	Not functionally accessible
02M408	Professional Performing Arts School	328 West 48th Street	M017	97%	6-12	6-12	B	0%	2%	SB Application	Not functionally accessible
02M442	Ballet Tech / NYC Public School for Dance	890 Broadway	M905	70%	4-8	4-8	B	0%	3%	SB Application	Not functionally accessible
03M334	The Anderson School (P.S. 334)	100 West 77th Street	M044	88%	K-8	K-8	A	0%	0%	SB Application	Functionally accessible
03M859	Special Music School*	129 West 67th Street	M932	66%	K-8	K-12	A	0%	1%	SB Application	Not functionally accessible
04M012	Talented and Gifted School for Young Scholars	240 East 109th Street	M117	71%	K-8	K-8	A	0%	0%	SB Application	Functionally accessible

<sup>18</sup> A proposal to truncate the 7th and 8th grades of Brooklyn College Academy was approved by the Panel for Educational Policy on December 20, 2012. Brooklyn College Academy will no longer enroll middle school students.

ZONED or ZONED PRIORITY <sup>19</sup>											
23K04 1	P.S. 041 Francis White	411 Thatford Avenue	K04 1	72%	K-8	K-8	B	17 %	3%	Unscreened	Not functionally accessible
23K07 3	P.S. 073 Thomas S. Boyland <sup>20</sup>	251 Mcdougal Street	K07 3	63%	K-8	K-8	F	13 %	6%	Unscreened	Not functionally accessible
23K13 7	P.S./I.S. 137 Rachel Jean Mitchell	121 Saratoga Avenue	K13 7	73%	K-8	K-8	A	13 %	4%	Unscreened	Not functionally accessible
23K15 5	P.S./ I.S. 155 Nicholas Herkimer	1355 Herkimer Street	K15 5	66%	K-8	K-8	B	11 %	8%	Zoned	Not functionally accessible
23K16 5	P.S. 165 Ida Posner	76 Lott Avenue	K16 5	105%	K-8	K-8	C	17 %	4%	Unscreened	Not functionally accessible
23K17 8	P.S. 178 Saint Clair Mckelway	2163 Dean Street	K17 8	68%	K-8	K-8	C	10 %	4%	Zoned	Not functionally accessible
23K18 4	P.S. 184 Newport	273 Newport Street	K18 4	74%	K-8	K-8	C	9% %	5%	Unscreened	Not functionally accessible
23K28 4	P.S. 284 Lew Wallace	213 Osborn Street	K28 4	120%	K-8	K-8	D	15 %	8%	Unscreened	Not functionally accessible
23K32 3	P.S./I.S. 323	210 Chester Street	K26 3	68%	K-8	K-8	B	10 %	4%	Unscreened	Not functionally accessible
23K32 7	P.S. 327 Dr. Rose B. English	111 Bristol Street	K32 7	87%	K-8	K-8	C	10 %	5%	Unscreened	1st Floor Functionally accessible

<sup>19</sup> Zoned schools will exist in 2013-2014 only.

<sup>20</sup> In a proposal expected to post in January 2013, the DOE has proposed to gradually phase out P.S. 73, a K-8 school located in building K073, beginning in the 2013-2014 school year.

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**Charter Options**

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DBN	School Name	Address	Grade Span 2012-2013	Grade Span at Scale	Admission Method <sup>21</sup>
84K710	Brownsville Collegiate Charter School*	364 Sackman Street	5-9	5-10	Lottery
84K737	Brownsville Ascend Charter School*	1501 Pitkin Avenue	K-4	K-6	Lottery
84K777	Ocean Hill Collegiate Charter School*	1137 Herkimer Street	5-7	5-8	Lottery

\* Signifies a school that is currently phasing in.

\*\* Signifies a school that is currently phasing out.

### *Enrollment Impact on Over-the-Counter Students*

Chappie James Middle School also admits students through the OTC process. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the beginning of the school year. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;<sup>22</sup>
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the elementary or middle school admissions process for some other reason.

When a student eligible for middle school arrives for an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

Approximately 41 students were admitted to sixth-grade through the Middle School Choice process at Chappie James Middle School during the 2011-2012 school year for September 2012 enrollment. Approximately 10 sixth-grade students were admitted to Chappie James Middle School through the OTC placement process. Similarly, 10 OTC students were admitted for eighth-grade.

Chappie James Middle School may continue to receive OTC students in the grades it serves as it phases out depending on the needs of the community, preference of parents, and availability of seats

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<sup>21</sup> For more information about the charter school lottery application process, please consult the DOE’s Directory of NYC Charter Schools, which can be accessed on the DOE’s Web site: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

<sup>22</sup> Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

### *Impact on Future Elementary Students*

The proposed phase-out and eventual closure of Chappie James Middle School is not expected to impact the admissions process at Riverdale Community or Chappie James Elementary School. The admissions process for District 23 schools serving elementary school grades changes for 2013-2104, because on November 29, 2012 the District 23 CEC approved a plan to unzone the elementary schools in the district. This plan affects all existing zoned elementary and K-8 schools in District 23. All enrolled students may remain in their existing elementary school (except for pre-kindergarten students, who will receive priority for kindergarten admissions should they apply to their current school). Moreover, Chappie James Elementary School is currently in the process of phasing out and thus no longer admits kindergarten students.

In accordance with Chancellor's Regulation A-101, beginning in 2013-2014, all kindergarten students in the district will be admitted to District 23 elementary schools in the following order of priority:

- a. District 23 students whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- b. Out-of-district students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- c. Students currently attending the school's pre-kindergarten program who reside in the District 23, without a sibling who will be in grades K-5 at the school in the following school year;
- d. Students currently attending the school's pre-kindergarten program who reside outside District 23, without a sibling who will be in grades K-5 at the school in the following school year;
- e. District 23 students other than those in (a) and (c) above;
- f. Out-of-district students other than those in (b) and (d) above.

Students with IEPs (with the exception of those recommended for a District 75 or a non-public school placement) will follow the same process as their non-disabled peers. The DOE will support schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students with IEPs have access to learn alongside their non-disabled peers to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at their existing elementary school.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the school.

As mentioned above, Chappie James Elementary School is in the process of phasing out and currently only serves third -through fifth-grade students. Chappie James Elementary School will no longer enroll students following the 2014-2015 school year.

### *Impact on the Pre-Kindergarten Program*

Riverdale Community's pre-kindergarten program occupies two full-size rooms in K183. The program will not be affected by the proposed phase-out of Chappie James Middle School. Thus, Riverdale Community will continue to offer its pre-kindergarten program, subject to continued demand and the availability of funding.

## **B. Schools**

If this proposal is approved, there will be sufficient space in K183 to accommodate all of the school organizations currently located in the building, pursuant to the Citywide Instructional Footprint (the

“Footprint”), throughout the period during which Chappie James Middle School phases out and 23K668 phases in (if that proposal is also approved). (Please visit the DOE’s Web site to access the Instructional Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.)

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

For elementary schools serving grades kindergarten through five the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching (“ICT”) section and a full-size or half-size room to accommodate each Self-Contained (“SC”) special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

As in other situations where schools are co-located, the schools on the K183 campus will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces are made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

As discussed, the details of the proposal to open and co-locate 23K668 in K183 are posted in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

### **C. Community**

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. Chappie James Middle School has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, building K183 will remain open, but it will offer a new educational option that is intended to better support the learning needs of future middle school students in District 23 and replace seats lost by the proposed phase-out of Chappie James Middle School. As a result, the proposal to phase out Chappie James Middle School is not expected to yield a net loss of middle school seats in building K183 or in District 23.

- In 2012-2013, there are 1,219 sixth grade students enrolled in District 23 middle schools that serve sixth grade. Including the seats currently available at Chappie James Middle School, there are a total of 1,635 sixth grade seats available in District 23 middle schools. Therefore, there are currently 416 excess sixth grade seats in the district.
- Excluding the seats currently available at Chappie James Middle School, there are a total of 1,543 sixth grade seats in District 23 middle schools. Therefore, even after excluding the seats that would have been offered at Chappie James Middle School if it remained open, 324 excess sixth grade seats would remain in District 23.

- Based on the 2012-2013 unaudited enrollment register, as of October 26, 2012, Chappie James Middle School is currently serving 55 sixth grade students. The proposed opening of 23K668 is intended to replace seats lost by the phase-out of Chappie James Middle School and will create 70-80 sixth grade seats in District 23. Thus, the sixth grade seats in District 23 that would be eliminated by Chappie James Middle School's phase-out and eventual closure will be recovered through the phase-in of 23K668.

The DOE has also proposed to phase out another school that serves middle school students in District 23:

- In a proposal expected to post in January 2013, the DOE has proposed to gradually phase out P.S. 73 (23K073, "P.S. 73"), a K-8 school located in building K073, beginning in the 2013-2014 school year. In a separate EIS expected to post in January 2013, the DOE will propose to replace the seats lost by the phase out of P.S. 73 by proposing to co-locate a new elementary school and a new middle school in building K073. That proposal will be available here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If all of these proposals are approved, there would still be an excess of at least 350 sixth grade seats in District 23 middle schools.

As indicated in the chart in Section III.A, there are also two new District 23 middle schools, Brownsville Collaborative Middle School and Eagle Academy for Young Men II, that are currently phasing in, as well as three charter schools phasing in that will serve middle school grades.

This proposal is not expected to impact the ability of community members to apply for or receive permits to use the building outside of school hours.

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

### *Chappie James Middle School*

#### Admissions Data

<b>Current Admissions</b>	6-8: District 23 Middle School Choice; unscreened; priority to students who live in the Chappie James Elementary School zone or attend Chappie James Elementary School
<b>Admissions During and After Proposed Phase-out of Chappie James Middle School</b>	N/A

### Enrollment Data<sup>23</sup>

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (unaudited)	55	59	64	178
2013-14 (projections)	-	50-60	55-65	105-125
2014-15 (projections)	-	-	50-60	50-60
2015-16 (projections)	-	-	-	-

### Demographic Data<sup>24</sup>

Percentage of Students Receiving ICT or SC Services	21%
Percentage of Students with Individualized Education Programs	28%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Price Lunch	86%

### School Performance Data

General D. Chappie James Middle School of Science	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade <sup>25</sup>	D	D	D
Quality Review Score <sup>26</sup>	P	P	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	12%	11%	16%
Math % Proficient (Levels 3 and 4)	12%	12%	19%
<b>Other Key Performance Indicators</b>			
Attendance Rate	89%	89%	92%
<b>2012-2013 State Accountability Status<sup>27</sup></b>			
Priority School			

<sup>23</sup> All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>24</sup> All figures are calculated as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>25</sup> For more information about Progress Reports, please visit the DOE's Web site:

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

<sup>26</sup> For more information about Quality Reviews, please visit the DOE Web site at

<http://schools.nyc.gov/Accountability/tools/review>.

<sup>27</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*Chappie James Elementary School***Admissions Data**

<b>Current Admissions</b>	N/A: school is currently phasing out
<b>Admissions During and After Proposed Phase-out of Chappie James Middle School</b>	N/A: school is currently phasing out

**Enrollment Data**

	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
2012-13 (unaudited)	63	52	48	163
2013-14 (projections)	-	60-70	45-55	105-125
2014-15 (projections)	-	-	60-70	60-70
2015-16 (projections)	-	-	-	-

**Demographic Data**

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Programs	25%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	98%

### School Performance Data

<b>General D. Chappie James Elementary School of Science</b>	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	F	N/A <sup>28</sup>
Quality Review Score	P	D	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	26%	26%	28%
Math % Proficient (Levels 3 and 4)	33%	35%	37%
<b>Other Key Performance Indicators</b>			
Attendance Rate	91%	90%	92%
<b>2012-2013 State Accountability Status</b>			
In Good Standing			

### Riverdale Avenue Community School

#### Admissions Data

<b>Current Admissions</b>	PK: Standard universal pre-kindergarten admissions process. K-5: Zoned
<b>Admissions During and After Proposed Phase-out of Chappie James Middle School</b>	PK: Standard universal pre-kindergarten admissions process. K-5: District 23 Elementary School Choice

#### Enrollment Data

	Grade PK <sup>29</sup>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (unaudited)	36	49	49	59	-	-	-	193
2013-14 (projections)	36	50-60	55-65	45-55	55-65	-	-	241-281
2014-15 (projections)	36	50-60	60-70	55-65	45-55	55-65	-	301-351
2015-16 (projections)	36	50-60	60-70	60-70	55-65	45-55	55-65	361-421

<sup>28</sup> Chappie James Elementary School is in the process of phasing out. Therefore, the school did not receive a 2011-2012 Progress Report.

<sup>29</sup> Pre-kindergarten ("PK") is a program that can be offered both half-day and full-day. The projection figures represent the full-day program.

### Demographic Data

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	17%
Percentage of English Language Learner Students	2%
Percentage of Students Eligible for Free or Reduced Lunch	93%

### School Performance Data

Riverdale Community is in the first year of phasing in and therefore performance data are unavailable at this time.

## **V. Initial Impact on Budget and Cost of Instruction**

If this proposal is approved, once the phase-out of Chappie James Middle School is fully implemented, the DOE would cease to allocate funds to Chappie James Middle School and repurpose all funds previously allocated to the school.

Most funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels, which are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

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

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Chappie James Middle School. The FSF Guide is available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy12\\_13/FY13\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf).

The FY13 School Allocation Memoranda is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy12\\_13/AM\\_FY13\\_CAT.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html).

Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

As a school identified by the New York State Education Department as a Priority School, Chappie James Middle School must implement a school intervention model. Under this proposal in which Chappie James Middle School is eligible to apply for funding from the New York State Education Department to support this type of whole school reform intervention model.

If this proposal is approved, the DOE, in collaboration with the school, will submit an application to the New York State Education Department for Chappie James Middle School to implement the Federal Turnaround model. The Federal Turnaround model allows for a school to be phased out and replaced by a new school over time.

If the application is approved, this funding will support both Chappie James Middle School and the new schools proposed to be co-located in K183. Funding will be available to both the school phasing out to ensure that it continues to provide students with support towards graduation, and funding will also be available for the new schools to support students.

This proposal is not expected to impact initial costs or allocations at Riverdale Community or Chappie James Elementary School in building K183.

Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

## **VI. Effect on Personnel Needs, Administration, Transportation and Other Support Services**

### **A. Personnel**

If this proposal is approved, all teachers and administrative and non-pedagogical staff at Chappie James Middle School will be excessed over the course of the phase-out.<sup>30</sup> This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who did not find a permanent position will be placed in the Annual Teacher Reserve pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher will have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

Students who would otherwise have enrolled in Chappie James Middle School may apply to attend the new school, 23K668, which intends to replace the seats lost by this phase-out proposal, or may apply to attend other new schools opening borough-wide, and those schools might need to hire additional staff. The replacement school would follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of its staff from the most senior qualified staff from Chappie James Middle School, if sufficient staff apply, until Chappie James Middle School has completed its phase-out.

New staff positions will also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

If approved, this proposal will not impact the personnel needs of Riverdale Community. As discussed, Chappie James Elementary School is in the process of phasing out.

### **B. Administration**

If this proposal is approved, all school supervisor and/or administrator positions assigned to Chappie James Middle School will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs decrease while the school serves a decreasing student population. Again, all excessing will take place in accordance with existing labor contracts.

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<sup>30</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

If approved, this proposal will not impact the administration of Riverdale Community. As discussed, Chappie James Elementary School is in the process of phasing out.

### **C. Transportation**

If this proposal is approved, transportation will continue to be provided to schools in K183 according to Chancellor's Regulation A-801, which is available at <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Chappie James Middle School during its phase-out or the other organizations in K183 as a result of this proposal.

### **D. Other Support Services**

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the K183 building.

## VII. Building Information

<b>Building</b>		K183
<b>Type of Building</b>		PS
<b>Year Built</b>		1922
<b>Overall BCAS rating</b>		2.57
<b>2011-2012 Target Building Utilization</b>		81%
<b>2011-2012 Target Building Capacity</b>		760
<b>FY 2012 Maintenance Costs</b>	<b>Labor</b>	\$9,819
	<b>Materials</b>	\$2,082
	<b>Maintenance and repair contracts</b>	\$5,332
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs— Materials</b>	\$0
	<b>Custodial operations costs— Custodial Allocation</b>	\$350,974
<b>FY 2012 Energy Costs</b>	<b>Electric</b>	\$87,669
	<b>Gas</b>	\$100,275
	<b>Oil</b>	\$6,961
<b>Projects completed during the current or prior school year</b>		RPZ Valve
<b>Projects proposed in the capital plan</b>		None
<b>Accessibility of the building</b>		Building is not functionally programmatically accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Multi- purpose Room, Nurse's Office, Science Lab