

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Truncation of Academy for Social Action: A College Board School (05M367) from a 6-12 School to a 9-12 School Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to implement a grade truncation of the middle school grades of Academy for Social Action: A College Board School (05M367, “ASA”), a secondary school currently serving students in sixth through twelfth grade, beginning in 2013-2014. ASA is located in building M043 (“M043”) at 509 West 129th Street, New York, NY 10027 in Community School District 5 (“District 5”). If this proposal is approved, ASA will no longer serve students in grades six through eight and will only serve students in grades nine through twelve. ASA is co-located in building M043 with I.S. M286 Renaissance Leadership Academy (05M286, “Renaissance”), an existing middle school that serves students in grades six through eight; The Urban Assembly Institute for New Technologies (05M410, “New Technologies”), an existing middle school that serves students in grades six through eight; and Urban Assembly School for the Performing Arts (05M369, “Performing Arts”), an existing high school that serves students in grades nine through twelve.¹ The DOE is proposing to truncate ASA based on its poor performance and the DOE’s assessment that the school lacks the capacity to improve quickly to better support middle school student needs.

In a separate Educational Impact Statement (“EIS”) also posted on January 18, 2013, the DOE is proposing to co-locate grades five through eight of Success Academy Charter School – Harlem 2 (84M384, “SA-Harlem 2”) in building M043 beginning in 2014-2015. If the proposal to co-locate SA-Harlem 2 in M043 is approved, beginning in 2014-2015 SA – Harlem 2 will serve students in grades five and six in building M043, adding one grade annually until it reaches full scale in M043 in the 2016-2017 school year, with a grade span of five through eight in M043.² That proposal can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

If this proposal is approved, ASA will no longer enroll sixth-grade students after the conclusion of the 2012-2013 school year; ASA will no longer serve sixth and seventh-grade students after the 2013-2014 school year; and ASA will no longer serve sixth through eighth-grade students following the 2014-2015 school year. In 2015-2016 and beyond, it will serve only students in grades nine through twelve. Current students in grades six through eight will be served and supported by the DOE as they progress towards the completion of middle school while remaining enrolled at ASA. Current and future eighth-grade students who meet promotional requirements will be given priority to enroll in ASA for high school or will apply to another high school through the Citywide High School Admissions Process. In cases where students do not meet promotional requirements by June 2015 and must repeat a grade no longer offered by ASA, they will be served by another district, borough-wide, or Citywide middle school. Additional information about the District 5 middle school admissions process and ASA admissions is provided in Section III.A of this proposal.

¹ 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.

² SA – Harlem 2 is an existing charter elementary school currently serving students in grades kindergarten through four in building M030 (“M030”) located at 144 – 176 East 128th Street, New York, NY 10035 in Community School District 5 (“District 5”), and students in grade five in tandem buildings M185 and M208 (“M185/M208”) located respectively at 20 West 112th Street, New York, NY 10026 and 21 West 111th Street, New York, NY 10026 in Community School District 3 (“District 3”). Tandem buildings are two separate buildings with separate entrances, which are joined by a central core containing a shared gymnasium, auditorium and cafeteria. On February 28, 2012, the DOE issued an EIS proposing the co-location of the fifth grade of SA – Harlem 2 and the fifth grade of Success Academy Charter School – Harlem 3 (84M385, “SA – Harlem 3”) in building M185/M208 for the 2012-2013 school year. On March 21, 2012 the Panel for Educational Policy (“PEP”) approved the co-location of the fifth grade of SA – Harlem 2 and the fifth grade of SA – Harlem 3 in M185/M208 for the 2012-2013 school year.

Background on the DOE Decision-Making Process

Schools are identified for possible intervention, including truncation, 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.³ In August 2012, SED identified Priority schools across the State, including 122 in New York City. Secondary schools are identified as Priority based on their graduation rates and test performance. 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 or grade truncation. 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, School Environment, and, new to the High School Progress Report in 2011-2012, College and Career Readiness. 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).

ASA middle school received an overall F grade on its 2011-2012 Progress Report and an overall D grade on its 2010-2011 Progress Report.

As a result, the DOE initiated a comprehensive review of ASA, with the goal of determining what intensive supports and interventions would best benefit its students and the ASA 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 a grade truncation will best serve students and the community. Truncating ASA’s middle school grades will allow the school to more fully focus on serving its ninth through twelfth-grade students. Truncation will also allow for a new school option to open in building M043, which the DOE believes will better serve future students and the District 5 community.

Performance and School Environment at ASA

As noted above, ASA’s middle school has struggled, and the school’s performance during the 2011-2012 school year further demonstrates that the school lacks capacity to improve quickly to better support student needs.

- The overwhelming majority of ASA middle school students remain below grade level in English Language Arts and Math. Only 8% of students were performing on grade level in English Language Arts—putting the school in the bottom 1% of middle schools Citywide. Only 20% of students were performing on grade level in Math—putting the school in the bottom 5% of middle schools Citywide.
- 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. ASA’s middle school grades earned an F grade on the 2011-2012 Progress Report, including an F grade for Student Progress, a D grade for Student Performance, and an F grade for School Environment. This marks a continuation of low achievement for ASA’s middle school grades, which received an overall D grade on the 2010-2011 Progress Report.
- ASA middle school was rated “Developing” on its most recent Quality Review in 2011-2012, indicating deficiencies in the way that the school is organized to support student learning.
- Safety issues have also been a concern at the school. On the 2011-2012 New York City School Survey, only 57% of middle school students reported feeling safe at school, which puts ASA in the bottom 4% of middle schools Citywide. Parent responses on the same survey question placed the school in the bottom 1% of middle schools Citywide.
- ASA’s middle school program has also experienced a recent decline in demand. Between the 2009-2010 and 2012-2013 school years, enrollment declined by ninety-eight students, or 46%.

³ In August 2012, SED identified 221 Priority Schools across the State, including 122 in New York City.

The chart below summarizes key performance data for ASA middle school over the past three years:

Academy for Social Action: A College Board School	2009-2010	2010-2011	2011-2012
Middle School Performance and Progress			
Overall Progress Report Grade	B	D	F
Progress Report Progress Grade	B	F	F
Progress Report Performance Grade	D	D	D
Progress Report Environment Grade	B	D	F
Quality Review Score	UPF ⁴	N/A ⁵	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	20%	18%	8%
Math % Proficient (Levels 3 and 4)	29%	21%	20%
Other Key Performance Indicators			
Attendance Rate	87%	85%	81%
2012-2013 State Accountability Status	In Good Standing ⁶		

Overview of Past Strategic Improvement Efforts at ASA

The DOE acknowledges that staff members have worked hard to improve ASA, 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:

- Assisting school leadership in the development of instructional plans and goals for the school year, in support of the school's Comprehensive Education Plan.
- 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.

Instructional Support:

- Providing support and guidance to the school in tracking credit accumulation to identify students who are falling behind and target support to keep struggling students on track to graduation.
- Providing professional development for teachers in analyzing student performance data to identify learning trends, set goals, and differentiate instruction to increase student achievement.
- Facilitating training and coaching for teachers in aligning instructional practices and curriculum to Citywide instructional expectations.

⁴ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

⁵ Not all schools receive a Quality Review every year.

⁶ This status is determined by the 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>.

Operational Support:

- Supporting school staff in meeting compliance requirements for students with disabilities and English Language Learners in order to ensure that students are receiving mandated services.
- Advising school staff on budgeting, human resources, staff recruitment and building management.
- Advising the school on grant opportunities, supporting grant implementation, and working with the principal to align the budget with the school-wide instructional goals.

Student Support:

- Providing professional development for school staff on topics in youth development, including conflict resolution, student mediation, gang awareness and violence prevention, in order to build school-level capacity to provide social and emotional support to students.
- Assisting the school administration in the development of a school safety plan to reduce safety incidents and suspension rates, and promoting best practices for dealing with difficult behavior patterns to improve the school's culture and learning environment.

ASA has 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 middle school students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the ASA community about strategies to better support students and improve outcomes at the school. This fall, Manhattan High School Superintendent Anthony Lodico held multiple meetings—with parents, staff, and the School Leadership Team (“SLT”)—to discuss what is and is not working at ASA and how joint efforts could serve students better.

Approximately eight people attended the staff meeting on November 30, 2012. They had some positive feedback about the use of technology and additional guidance services offered to students, but they also expressed a number of concerns, including:

- The afterschool program needs to be expanded and supported through additional funding.
- The school can be a hostile environment and does not always feel safe.

Approximately three people attended the parent meeting on November 30, 2012. They had some positive feedback about the new Adopt a Parent Program, and did not express any major concerns about the school. Instead, they sought information regarding the DOE's plan for replacing ASA, if the school was chosen for phase-out or truncation.

Approximately ten people attended the SLT meeting on November 30, 2012. They had some positive feedback about the new middle school Assistant Principal that started this year and the creation of small learning communities, but they also expressed a number of concerns, including:

- The school is experiencing low attendance rates and does not have the resources to improve these rates.
- The school has received negative media coverage which is a major distraction and makes it difficult for the school to focus on learning.

The DOE also solicited community feedback via phone and email, including creation of a dedicated Web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/manhattan/feedback?id=318>.

Some members of the ASA community objected to the possibility of phasing out the school. The DOE ultimately agreed that the school's high school grades should remain open, but believes that truncation of the middle school grades is appropriate given the middle school's performance struggles and the lack of evidence that the school is poised to quickly turn around to better support middle school students. Truncating the middle school grades will also allow the principal, who has served as a high school principal in the past, to focus on the high school grades, while serving a smaller student population. The DOE plans to incorporate community feedback as it continues to support current ASA students working toward middle school completion.

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

M043 has the target capacity to serve 1,440 students.⁷ (The concept of "target capacity" is described below.) In 2012-2013, M043 is serving 1,101 total students,⁸ yielding a utilization rate of 76%.⁹ This means that the building is "underutilized" and has extra space to accommodate students.

If this proposal is approved, ASA will begin truncating its middle school grades, one grade per year, beginning in the 2013-2014 school year, and would complete the truncation of its middle school grades after the 2014-2015 school year. As part of the replacement strategy for ASA, the DOE has also issued a separate EIS proposing to co-locate grades five through eight of SA – Harlem 2 in building M043, beginning in the 2014-2015 school year. If that proposal and this grade truncation proposal are both approved, beginning in September 2014, SA – Harlem 2 will serve students in grade five and six in building M043, and will add one grade level per year until it reaches full scale in M043 in the 2016-2017 school year and serves students in grades five through eight in M043. As stated above, SA – Harlem 2 is an existing charter school currently serving students in grades kindergarten through four in M030 and students in grades five in M185/M208. Beginning in 2014-2015, the fifth and sixth grades of SA – Harlem 2 will be served in M043.

The proposal to co-locate grades five through eight of SA – Harlem 2 beginning in 2014-2015 is detailed in a separate EIS, also posted on January 18, 2013. The proposal can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

Renaissance will continue to serve students in grades six through eight; New Technologies will continue to serve students in grades six through eight; Performing Arts will continue to serve students in grades nine through twelve; and ASA will continue to serve students in grades nine through twelve.

⁷ 2011-2012 Enrollment Capacity Utilization Report ("Blue Book").

⁸ 2012-2013 Unaudited Register (as of October 26, 2012).

⁹ 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) or charter headcount as of October 1, 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.

The proposed grade spans for each of the existing and proposed schools in the building over the course of ASA's truncation and SA – Harlem 2's phase-in are as follows:

Grade Spans						
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
05M367	Academy for Social Action: A College Board School	6-12	7-12	8-12	9-12	9-12
05M369	Urban Assembly School for the Performing Arts	9-12	9-12	9-12	9-12	9-12
05M410	The Urban Assembly Institute for New Technologies	6-8	6-8	6-8	6-8	6-8
05M286	I.S. M286 Renaissance Leadership Academy	6-8	6-8	6-8	6-8	6-8
84M384	Success Academy Charter School - Harlem 2	-	-	5-6	5-7	5-8

Once the middle school grades of ASA have been truncated and grades five through eight of SA – Harlem 2 have phased-in, there will be approximately 1,435-1,625 students served in building M043, yielding an estimated utilization rate of 100%-113%.

Over a period of five years, the current and projected enrollment for each existing and proposed school in M043, as well as the building utilization rates, are shown in the table below:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
05M367	Academy for Social Action: A College Board School	408	335 - 376	310 - 340	300 - 320	300 - 320
05M369	Urban Assembly School for the Performing Arts	359	340 - 380	340 - 380	340 - 380	340 - 380
05M410	The Urban Assembly Institute for New Technologies	114	120 - 150	135 - 165	135 - 165	135 - 165
05M286	I.S. M286 Renaissance Leadership Academy	220	170 - 200	180 - 210	180 - 210	180 - 210
84M384 ¹⁰	Success Academy Charter School - Harlem 2	-	-	220 - 250	350 - 400	480 - 550
Total Building Enrollment		1,101	965 - 1,106	1,185 - 1,345	1,305 - 1,475	1,435 - 1,625
Utilization		76%	67% - 77%	82% - 93%	91% - 102%	100% - 113%

¹⁰ In a separate EIS, the DOE is proposing to site grades five through eight of Success Academy Charter School – Harlem 2 in building M043 beginning in 2014-2015. The PEP will vote on that proposal on March 11, 2013.

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. 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(s) in the building. For more details on space allocation, see Section III.B and the attached Building Utilization Plan (“BUP”).

As described in more detail in the Blue Book, which is available at 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 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 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, goal 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 ASA students

ASA currently serves students in grades six through twelve. If this proposal is approved, ASA will gradually stop serving middle school students in grades six through eight and will no longer admit new sixth-grade students after the end of the 2012-2013 school year. Current students in grades six through eight will be supported at ASA as they progress towards completion of middle school and transition to high school. Current and future eighth-grade students who meet promotional requirements will be given priority to enroll in ASA for high school.

If this proposal is approved, in the 2013-2014 school year, ASA will only serve students in grades seven through twelve. In the 2014-2015 school year, ASA will only serve students in grades eight through twelve. After the last class of eighth-grade students is promoted in June 2015, ASA will no longer serve any middle school grades.

In each of those years, there may be students who do not meet promotional requirements by June 2015 and must repeat a grade no longer offered by ASA; these students will be served at another district, borough-wide, or Citywide middle school option.

More detailed information about the District 5 Middle School Admissions process is provided in section III under “Enrollment Impact on Future Middle School Students.”

Impact on Academic and Extra-curricular Offerings at ASA

With respect to academics, ASA will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school declines throughout the course of truncation of the middle school grades, the school may scale back its elective course offerings. It is difficult to predict how those changes might be implemented, as decisions will rest with school administrators and will be based on student demand as well as staff and budget conditions at the school.

As appropriate, the DOE will work with ASA middle school students to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with other organizations.

ASA middle school currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All students enrolled in the schools in the M043 building will continue to receive their mandated special education services if this proposal is approved.

ASA currently serves students classified as English Language Learner (“ELL”) students. It offers English as a Second Language (“ESL”) services to these students. All students enrolled in the schools in the M043 building will continue to receive appropriate ELL services if this proposal is approved.

The DOE remains focused on helping ASA students to succeed. If this proposal is approved, ASA will be provided targeted, customized, and intensive supports 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, including, but not limited to the following:

- Helping the school provide students with options that support their advancement and fully prepare them for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

ASA will continue offering student athletics and other extra-curricular program options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school truncates its middle school grades.

According to the District 5 Middle School Directory, ASA currently offers the following special programs, partnerships, extra-curricular activities, and sports:¹¹

¹¹ Athletic and extra-curricular offerings reflect those listed for ASA middle school in the District 5 2012-2013 Directory of Middle Schools: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

Special Programs	Partnerships
<ul style="list-style-type: none"> ■ Digital Media & Photography ■ Introduction to Drama ■ Chess ■ VHI Piano Lab ■ Debate Team 	<ul style="list-style-type: none"> ■ New York Cares ■ Magic Box Productions ■ The College Board ■ Teaching Matters ■ College for Every Student (CFES) ■ Oprah Winfrey’s O Ambassadors ■ Chess-in-the-Schools ■ VHI Save the Music Foundation

Extra-Curricular Activities	Sports
<ul style="list-style-type: none"> ■ Dance ■ Step ■ Martial Arts ■ Poetry ■ Chorus ■ Debate ■ Community Service ■ Extended Day Enrichment Classes 	<ul style="list-style-type: none"> ■ Basketball ■ Bowling

As ASA truncates its middle school grades, the DOE will work with ASA staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during or after the truncation period. The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported ASA middle school students in the past.

It is difficult to predict precisely how changes to the above offerings may be implemented, as decisions would rest with school administrators and would be made based on student interests and available resources. As discussed previously, the M043 building is already home to school organizations other than ASA.

Typically, campuses that are home to multiple schools continue to field athletic teams, but do so collaboratively, with students from all schools in the building eligible to participate. If this proposal is approved, we anticipate that this same opportunity would exist for students across the M043 building, including students attending ASA, Renaissance, New Technologies, Performing Arts and SA – Harlem 2.

Similarly, all school organizations in the building will offer extra-curricular programs based on student interests, available resources, and staff support for those programs. Current ASA students will continue to have the opportunity to participate in a variety of extra-curricular programs as the school truncates its middle school grades, though the specific programs offered may change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources. As they do with athletic offerings, multiple schools may collaborate to offer joint extra-curricular programs across the campus as appropriate. The proposed truncation is not expected to impact extra-curricular program offerings at the other schools in M043.

Enrollment Impact on Future Middle School Students – Middle School Choice Process

ASA is a secondary school serving students in grades six through twelve. If this proposal is approved, ASA will no longer admit new middle school students. ASA's middle school admits students through the District 5 Middle School Choice Process, through a screened admissions method. The screened criteria include: attendance at an Open House; a review of students' attendance, punctuality, and grades; a student interview; and a teacher recommendation. Current and future middle school students will continue to have access to a broad range of middle school options, as outlined in the table at the end of this section. Future students who would have applied to ASA would instead apply to other district, borough-wide, or Citywide middle school options.

The existing excess capacity of middle schools located in District 5 can accommodate the future sixth-, seventh- and eighth- grade students who would have been served at ASA. District and charter middle school capacity is discussed in more detail below.

This proposal will not impact Renaissance's and New Technologies' current admissions processes for middle school.

The proposal to co-locate grades five through eight of SA – Harlem 2 in M043, which is dependent on the approval of this proposal, will add a new middle school option in the M043 building. In addition, the proposed truncation of the middle school grades of ASA could result in an impact on the enrollment at Renaissance and New Technologies, though the DOE cannot predict whether or to what extent enrollment would be impacted.

Renaissance admits students through the District 5 Middle School Choice Process, through a screened admissions method. The screened criteria include: attendance at an Open House; a review of students' attendance, punctuality, and grades; a student interview; and a teacher recommendation.

New Technologies admits students through the District 5 Middle School Choice Process, through a limited unscreened admissions method. The limited unscreened admissions method gives priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the Middle School Fairs.

Middle school admissions applications were due on December 21, 2012. If this proposal is approved by the PEP on March 11, 2013, ASA middle school will be removed from the District 5 Middle School Choice application and matching process, and no current fifth-grade students will be matched to ASA for the 2013-2014 school year because ASA will not admit any new sixth-grade students for the 2013-2014 school year. Additionally, new middle schools designed to open throughout the City for the 2013-2014 school year will be available for these students to consider. After the PEP votes on the proposals to open new schools, eligible students will have the opportunity to submit a "new schools" application.

Through the District 5 Middle School Choice Process, all District 5 fifth-grade students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes.

Excluding ASA, there are currently 11 district schools and 9 public charter schools in District 5 serving middle school grades.¹² District 5 students are also eligible to apply to Wadleigh Secondary School for Performing and Visual Arts (03M415) in District 3. In the District 5 Middle School Choice Process, students rank their preferences from among District 5 choice middle schools and programs. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- 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);

¹² This list excludes I.S. 195 Roberto Clemente (05M195), which is currently in the process of phasing out and will close at the end of the 2012-2013 school year, and Choir Academy of Harlem (05M469) which is being proposed for phase-out and will close at the end of the 2015-2016 school year, if approved by the PEP on March 11, 2013.

- K-8 schools with an unscreened admissions method that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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 admissions 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 district, borough-wide, and Citywide middle school options. The table below outlines information about these options. Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Choice Directory, which is updated yearly.¹³

DBN	School Name	Address	Grade Span 2012-2013	Grade Span at Scale	Admissions Method ¹⁴
District Options					
05M046	P.S. 046 Arthur Tappan	2987 Frederick Douglas Blvd	K-8	K-8	Limited Unscrened
05M123	P.S. 123 Mahalia Jackson	301 West 140 Street	K-8	K-8	Limited Unscrened
05M129	P.S. 129 John H. Finley	425 West 130 Street	K-8	K-8	Limited Unscrened
05M161	P.S. 161 Pedro Albizu Campos	499 West 133 Street	K-8	K-8	Limited Unscrened
05M286	I.S. M286 Renaissance Leadership Academy	509 West 129 Street	6-8	6-8	Screened
05M302	KAPPA IV	6 Edgecombe Avenue	6-8	6-8	Screened
05M362 ¹⁵	Columbia Secondary School for Math, Science and Engineering	425 West 123 Street	6-11	6-12	Screened
05M410	The Urban Assembly Institute for New Technologies	509 West 129 Street	6-8	6-8	Limited Unscrened
05M499	Frederick Douglass Academy	2581 7th Avenue	6-12	6-12	Screened

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

¹⁴ Admissions Method data exists for all programs that utilize the MS Choice admission process and are listed for every program at the school. Zoned programs are listed as "zoned" and those schools utilizing school-based applications are listed as "School Based Application."

¹⁵ Columbia Secondary School for Math, Science and Engineering (05M362) gives equal priority to District 3, 4, 5 and 6 students and residents. District 5 students are also eligible to apply to Wadleigh Secondary School for the Performing and Visual Arts (03M415) in District 3.

05M514	New Design Middle School	625 West 133 Street	6-7	6-8	Limited Unscreened
05M670	Thurgood Marshall Academy for Learning and Social Change	200-214 West 135th Street	6-12	6-12	Screened
Charter Options					
84M065	Democracy Prep 3 Charter School	250 West 127 Street	6	6-8	Lottery
84M284	Harlem Children's Zone Promise Academy Charter School	35 East 125th Street	K-9, 12	K-10	Lottery
84M336	KIPP Infinity Charter School	625 West 133 Street	K-2, 5-12	K-12	Lottery
84M341	Harlem Children's Zone Promise Academy II	2005 Madison Avenue	K-8	K-10	Lottery
84M350	Democracy Preparatory Charter School	207 West 133rd Street	6-12	6-12	Lottery
84M388	St. HOPE Leadership Academy Charter School	222 West 134 Street	5-8	5-8	Lottery
84M481	Democracy Preparatory Harlem Charter School	222 West 134 Street	6-8	6-8	Lottery
84M709	Harlem Village Academy Charter School	244 West 144 Street	K, 5-12	K,5-12	Lottery
84M726	KIPP S.T.A.R. Charter School	433 West 123 Street	K-1, 5-12	K-3, 5-12	Lottery

The schools listed above will have the capacity to absorb all future students who would have attended ASA for middle school. In addition, the proposed truncation of the middle school grades of ASA could result in an impact on the enrollment at Renaissance and New Technologies, two middle schools that are co-located in M043, though the DOE cannot predict whether or to what extent enrollment would be impacted. Section III.C contains more information about middle school seat availability after the proposed truncation of ASA.

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>. Please note that this directory is updated yearly.

General information about the Middle School Choice Process can be found on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Detailed information about charter schools will also be published annually and is available in print and on the DOE's Web site at <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

Enrollment Impact on Future Middle School Students - Over-the-Counter Students

ASA also admits middle school students through the over-the-counter ("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 time school started. 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;¹⁶
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

¹⁶ 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.

When a middle-school eligible student 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 middle school choice districts such as District 5, 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.

The proposal to truncate the middle school grades of ASA is not expected to impact the placement of OTC students at the other middle schools currently co-located in building M043. Other middle schools in the district may also continue to receive OTC students depending on the needs of the community, preference of parents and availability of seats. ASA may continue to receive OTC students in the grades it serves as its middle school grades are truncated depending on the needs of the community, preference of parents and availability of seats.

SA – Harlem 2 is not expected to admit students through the OTC process.

Enrollment Impact on Future High School Students – High School Admissions Process

Both high schools in the M043 building admit students as part of the Citywide High School Admissions Process. ASA and Performing Arts admit high school students through a limited unscreened admissions method. A limited unscreened program gives priority to students who demonstrate interest in the school by attending a school's Information Session or Open House event or visiting the school's exhibit at any one of the High School Fairs. Students must sign in at these events in order to receive priority for admission to the school's program(s). If approved, this proposal will not affect ASA or Performing Arts' high school admissions process.

In New York City, high school admission is based on a Citywide choice process, with students ranking up to 12 high school programs in order of preference.

For high school admissions for the 2013-2014 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March 2013.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of May 2013.

For more information about the High School Admissions Process, please visit:

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

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted 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.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy. This proposal is not expected to impact the admissions process for future high school students in District 5 or Citywide.

B. Schools

If this proposal is approved, there will be sufficient space in M043 to accommodate ASA, Renaissance, New Technologies, and Performing Arts pursuant to the Citywide Instructional Footprint (the “Footprint”), throughout the period during which ASA truncates its middle school grades and SA – Harlem 2 phases in (if that proposal is also approved). Please visit the New York City Department of Education Web site to access the Instructional Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.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 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.

If this proposal is approved, ASA will serve fewer grade levels and fewer students. As such, the baseline footprint for ASA will decrease accordingly. Similarly, as SA – Harlem 2 phases in and serves additional grade levels, its baseline footprint will increase accordingly. As in other situations where schools are co-located, the schools would 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 will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

The space details of the proposal to open and co-locate grades five through eight of SA – Harlem 2 in M043 are discussed in a separate EIS and BUP which can be found at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013PEP.htm>.

C. Community

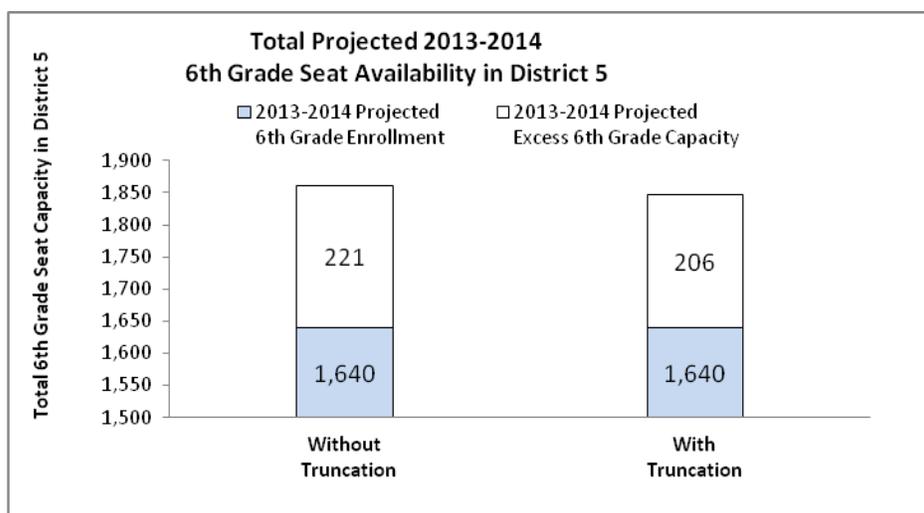
The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. ASA has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, grades six through eight of ASA will be truncated so that it serves only grades nine through twelve, however, the M043 building will offer a new educational option that is intended to better support the learning needs of students in District 5. District 5 has sufficient existing middle school capacity to serve future students even after the truncation of ASA.

- In 2013-2014, the DOE projects that there will be approximately 1,640 sixth-grade students enrolled in District 5 middle schools and charter schools.¹⁷ Including the seats currently available at ASA, there will be 1,861 available sixth-grade seats in middle schools located in District 5, resulting in a projected excess of 221 sixth-grade seats in District 5 middle schools.

¹⁷ Based on fifth grade enrollment from the 2012-2013 Unaudited register (as of October 26, 2012).

- Excluding the seats currently available at ASA, there are 1,846 available sixth-grade seats in middle schools located within District 5. Therefore, even after excluding the seats that would have been offered at ASA, there will still be 206 excess sixth-grade seats in District 5 middle schools.
- Based on the 2012-2013 unaudited enrollment register, as of October 26, 2012, ASA is currently serving only 15 sixth-grade students.

The chart below illustrates the information described above indicating that the district will have sufficient sixth grade capacity, even after the proposed grade truncation of ASA.¹⁸



In a separate EIS, the DOE has proposed the phase-out of Choir Academy of Harlem (05M469, “Choir”), which will be voted on by the PEP on March 11, 2013.¹⁹ In a separate EIS, the DOE has proposed to open a new secondary school Eagle Academy (05M148, “Eagle Academy”), which will be voted on by the PEP on March 11, 2013.²⁰ The chart above excludes sixth grades seats at Choir, but includes the new proposed sixth grade seats at Eagle Academy. If the PEP does not approve the phase-out of Choir, the figures above will underestimate the excess seats available in District 5. Independently, if the PEP does not approve the opening of Eagle Academy, the figures above will overestimate the excess seats available in District 5. ASA and Choir are the only schools in District 5 serving middle school students impacted by a phase-out or grade level truncation proposal.

This proposal is not expected to impact the ability of community members to apply for or receive permits to use building M043 outside of school hours.

¹⁸ The sixth grade seat capacity is derived by multiplying the weighted sixth grade unaudited enrollment (%) by the 2011-2012 Blue Book org capacity. Total sixth grade seat capacity excludes sixth grade seats at schools that have been approved or proposed for closure. Total sixth grade seat capacity includes sixth grade seats at approved or proposed new schools or schools expanding to serve middle school grades beginning in 2013-2014.

¹⁹ The proposal to phase out Choir can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

²⁰ The proposal to open Eagle Academy can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

IV. Enrollment, Admissions, and School Performance Information

ASA

Admissions Data

Current Admissions	<p>Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Screened</p> <p>Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened</p>
Admissions After Proposed Truncation of ASA	<p>Grades 6-8: N/A</p> <p>Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened</p>

Enrollment Data²¹

	Grade 6	Grade 7	Grade 8	Grades 9-12	Total Enrollment
2012-2013 (unaudited)	15	29	54	310	408
2013-2014 (projections)	-	10-20	25-35	300 - 320	335-375
2014-2015 (projections)	-	-	10-20	300 - 320	310-340
2015-2016 (projections)	-	-	-	300 - 320	300-320
2016-2017 (projections)	-	-	-	300 - 320	300-320

Demographic Data²²

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with IEP	23%
Percentage of ELL Students	14%
Percentage of Students Eligible for Free or Reduced Lunch	77%

²¹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²² All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data – ASA Middle School

Academy for Social Action: A College Board School	2009-2010	2010-2011	2011-2012
<i>Middle School Performance and Progress</i>			
Overall Progress Report Grade	B	D	F
Quality Review Score	UPF ²³	N/A	D
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	20%	18%	8%
Math % Proficient (Levels 3 and 4)	29%	21%	20%
<i>Other Key Performance Indicators</i>			
Attendance Rate	87%	85%	81%
<i>2012-2013 State Accountability Status</i>	In Good Standing		

School Performance Data – ASA High School

Academy for Social Action: A College Board School	2009-2010	2010-2011	2011-2012
<i>High School Performance and Progress</i>			
Overall Progress Report Grade	N/A	C	F
Quality Review Score	UPF ²⁴	N/A	D
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	89%	76%	78%
4 Year Graduation Rate	N/A	87%	37%
6 Year Graduation Rate	N/A	N/A	N/A
% Graduating with a Regents Diploma	N/A	60%	35%
Attendance Rate	86%	81%	76%
<i>2012-2013 State Accountability Status</i>	In Good Standing		

²³ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

²⁴ Only 2009-2010 reports include the abbreviation UPF (Underdeveloped with Proficient Features).

Renaissance

Admissions Data

Current Admissions	Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Screened
Admissions After Proposed Truncation of ASA	Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Screened

Enrollment Data²⁵

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	65	54	101	220
2013-2014 (projections)	60-70	60-70	50-60	170-200
2014-2015 (projections)	60-70	60-70	60-70	180-210
2015-2016 (projections)	60-70	60-70	60-70	180-210
2016-2017 (projections)	60-70	60-70	60-70	180-210

Demographic Data²⁶

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with IEP	25%
Percentage of ELL Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	80%

²⁵ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

²⁶ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

School Performance Data

I.S. M286 Renaissance Leadership Academy	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	A
Quality Review Score	N/A	N/A	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	20%	20%	26%
Math % Proficient (Levels 3 and 4)	23%	40%	44%
Other Key Performance Indicators			
Attendance Rate	94%	89%	88%
2012-2013 State Accountability Status	In Good Standing		

New Technologies

Admissions Data

Current Admissions	Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Limited Unscreened
Admissions After Proposed Truncation of ASA	Grades 6-8: District 5 Middle School Choice Process; Admissions Method: Limited Unscreened

Enrollment Data²⁷

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	15	37	62	114
2013-2014 (projections)	45-55	45-55	30-40	120-150
2014-2015 (projections)	45-55	45-55	45-55	135-165
2015-2016 (projections)	45-55	45-55	45-55	135-165
2016-2017 (projections)	45-55	45-55	45-55	135-165

²⁷ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

Demographic Data²⁸

Percentage of Students Receiving ICT or SC Services	39%
Percentage of Students with IEP	45%
Percentage of ELL Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data

The Urban Assembly Institute for New Technologies	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	B	C
Quality Review Score	N/A	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	8%	21%	17%
Math % Proficient (Levels 3 and 4)	22%	29%	22%
Other Key Performance Indicators			
Attendance Rate	90%	88%	87%
2012-2013 State Accountability Status	In Good Standing		

Performing Arts

Admissions Data

Current Admissions	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened
Admissions After Proposed Truncation of ASA	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened

²⁸ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Enrollment Data²⁹

	Total Enrollment
2012-2013 (unaudited)	359
2013-2014 (projections)	340-380
2014-2015 (projections)	340-380
2015-2016 (projections)	340-380
2016-2017 (projections)	340-380

Demographic Data³⁰

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEP	18%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	80%

School Performance Data

Urban Assembly School for the Performing Arts	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	A	D	C
Quality Review Score	N/A	N/A	N/A
<i>Key Components of Performance and Progress</i>			
% 10+ Credit Accumulation in Year 1	85%	79%	78%
4 Year Graduation Rate	71%	70%	75%
6 Year Graduation Rate	N/A	N/A	76%
% Graduating with a Regents Diploma	68%	64%	67%
Attendance Rate	79%	80%	83%
<i>2012-2013 State Accountability Status</i>	In Good Standing		

²⁹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

³⁰ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

SA – Harlem 2³¹

Admissions Data

Current Admissions	Grades K-5: Charter lottery application (students admitted K-3)
Admissions After Proposed Truncation of ASA	Grades 5-8: Charter lottery application (students admitted K-3)

Enrollment Data³²

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-
2013-2014 (projections)	-	-	-	-	-
2014-2015 (projections)	110-125	110-125	-	-	220-250
2015-2016 (projections)	117-134	117-134	116-133	-	350-400
2016-2017 (projections)	120-138	120-138	120-137	120-137	480-550

Demographic Data³³

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with IEP	13%
Percentage of ELL Students	7%
Percentage of Students Eligible for Free or Reduced Lunch	77%

³¹ SA – Harlem 2 currently serves students in grades kindergarten through four in M030 and students in grade five in M185/M208. This EIS proposes to site grades five through eight of SA – Harlem 2 in building M043. The admissions and enrollment tables in this section reflect only those grades that SA – Harlem 2 will serve in building M043, though demographic and performance data reflects all grades served by SA – Harlem 2.

³² All figures represent authorized enrollment as per the charter school application. SA – Harlem 2 currently serves grades kindergarten through five in two separate buildings.

³³ Demographic data are a percentage of total students from school-based reports as self-reported by the school.

School Performance Data

Success Academy Charter School – Harlem 2	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	A	A
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	73%	82%
Math % Proficient (Levels 3 and 4)	N/A	86%	96%
Other Key Performance Indicators			
Attendance Rate	N/A	96%	96%
2012-2013 State Accountability Status	In Good Standing		

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the truncation of ASA’s middle school grades is fully implemented, the DOE will cease to allocate funds to ASA for grades six through eight.

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

Please 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 ASA.

The FSF Guide is available at:

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.

This proposal is not expected to impact initial costs or allocations at Renaissance, New Technologies, or Performing Arts in building M043.

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

A. Personnel

If this proposal is approved, some teachers, administrative, and non-pedagogical staff at ASA will be excessed over the course of the truncation.³⁴ 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 do not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools. 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 ASA will continue to have access to a broad range of middle school options through district, borough-wide, and Citywide middle schools, or in other new schools, and those schools might need to hire additional staff.

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.

This proposal is not expected to impact personnel services at Renaissance, New Technologies, or Performing Arts in building M043.

B. Administration

If this proposal is approved, some positions will likely be excessed as the school gradually truncates its middle school grade levels, as administrative needs may decrease as the school serves a decreasing student population. Again, all excessing will take place in accordance with existing labor contracts.

This proposal is not expected to impact administration at Renaissance, New Technologies, or Performing Arts in building M043.

C. Transportation

If this proposal is approved, transportation would continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at ASA high school as a result of this proposal.

This proposal is not expected to transportation at Renaissance, New Technologies, or Performing Arts in building M043.

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.

³⁴ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

VII. Building Information

Building		M043
Type of Building		MIDDLE
Year Built		1936
Overall BCAS rating		2.34
2011-2012 Target Building Utilization		83%
2011-2012 Target Building Capacity		1,440
FY 2012 Maintenance Costs	Labor	\$42,116
	Materials	\$18,707
	Maintenance and repair contracts	\$92,294
	Service contracts	\$0
	Custodial operations costs—Materials	\$9,046
	Custodial operations costs—Custodial Allocation	\$295,558
FY 2012 Energy Costs	Electric	\$140,038
	Gas	\$85,261
	Oil	\$23,244
Projects completed during the current or prior school year		Elec Upgrade, Library Upgrade
Projects proposed in the capital plan		System Replacement - Toilets
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rms, Gymnasium, Library, Nurse's Office, Science Lab