

EDUCATIONAL IMPACT STATEMENT:

The Proposed Phase-Out of Performance School (07X385) Beginning in 2013-2014

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out Performance School (07X385, “Performance School”), an existing elementary school in building X156 (“X156”) located at 750 Concourse Village West, Bronx 10451 in Community School District 7 (“District 7”). It currently serves students in kindergarten through fifth grades and offers a pre-kindergarten program. Performance School is co-located in X156 with Bronx Global Learning Institute for Girls (84X389, “BGLIG”), an existing public charter school serving female students in kindergarten through fifth grades.¹ The DOE is proposing to phase out Performance 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 Education Impact Statement (“EIS”) also posted on January 22, 2013, the DOE is proposing to co-locate a new public elementary school 07X359 (“07X359”), and a new site of an existing District 75² (“D75”) program (75X017, “P017X@X156”) in building X156.³ The new site in X156 for the existing D75 program P017X will be referred to as P017X@X156 throughout the course of this document. This proposal can be accessed on the DOE’s Web site: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

In another EIS posted on January 22, 2013, the DOE is proposing to expand BGLIG from serving grades kindergarten through five to serving grades kindergarten through eight in X156. The proposal to expand BGLIG can be accessed on the DOE’s Web site here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

If all relevant proposals are approved by the Panel for Educational Policy (“PEP”), as Performance School phases out, 07X359 will phase in, P017X@X156 will open, and BGLIG will phase in its middle school grades.

If this phase-out proposal is approved, Performance School will no longer admit new kindergarten students and will no longer offer grades one and two or its pre-kindergarten program after the 2012-2013 school year. Beginning in the 2014-2015 school year, it will no longer serve third grade and will serve one less grade each subsequent year until it completes its phase-out and closes in June 2016.

As mentioned above, the DOE is proposing to replace Performance School with a new public elementary school, 07X359. 07X359 will serve students in kindergarten through fifth grades and will offer a pre-kindergarten⁴ program when it reaches full scale in 2016-2017. If the proposal to co-locate 07X359 and P017X@X156 in X156 is approved, 07X359 will serve as a new elementary school option for District 7 families and will replace the seats lost by the proposed phase-out of Performance School.

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 District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

³ P017X is an existing D75 school serving students in grades K-8 at four different sites in the Bronx. P017X-currently serves students in: P017X@P043X, which serves elementary-aged students at 165 Brown Place, Bronx, NY 10454; (2) P017X@P161X, which serves elementary-aged students at 628 Tinton Avenue, Bronx, NY 10455; and (3) P017X@I298X, which serves middle school-aged students at 778 Forest Avenue, Bronx, NY, 10456; (4) P017X@I296, which serves middle school-aged students at 778 Forest Avenue, Bronx, NY, 10456.

⁴ Pending continued availability of funding.

If the phase-out and co-location proposals are approved, current students in kindergarten and first grade—whether or not they meet promotional standards—will be served by 07X359, to be opened in building X156. Current students in second grade who meet promotional standards will continue to progress towards the completion of elementary school at Performance School. However, any current second-grade students who do not meet promotional standards will complete second grade at 07X359. Current students in third and fourth grades will continue their education at Performance School regardless of whether they meet promotional standards. Current fifth-graders will proceed to apply to middle school via the District 7 Middle School Choice process, unless they do not meet promotional standards, in which case they will continue fifth grade at Performance School. In cases where students do not meet promotional requirements by June 2016, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after Performance School completes its phase-out.

On November 26, 2012, the District 7 Community Education Council voted to implement an unzoning of the elementary schools in District 7 in order to provide greater access to educational opportunities for District 7 families and to create a process that allows families to choose schools that reflect their individual preferences. Beginning in the 2013-2014 school year, all elementary and K-8 schools in District 7 will be unzoned. Families will have the opportunity to rank their preferences among all elementary schools in the district, similar to the Middle School Choice Process. If the proposal to co-locate 07X359 (and to open a new site for an existing D75 program, P017X@X156) in X156 is approved, 07X359 will participate in the District 7 Elementary School Choice Admissions Process. Additional information about the District 7 Elementary School Choice Admissions Process is provided in Section III.A of this proposal.

Background on the DOE 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.⁵ 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, School Environment and, new to the 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).

Performance School received an overall D grade on its Progress Report in 2011-2012 down from an overall C grade the previous year. The school was also designated a Priority school by SED.

As a result, the DOE initiated a comprehensive review of Performance School, with the goal of determining what intensive supports and interventions would best benefit its students and the Performance 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 Performance School—will address the school’s performance struggles and allow for a new school option to develop in building X156 that the DOE believes will better serve future students and the broader community.

⁵ In August 2012, SED identified Priority Schools across the state, including 122 in New York City. Elementary schools are identified as Priority based on the school’s state test performance.

Performance and School Environment at Performance School

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

- The overwhelming majority of Performance School students remain below grade level in English Language Arts (“ELA”) and Math. Only 14% of students were performing on grade level in ELA—putting the school in the bottom percentile of elementary schools Citywide. Only 12% of students were performing on grade level in Math—putting the school in the bottom percentile of elementary schools Citywide. In both ELA and Math proficiency, Performance School ranks last among District 7 elementary 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. Performance School earned a D grade on its 2011-2012 annual Progress Report, including a C grade for Student Progress, an F grade for Student Performance and a C grade for School Environment. This year marks a further decline in performance after the school received C grades in both 2010-2011 and 2009-2010.
- Performance School was identified by SED as a Priority school, defined by SED as one of the bottom 5% of schools in the state.
- Safety issues have been a concern at the school. On the 2011-2012 New York City School Survey, only 64% of teacher respondents believed that discipline and order were maintained at Performance School.

The chart below summarizes key performance data for Performance School over the past three years:⁶

Performance School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Progress Report Progress Grade	B	C	C
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	F	C	C
Quality Review Score ⁷	P	N/A ⁸	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	17%	15%	14%
Math % Proficient (Levels 3 and 4)	20%	14%	12%
Other Key Performance Indicators			
Attendance Rate	90%	90%	91%
2012-2013 State Accountability Status	Priority School ⁹		

⁶ Performance data is drawn from the DOE's annual progress reports, available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

⁷ For more information on Quality Reviews, please visit the DOE Web Site at: <http://schools.nyc.gov/Accountability/tools/review>.

⁸ Not all schools receive a Quality Review every year.

⁹ 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>.

Overview of Past Strategic Improvement Efforts at Performance School

Staff members have worked hard to improve Performance 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:

- Coaching the principal and assistant principals in the use of classroom observations and feedback to enhance teacher effectiveness.
- 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.
- Supporting school leadership in aligning curriculum to citywide instructional expectations to ensure standards for teacher practice and student learning are high.
- Training the principal and assistant principal in the use of data analysis to monitor student progress and academic achievement, in order to inform school-wide instructional planning.

Instructional Support:

- Providing coaching to teachers to identify and share best instructional practices and support lesson planning in the subject areas of math and English Language Arts.
- Training school staff in research-based instructional strategies to increase the academic achievement of special education students and English Language Learners.

Operational Support:

- Training school staff in student data tracking systems to ensure efficient and effective monitoring of student attendance and academic programming.
- Advising school staff on budgeting, human resources, staff recruitment and building management.
- Advising the school on grant opportunities and working with the principal to align the budget with the school wide instructional goals.

Student Support:

- Providing coaching to school staff in the implementation of a plan to reduce suspensions and improve school environment and culture.
- Supporting school in monitoring student attendance and developing strategies and activities to encourage higher attendance rates.

Performance School 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 students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the Performance School community about strategies to better support students and improve outcomes at the school. This fall, District 7 Superintendent Yolanda Torres held meetings—with parents at the school, with the teachers, and with the School Leadership Team (“SLT”)—to discuss what is and is not working at Performance School and how joint efforts could serve students better.

On November 7, 2012, approximately 10 people attended the SLT meeting; approximately 30 people attended the teachers meeting; and approximately 10 people attended the parent meeting.

The SLT had some positive feedback about the school environment as well as the new principal, leadership structure, and administrative support in the school. However, the SLT raised the following concerns:

- Social-emotional issues have negatively impacted overall student performance.
- There is a lack of parental involvement in the school community.
- There are limited safety staff in the building.

The staff had some positive feedback about the new principal, improved teacher and staff support, increased professional development, and the improved clarity around systems, structures and expectations. However, staff members raised the following concerns:

- The school serves a difficult population, including a high percentage of illiterate students, students requiring intensive socio-emotional support, and students who lack resources at home.
- There were concerns around the general phase-out and replacement process and its impact on student performance overall.
- The school has not yet received feedback from SED and requires more time to apply feedback to improve.

Parents had some positive feedback about the new principal, the supportive teachers and staff, and the atmosphere of the school. However, parents raised the following concerns:

- The school lacks anti-bullying programming.
- There is a need for additional school aides.
- There are issues relating to student behavior and cultural sensitivity.
- There is a need for improved communication within the school community.

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/bronx/feedback?id=222>.

While some members of the Performance School community object to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's performance struggles and the lack of evidence that the school is poised to quickly improve to better support students. The DOE plans to incorporate community feedback as it continues to support current Performance School students working toward elementary school completion and develops plans to replace Performance School with new school options that 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

X156 has a target capacity to serve 976 students.¹⁰ (The concept of "target capacity" is described below). In 2012-2013, the building is serving 867 total students,¹¹ yielding a utilization rate of 89%.¹²

If this proposal is approved, Performance School will no longer admit new kindergarten students and will no longer offer kindergarten through second grades, or pre-kindergarten beginning in the 2013-2014 school year. Beginning in the 2014-2015 school year, Performance School will continue phasing out one grade level per year and will complete its phase-out at the conclusion of the 2015-2016 school year.

¹⁰ 2011-2012 Enrollment Capacity Utilization Report ("Blue Book")

¹¹ 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012

¹² The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 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.

Over five years, the grade spans for each proposed and existing school (assuming that the proposal to phase-out Performance School, the proposal to co-locate 07X359 and P017X@X156 in X156, and the proposal to expand the co-location of BGLIG are approved) will be as follows:

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
07X385	Performance School	K-5	3-5	4-5	5	-
84X389	BGLIG	K-5	K-6	K-7	K-8	K-8
07X359	New Elementary School	-	K-2	K-3	K-4	K-5
75X017	P017X@X156	-	K-5	K-5	K-5	K-5

Over five years, the proposed enrollment for each proposed and existing school, as well as the building utilization rates (assuming all relevant proposals are approved), will be as follows:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
07X385	Performance School	580	275 - 305	195 - 215	80 - 90	-
84X389	Bronx Global Learning Institute for Girls Charter School	287	315 - 385	360 - 440	405 - 495	405 - 495
07X359	New Elementary School	-	271 - 301	341 - 381	411 - 461	481 - 541
75X017	P017X@X156	-	20 - 24	20 - 24	20 - 24	25 - 30
Total Building Enrollment		867	881 - 1,015	916 - 1,060	916 - 1,070	911 - 1,066
Utilization		89%	90% - 104%	94% - 109%	94% - 110%	93% - 109%

If the phase-out and co-location proposals are approved, in 2016-2017, once Performance School has fully phased out, 07X359 has phased in, P017X@X156 has opened, and BGLIG has expanded to serve middle school grades, there will be approximately 911-1,066 students served in X156. The projected utilization rate for X156 at that point is approximately 93%-109%. Despite the possibility of a utilization rate over 100%, the building has sufficient space to provide all schools with at least their baseline room allocations. 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. Therefore, the X156 building has the capacity to accommodate all the existing schools at full scale.

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 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

If this proposal is approved, Performance School will gradually stop serving elementary school students. After the 2012-2013 school year, Performance School will no longer enroll students in kindergarten through second grades and will cease to offer its pre-kindergarten program. After the 2012-2013 school year, Performance School will no longer enroll third-grade students. After the 2014-2015 school year, Performance School will no longer enroll fourth-grade students. After the 2015-2016 school year, Performance School will close.

Enrollment Options for Current Performance School Students

Under this proposal, all current Performance School students will either be served in 07X359 or will continue at Performance School, depending on their grade level, and they will be supported as they progress towards completion of elementary school and transition to middle school. 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 07X359 in the grade which the student is repeating. This applies to current second-graders in 2012-2013, third-graders in 2013-2014, fourth-graders in 2014-2015, and fifth-graders in 2015-2016.

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 Web site 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 Performance School, to get first priority within the PSC Process. This would mean that students at Performance 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.¹³

¹³ 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 Performance School. As a result, the enrollment projections in this EIS assume historical transfer rates.

Current Pre-Kindergarten, Kindergarten and First-Grade Students at Performance School

If this phase-out proposal and the proposal to open and co-locate 07X359 and P017X@X156 in X156 are approved, current kindergarten and first-grade students at Performance School will be guaranteed a seat in the new elementary school, 07X359. Current pre-kindergarten students at Performance School will have priority for kindergarten admissions at 07X359 in 2013-2014.

Additionally, students in these grades will have the opportunity to enroll at other schools elementary schools in the district where there are available seats.

Current Second-, Third-, Fourth-, and Fifth-Grade Students at Performance School

Current second-, third-, and fourth-grade students at Performance School will continue to be enrolled at Performance School. Performance School students who do not meet the promotional standards for a grade that is still offered by Performance School in the following school year will continue to be served at Performance School. This applies to third-, fourth- and fifth-graders in 2012-2013, fourth- and fifth-graders in 2013-2014, and fifth-graders in 2014-2015.

Performance School students who do not meet promotional standards for grades no longer offered by Performance School will be supported in transitioning to 07X359. This applies to current second-graders in 2012-2013, third-graders in 2013-2014, fourth-graders in 2014-2015, and fifth-graders in 2015-2016. Specific instructional decisions on how to serve students who do not meet promotional requirements are made by school administrators and instructional staff. In June 2016 (the final year of phase-out), any student who does not meet promotional requirements will be offered a seat at another District 7 elementary school, or an elementary school in the district in which the student resides.

Impact on Academic and Extracurricular Offerings at Performance School

The DOE does not anticipate that this proposal will prevent Performance School from continuing to offer any particular academic or extra-curricular program currently offered at the school other than pre-kindergarten. However, 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, Performance 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 Performance School students to succeed. If this proposal is approved, the DOE will provide Performance School 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.

Performance School currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). Current students will be able to continue in their existing ICT and SC classes and SETSS will continue to be provided as Performance School phases out, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Current students at Performance School who receive ELL services will continue to receive their mandated services as the school phases out. Additionally, 07X359 plans to offer bilingual programming in accordance with community need and parent choice.¹⁴

This proposal will not prevent Performance 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.

¹⁴ For more information about bilingual education programs, please visit: <http://schools.nyc.gov/Academics/ELL/default.htm>

Impact on Current and Future Students at BGLIG

Performance School is currently co-located with BGLIG in the X156 building. While this phase-out proposal is not anticipated to impact academic or extracurricular offerings at BGLIG, the DOE is simultaneously proposing to expand the co-location of BGLIG from serving grades kindergarten through five to serving grades kindergarten through eight. The impact of this proposal is described in detail in an EIS posted on January 22, 2013 at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

As described above, the DOE is also proposing to co-locate 07X359 and open a new site for an existing D75 program, P017X@X156, in the X156 building. The impact of the proposed co-location of 07X359 and P017X@X156 on BGLIG is described in detail in an EIS that was posted on January 22, 2013. Please visit the DOE Web site to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

Enrollment Impact for Future Elementary School Students

While Performance School is currently a zoned elementary school,¹⁵ as noted above, on November 26, 2012, the District 7 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 7. As part of the District 7 un zoning, the DOE and the CEC have created two admissions priority areas within District 7 that will maintain regional priority without zone priority and ensure that all students have access to nearby public schools and the transportation necessary to attend nearby public schools. These enrollment changes will impact only incoming kindergarten students or students that are new to the system. All currently enrolled students may remain in their school. In accordance with Chancellor’s Regulation A-101, kindergarten students will be admitted to District 7 elementary schools in the following order of admissions priority:

- a) First Priority: Students with verified siblings who will be enrolled in kindergarten through fifth grades in the school as of September 2013
 - o Within priority area first, then
 - o Out of priority area, then
 - o Out of district;
- b) Second Priority: Students who are currently enrolled in pre-kindergarten in the school without siblings enrolled in the school
 - o Within priority area first, then
 - o Out of priority area, then
 - o Out of district;
- c) Third Priority: Students other than those in (a) or (b) above
 - o Within priority area first, then
 - o Out of priority area, then
 - o Out of district

Excluding Performance School, there are 16 District 7 elementary schools that are currently serving elementary school grades. These schools are listed in the tables below:

District Elementary School Options for 2013-2014

DBN ¹⁶	School Name	Address	Building Code	Building Utilization ¹⁷	Grade Span 2012-2013	Grade Span at Scale	2011-2012 Progress Report Grade	2012 % SE	2012 % ELL
DISTRICT Choice									
07X001	P.S. 001 Courtlandt School	335 East 152 Street	X001	90%	K-5	K-5	C	14%	25%

¹⁵A student’s zoned school is determined by his or her home address.

¹⁶ An asterisk (*) signifies that this school is currently phasing in.

¹⁷ Target building capacity and target building utilization rates are from the 2011-2012 Blue Book.

07X005*	PS 5 Port Morris	564 Jackson Avenue	X005	72%	K-6	K-8	B	11%	19%
07X018	P.S. 018 John Peter Zenger	502 Morris Avenue	X018	101%	K-5	K-5	C	16%	23%
07X025	P.S. 025 Bilingual School	811 East 149 Street	X025	76%	K-5	K-5	A	15%	26%
07X029	P.S./M.S. 029 Melrose School	758 Courtlandt Avenue	X029	96%	K-8	K-8	C	15%	11%
07X030	P.S. 030 Wilton	510 East 141 Street	X030	119%	K-5	K-5	B	10%	14%
07X031	P.S./M.S. 031 The William Lloyd Garrison	250 East 156 Street	X151	88%	K-8	K-8	C	14%	10%
07X043	P.S. 043 Jonas Bronck	165 Brown Place	X043	85%	K-5	K-5	A	13%	8%
07X049	P.S. 049 Willis Avenue	383 East 139 Street	X049	103%	K-5	K-5	A	15%	17%
07X065	P.S. 065 Mother Hale Academy	677 East 141 Street	X065	120%	K-5	K-5	B	19%	18%
07X154	P.S. 154 Jonathan D. Hyatt	333 East 135 Street	X154	85%	K-5	K-5	F	15%	12%
07X157	P.S. 157 Grove Hill	757 Cauldwell Avenue	X157	76%	K-5	K-5	D	11%	8%
07X161	P.S. 161 Ponce De Leon	628 Tinton Avenue	X161	94%	K-5	K-5	C	18%	19%
07X179	P.S. 179	468 East 140 Street	X040	96%	K-5	K-5	A	10%	21%
07X277	P.S. 277	519 St Anns Avenue	X027	60%	K-5	K-5	C	15%	15%
07X369	Young Leaders Elementary School	468 East 140 Street	X040	96%	K-5	K-5	D	12%	30%

Students in District 7 may also apply to attend one of ten charter elementary schools that provide a preference to District 7 students through the charter school lottery application process. These schools are listed in the table below:

Charter Options					
DBN ¹⁸	School Name	Address	Grade Span 2012-2013	Grade Span at Scale	Admission Method ¹⁹
84X233*	Family Life Academy Charter School II	296 East 140th St., Bronx	K-1	K-5	Lottery
84X256*	Heketi Community Charter School	423 East 138th St., Bronx	K-1	K-4	Lottery
84X309	South Bronx Charter School for International Cultures and the Arts	577 East 139th St., Bronx	K-5	K-5	Lottery
84X389 ²⁰	Bronx Global Learning Institute for Girls Charter School	750 Concourse Village West, Bronx	K-5	K-5	Lottery
84X394	Mott Haven Academy Charter School	170 Brown Pl, Bronx	K-5	K-5	Lottery
84X407	Bronx Charter School for Children	388 Willis Ave., Bronx	K-5	K-5	Lottery
84X491*	Academic Leadership Charter School	677 East 141st St., Bronx	K-4	K-5	Lottery
84X493*	Success Academy Charter School – Bronx 1	339 Morris Ave., Bronx	K-3	K-5 ²¹	Lottery
84X554*	New York City Montessori Charter School	423 East 138th Street, Bronx	K-2	K-5	Lottery
84X704*	KIPP Academy Charter School	250 East 156th St., Bronx	K-3, 5-12	K-12	Lottery

Students with IEPs (with the exception of those recommended for a D75 or a non-public school placement) 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at the school.

As in the past, District 7 students may also apply to borough-wide and Citywide middle schools.

Future Pre-Kindergarten Students

07X359, the new elementary school that will open in X156 next year if the related co-location proposal is approved, will offer a pre-kindergarten program equivalent to the one currently offered at Performance School. The DOE anticipates that 07X359 will offer two sections (a total of 36 seats) of full-day pre-kindergarten.

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Siblings of students enrolled at either 07X359 or Performance School have first priority for admission. Students who do not have siblings enrolled at either 07X359 or Performance School

¹⁸ An asterisk (*) signifies a school that is phasing in.

¹⁹ 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 website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

²⁰ In a separate EIS, the DOE has proposed to expand the grades served in building X156 by Bronx Global Learning Institute for Girls Charter School to serve kindergarten through eighth grade. The Panel for Educational Policy will vote on that proposal in March 2013.

²¹ While Success Academy Charter School - Bronx 1 (84X493, "SA-Bronx 1") is currently authorized to serve students in kindergarten through fifth grade, the PEP has only authorized it to serve kindergarten through fourth grade in building X183. The DOE has proposed to expand the co-location of SA-Bronx 1 in the X183 building so that it will serve fifth grade (as well as grades six through eight). That proposal will be voted on at the March 11, 2013 PEP meeting.

have second priority for admission. As with all pre-kindergarten programs, the availability of the program at 07X359 depends on continued funding availability.

Impact for Future D75 Students

While not a direct impact of this proposal to phase out Performance School, the DOE is also separately proposing to co-locate a new site for an existing D75 program, P017X, in the X156 building. The details of this proposal can be accessed on the DOE's Web site:

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

This D75 program will admit future students in a manner consistent with current D75 enrollment procedures.. Students will be placed in D75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. For additional information about D75 programs, please visit the DOE's Web site at: <http://schools.nyc.gov/Offices/District75/default.htm>.

In the 2013-2014, 2014-2015, and 2015-2016 school years, the DOE proposes that P017X@X156 serve four sections of students with an IEP classification of autistic and/or intellectual disabilities in kindergarten through fifth grades in X156. In the 2016-2017 school year, P017X@X156 will serve five sections of students with an IEP classification of autistic and/or intellectual disabilities in kindergarten through fifth grades in X156. The DOE has proposed to open this new program in the X156 building to meet increased demand for D75 self-contained programming. Building X156 is a fully accessible building, and as such, the DOE believes it is a good site for a student population that may require a barrier-free site for their education.

B. Schools

Performance School currently enrolls 545 students in kindergarten through fifth grades in addition to 35 students in a full-day pre-kindergarten program. If this proposal is approved, Performance School will phase out gradually.

As described in separate proposals, the DOE is proposing to open and co-locate 07X359 and P017X@X156, and to expand BGLIG from serving kindergarten to fifth grades to serving kindergarten to eighth grades in the X156 building, beginning in 2013-2014.²²

If these proposals are approved, in 2016-2017, once Performance School has phased out, BGLIG has expanded to serve grades kindergarten through eight, 07X359 and P017X@X156 have reached full scale, approximately 911-1,066 total students will be served in X156. The projected utilization for 2016-2017 is approximately 93%-109%. (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/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 the Borough Director of Space Planning and the school's principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each 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

²² These proposals can be found on the DOE's Web site here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

As in other situations where schools are co-located, the schools in the X156 building 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 noted, the details of the proposal to open and co-locate 07X359 and open P017X@X156 and the proposal for the grade expansion of BGLIG in building X156 are discussed in separate EISs. The related Building Utilization Plan ("BUP") that details the impact on space in the building can be accessed along with the aforementioned proposals at the following link:

<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. Performance 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 the proposals to phase-out Performance School, to expand the grades served by BGLIG from kindergarten to five to kindergarten to eight, and to open and co-locate 07X359 and P017X@X156, the X156 building will remain open but will offer new educational options that are intended to better support the learning needs of future elementary school students in District 7.

The proposal to phase out Performance School is not expected to yield a net deficit of seats in District 7. Performance School is the only elementary school in District 7 that the DOE has proposed to phase out this year. This proposal is not expected to yield a net deficit of seats in District 7 and there will continue to be an excess in the District:

- In 2012-2013, there are only 1,838 kindergarten students enrolled in elementary schools in District 7. Including the seats currently available at Performance School, there are 2,025 total kindergarten seats in elementary schools located in District 7. There is an excess of 187 kindergarten seats in the district.
- Excluding the seats currently available at Performance School, there are 1,950 total kindergarten seats in elementary schools located in District 7. Therefore, even after excluding the seats that would have been offered at Performance School, there are still 112 excess kindergarten seats in District 7 elementary schools.
- Based on the 2012-2013 unaudited enrollment register, as of October 26, 2012, Performance School is currently serving 69 kindergarten students. The proposed opening of 07X359 is projected to create 70-80 kindergarten seats in District 7. Thus, the kindergarten seats in District 7 eliminated by Performance School's phase-out and eventual closure would be recovered through the opening of 07X359.

If the DOE intends to make any additional changes to the utilization of elementary school buildings in District 7 for 2013-2014, those changes would be presented in separate proposals and would be subject to a PEP vote. The DOE does not anticipate that any additional changes for 2013-2014 would result in a deficit of elementary school seats in District 7.

This proposal is not expected to impact the ability of community members to apply for or receive permits to use building X156 outside of school hours. The building will continue to be functionally, fully programmatically accessible.

IV. Enrollment, Admissions, and School Performance Information

Performance School

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions Grades K-5: Zoned
Admissions During and After Proposed Phase-out of Performance School	N/A

Enrollment Data²³

	PK ²⁴	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	35	69	104	86	118	83	85	580
2013-2014 (projections)	-	-	-	-	80-90	115-125	80-90	275-305
2014-2015 (projections)	-	-	-	-	-	80-90	115-125	195-215
2015-2016 (projections)	-	-	-	-	-	-	80-90	80-90
2016-2017 (projections)	-	-	-	-	-	-	-	-

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	17%
Percentage of Students with IEPs	23%
Percentage of ELL Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	90%

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

²⁴ Pre-kindergarten ("PK") is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

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

School Performance Data

Performance School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	D
Quality Review Score ²⁶	P	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	17%	15%	14%
Math % Proficient (Levels 3 and 4)	20%	14%	12%
Other Key Performance Indicators			
Attendance Rate	90%	90%	91%
2012-2013 State Accountability Status	Priority School		

BGLIG

Admissions Data

Current Admissions	Grades K-5: Charter Lottery Application ²⁷
Admissions During and After Proposed Phase-out of Performance School	Grades K-8: Charter Lottery Application ²⁸

Enrollment Data²⁹

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	50	55	51	45	43	43	-	-	-	287
2013-2014 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	-	-	315-385
2014-2015 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	-	360-440
2015-2016 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	405-495
2016-2017 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	45-55	405-495

Demographic Data³⁰

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	9%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	85%

²⁷ BGLIG currently serves grades kindergarten through five and enrolls students through the charter lottery in kindergarten and first grades. For all other grades, BGLIG will maintain a wait list and offer placement to students should seats become available.

²⁸ In a separate EIS, the DOE is proposing to expand the co-location of BGLIG to serve grades kindergarten through eight. Should that proposal be approved by the PEP on March 11, 2013, the school will then serve grades kindergarten through eight and enroll students through the charter lottery in kindergarten and first grades. For all other grades, BGLIG will maintain and a wait list and offer placement to students should seats become available.

²⁹ All figures represent total headcount as of October 1, 2012.

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

School Performance Data

BGLIG	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	N/A	C	A
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	40%	60%
Math % Proficient (Levels 3 and 4)	N/A	60%	80%
Other Key Performance Indicators			
Attendance Rate	N/A	93%	94%
2012-2013 State Accountability Status	In Good Standing ³¹		

07X359

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-out of Performance School	Pre-K: Standard Universal Pre-K Admissions Grades K-5: Elementary Choice Admissions Process

Enrollment Data³²

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-	-	-
2013-2014 (projections)	36	70-80	70-80	95-105	-	-	-	271-301
2014-2015 (projections)	36	70-80	70-80	70-80	95-105	-	-	341-381
2015-2016 (projections)	36	70-80	70-80	70-80	70-80	95-105	-	411-461
2016-2017 (projections)	36	70-80	70-80	70-80	70-80	70-80	95-105	481-541

Demographic Data

07X359 does not yet have enrollment. Therefore, there is no demographic data for the school.

School Performance Data

07X359 does not yet have enrollment. Therefore, there is no performance data for the school.

³² The enrollment projections for a new school are based on the planned number of sections for the entry grade. Pre-Kindergarten ("PK") is a program that can be offered both half-day or full-day; the projection figures represent two sections of full day PK.

P017X@X156

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-out of Performance School	Grades K-5: Placement based on individual student needs/recommended special education services

Enrollment Data³³

	Total Enrollment
2012-2013 (unaudited)	-
2013-2014 (projections)	20 - 24
2014-2015 (projections)	20 - 24
2015-2016 (projections)	20 - 24
2016-2017 (projections)	25 - 30

Demographic Data

The new site of P017X@X156 does not yet have enrollment. Therefore, there is no demographic data available.

School Performance Data

The new site of P017X@X156 does not yet have enrollment. Therefore, there is no performance data available.

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the phase-out of Performance School is fully implemented, the DOE will cease to allocate funds to Performance School and will repurpose all remaining 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 Performance School 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 Memorandum 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 Performance 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.

The FY13 School Allocation Memorandum is available at:
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.

³³ The enrollment projections for D75 programs are based on class settings. Projections for P017X@X156 are based on four sections of 6:1:1 self-contained classes in all years except 2016-2017, at which point it will serve five sections.

As a school identified by the State as a Priority School, Performance School must implement a school intervention model. Under this proposal in which Performance School is phased out and replaced by a new school serving the same grade levels, Performance School could receive funding from the New York State Education Department to support this type of whole school reform intervention model. However, receipt of such funds is conditioned upon the plan meeting a number of eligibility requirements, including the approval of a new teacher evaluation system for New York City.

If this proposal is approved, and pending the outcome of ongoing teacher evaluation negotiations between the DOE and UFT, the DOE, in collaboration with the school, hopes to submit an application to the New York State Education Department for Performance 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 Performance School and the new school proposed to be co-located in building X156. Funding would be available to both the school phasing out to ensure that it continues to provide students with support towards graduation, and funding would also be available for the new school to support student achievement.

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

A. Personnel

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Performance School will be excessed over the course of the phase-out.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 did not find a permanent position will be placed in the 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.

New staff positions will 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.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Performance 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 will decrease as the school serves a decreasing student population. Again, all excessing will take place in accordance with existing labor contracts.

C. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Performance School.

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 X156 building.

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		X156
Type of Building		PS
Year Built		1972
Overall BCAS rating		2.6
2011-2012 Target Building Utilization		87%
2011-2012 Target Building Capacity		976
FY 2012 Maintenance Costs	Labor	\$7,346
	Materials	\$6,111
	Maintenance and repair contracts	\$4,194
	Service contracts	\$7,063
	Custodial operations costs—Materials	\$6,643
	Custodial operations costs—Custodial Allocation	\$245,025
FY 2012 Energy Costs	Electric	\$712,314
	Gas	\$301
	Oil	n/a
Projects completed during the current or prior school year	Flood Elimination, PlaNYC Playground, Auditorium Upgrade	
Projects proposed in the capital plan	Flood Elimination, Fire Alarm System, Public Address System, Reinforcing Support Units	
Accessibility of the building	Functionally Fully Programmatically Accessible	
Building attributes	Art Room, Auditorium, Computer Rooms, Cafeteria, Gymnasium, Library, Nurse's Office	