

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-Out of M.S. 203 (07X203) Beginning in 2013-2014**

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

On January 14, 2013, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to phase out M.S. 203 (07X203, “M.S. 203”), an existing middle school housed in building X183 (“X183”) located at 399 Morris Avenue, Bronx, NY 10451, in Community School District 7 (“District 7”). It currently serves students in grades six through eight. The DOE is proposing to phase out M.S. 203 based on its poor performance and the DOE’s assessment that the school lacks the capacity to improve quickly to better support student needs.

This amended EIS includes a updated information regarding the availability of State Improvement Grants and corrects typographical errors, but does not substantially revise the proposal.

If this proposal is approved, M.S. 203 will no longer admit new sixth-grade students after the conclusion of the 2012-2013 school year. The school will continue to phase out one grade level at a time, until it closes following the 2014-2015 school year. Current students will be served and supported as they progress towards the completion of middle school while remaining enrolled at M.S. 203. Current and future M.S. 203 eighth-grade students will be supported through the Citywide High School Admissions Process as they apply to high school. In cases where students do not meet promotional requirements by June 2015, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after M.S. 203 completes phasing out.

M.S. 203 is co-located<sup>1</sup> with The Urban Assembly Bronx Academy of Letters (07X551, “Bronx Letters”), an existing secondary school serving students in sixth through twelfth grade, Success Academy Charter School-Bronx 1 (84X493, “SA - Bronx 1”), an existing charter school that currently serves kindergarten to third grades but is growing to serve kindergarten through fourth grades in building X183,<sup>2</sup> and a District 75 program<sup>3</sup> (75X168, “P168X”) <sup>4</sup> that provides both self-contained and inclusion classes.

M.S. 203 offers a humanities-focused program that is academically screened. Bronx Letters middle school is a limited unscreened district choice middle school that admits students in sixth grade through the District 7 Middle School Choice Process. Bronx Letters high school admits students in ninth grade through the Citywide High School Admissions Process and through a Limited Unscreened Admissions Method.

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

<sup>2</sup> In 2013-2014, SA - Bronx 1 will be at full scale in the X183 building. The original proposal to site grades kindergarten through four of SA - Bronx 1 in the X183 building can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/April2012Proposals.htm>

<sup>3</sup> 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>.

<sup>4</sup> P168X serves students in both self-contained and inclusion settings at this site, which means that students enrolled in the District 75 program attend classes in a general education setting (in this case in M.S. 203’s classes) and receive additional support services from the District 75 on-site staff. P168X serves students at five other sites in addition to X183, which is its main site: (1) DeWitt Clinton High School located in building X440 at 100 West Moshulu Parkway South, Bronx, NY 10468; (2) Building X020 located at 3020 Webster Avenue, Bronx, NY 10467; (3) Building X842 located at 3990 Hillman Avenue, Bronx, NY 10463; (4) Building X194 located at 2365 Waterbury Avenue, Bronx, NY 10462; and (5) East Bronx Academy for the Future located in building X271 at 1716 Southern Boulevard, Bronx, NY 10460. This proposal is not anticipated to impact P168X’s other sites.

P168X serves students in both an inclusion program and self-contained classes. These students are placed based on individual student needs and recommended special education services. SA-Bronx 1 enrolls kindergarten students through a lottery, giving preference to students who reside in District 7. Additional information about the District 7 Middle School Choice Process and Citywide High School Admissions Process is provided in Section III.A of this proposal.

In a separate EIS posted on January 11, 2013, the DOE has proposed to expand the co-location of SA – Bronx 1 in building X183, such that SA - Bronx 1 would grow from serving grades kindergarten through four to serve grades kindergarten through eight. SA - Bronx 1 will add one grade each year, first completing its expansion to serve grades kindergarten through four in the 2013-2014 year (an expansion that has already been approved), and then adding grades five through eight by continuing to add one grade each subsequent year until 2017-2018, at which point it will have reached full scale and will serve students in kindergarten through eighth grades. If this proposal is approved, after the phase-out of M.S. 203, which will be completed at the end of 2014-2015, there will continue to be excess District 7 district middle school seat capacity. The DOE anticipates that the expansion of SA - Bronx 1 will increase the number of high-quality middle school seats in District 7.

### *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 falling within the bottom 5% of schools in the state.<sup>5</sup> In August 2012, SED identified Priority schools across the State, including 122 in New York City. Middle Schools are identified as Priority based on the school’s state 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. 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, as of 2011-2012, College and Career Readiness.<sup>6</sup> 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).

M.S. 203 received an overall D grade on its Progress Report in 2011-2012 after receiving an overall C grade on its Progress Reports for both the 2009-2010 and the 2010-2011 school years. The school received a “Developing” on its most recent Quality Review in 2010-2011 indicating deficiencies in the way that the school is organized to support student learning. The school was also designated a Priority school by SED.

As a result, the DOE initiated a comprehensive review of M.S. 203, with the goal of determining what intensive supports and interventions would best benefit its students and the M.S. 203 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 M.S. 203—will address the school’s performance struggles and allow for new school options to develop in building X183 that the DOE believes will better serve future students and the broader community.

### *Performance and School Environment at M.S. 203*

As noted above, M.S. 203 has struggled, and the school’s performance during the 2011-2012 school year further demonstrates that the school lacks capacity to turn around quickly to better support student needs.

- The overwhelming majority of M.S. 203 students remain below grade level in English Language Arts (“ELA”) and Math. Only 7% of students were performing on grade level in ELA—putting the school in the bottom 1% of middle schools Citywide. Only 10% of students were performing on grade level in Math—putting the school in the bottom 1% of middle schools Citywide. In both ELA and Math proficiency, M.S.

<sup>5</sup> In August 2012, SED identified Priority Schools across the State, including 122 in New York City.

<sup>6</sup> College and Career Readiness is relevant for high school programs only.

203 ranks last among all District 7 middle schools.

- The Progress Report measures the progress and performance of students in a school, as well as the school environment, compared with other schools serving similar student populations. M.S. 203 earned a D grade on its 2011-2012 annual Progress Report, including a D grade for Student Progress, an F grade for Student Performance, and a C grade for School Environment. This year's Progress Report marks a further decline in M.S. 203's performance after the school received C grades in the 2010-2011 and 2009-2010 school years.
- M.S. 203 was identified by the SED as a Priority school, defined by SED as a school within the bottom 5% of schools in the state.
- M.S. 203 was rated "Developing" on its most recent Quality Review in 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.
- The school's attendance rate remains below most other middle schools. The 2011-2012 attendance rate was 88% compared to the Citywide middle school average of 93%, putting M.S. 203 in the bottom 5% of New York City middle schools for attendance.

The chart below summarizes key performance data for M.S. 203 over the past three years:

<b>M.S. 203</b>	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	D
Progress Report Progress Grade	C	C	D
Progress Report Performance Grade	F	F	F
Progress Report Environment Grade	B	C	C
Quality Review Score <sup>7</sup>	N/A	D	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	11%	9%	7%
Math % Proficient (Levels 3 and 4)	14%	14%	10%
<b>Other Key Performance Indicators</b>			
Attendance Rate	88%	87%	88%
<b>2012-2013 State Accountability Status</b>			
Priority School <sup>8</sup>			

### *Overview of Past Strategic Improvement Efforts at M.S. 203*

Staff members have worked hard to improve M.S. 203, 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 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.

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

<sup>8</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

- Facilitating on-going professional development opportunities for the principal and assistant principals aimed at improving the school leadership’s capacity to develop strategic improvement plans for the school.
- Coaching the principal and assistant principals on the use of classroom observations and feedback to enhance teacher effectiveness.

**Instructional Support:**

- Providing training for school staff in research-based instructional practices aimed at increasing the academic achievement of English Language Learners.
- Providing direct coaching for teachers to improve instructional practice and enhance curriculum design in the subject areas of Math, ELA and Social Studies.

**Operational Support:**

- Advising school staff on student attendance tracking, budgeting and human resources.
- Training school staff on the use and implementation of data systems to track student performance and inform instructional planning.

**Student Support:**

- Assisting the school administration in the development of a school safety plan to reduce suspension rates in order to help the school establish a school culture and environment conducive to high academic achievement.
- Coaching the school in evidence-based guidance and counseling strategies to build the school’s capacity to provide social and emotional support to students.

M.S. 203 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 M.S. 203 community about strategies to better support students and improve outcomes at the school. This fall, Superintendent Yolanda Torres held meetings—with parents at the school, with the teachers, and with the School Leadership Team (“SLT”)—on October 25, 2012 to discuss what is and is not working at M.S. 203 and how joint efforts could serve students better.

Approximately 45 people attended the parent meeting, approximately 10 people attended the SLT meeting, and approximately 35 people attended the staff meeting.

Parents had some positive feedback about the school’s leadership and the accomplishments of students who attend the school. However, parents also expressed concerns about deficiencies regarding:

Parents had some positive feedback about the school’s leadership and the accomplishments of students who attend the school. However, parents also expressed concerns about deficiencies regarding:

- Staff members’ support of student performance
- The number of students awaiting placements and evaluations
- The support provided to ELL students
- Parental involvement in the school community
- Socio-emotional support available for students
- Small group instructional support

The staff and SLT had some positive feedback about the after-school programming and sports activities available to students. However, both the staff and SLT expressed concerns about deficiencies regarding:

- Network support and transparency
- Parental involvement
- The decreasing amount of resources available for teachers and students
- Professional development in the science department
- Support for special education programming
- Support for ELL Students and ELL programming

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=220>.

While some members of the M.S. 203 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 turn around to better support students. The DOE plans to incorporate community feedback as it continues to support current M.S. 203 students working toward middle school completion and reallocates space in building X183 to a school option anticipated to 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

X183 has the capacity to serve 1,519 students.<sup>9</sup> (The concept of “target capacity” is described below.) In 2012-2013—the building is serving 1,390 students,<sup>10</sup> yielding a utilization rate of 92%.<sup>11</sup>

If this proposal is approved, M.S. 203 will begin phasing out one grade at a time, beginning in the 2013-2014 school year, and will complete its phase-out after the 2014-2015 school year. The DOE has also issued a separate EIS proposing the expansion of SA - Bronx 1 in the X183 building from a school that serves kindergarten through fourth grades in building X183 to school that serves kindergarten through eighth grades in building X183, beginning in the 2014-2015 school year. If that proposal and this phase-out proposal are both approved, SA - Bronx 1 will add one grade at a time in building X183 to complete its expansion in the 2017-2018 school year. The proposal to co-locate this school is detailed in a separate EIS, also posted on January 11, 2013, which is available here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>. Over six years, the current and proposed grade spans for each proposed and existing school are as follows:

<sup>9</sup> 2011-2012 Enrollment Capacity Utilization Report (“Blue Book”)

<sup>10</sup> 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012

<sup>11</sup> All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) 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.

Grade Spans							
DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
07X203	M.S. 203	6-8	7-8	8	-	-	-
07X551	Bronx Letters	6-12	6-12	6-12	6-12	6-12	6-12
75X168	P168X	K-8	K-8	K-8	K-8	K-8	K-8
84X493	SA - Bronx 1	K-3	K-4	K-5	K-6	K-7	K-8

Over six years, the current and proposed enrollments for each proposed and existing school, as well as the current and projected building utilization rates, are as follows:

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
07X203	M.S. 203	288	190 - 210	90 - 100	-	-	-
07X551	Bronx Letters	566	530 - 600	540 - 610	540 - 610	540 - 610	540 - 610
75X168 <sup>12</sup>	P168X	206	188 - 224	188 - 224	188 - 224	188 - 224	188 - 224
84X493	SA - Bronx 1	330	410 - 460	490 - 550	570 - 640	650 - 730	730 - 820
<b>Total Building Enrollment</b>		1,390	1,318 - 1,494	1,308 - 1,484	1,298 - 1,474	1,378 - 1,564	1,458 - 1,654
<b>Utilization<sup>13</sup></b>		92%	87% - 98%	86% - 98%	85% - 97%	91% - 103%	96% - 109%

If the proposal to expand SA – Bronx 1 is approved, SA - Bronx 1 will expand until it reaches full scale in the 2017-2018 school year when it will serve approximately 730-820 students in grades kindergarten through eight. Once SA - Bronx 1 has completed its expansion, there will be approximately 1,458-1,654 students served in building X183 in 2017-2018, yielding an estimated utilization rate of 96%-109%. The building has adequate capacity to accommodate the expansion of SA - Bronx 1 during and after the proposed phase-out of M.S. 203.

Despite the possibility of a utilization rate slightly 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 utilization rates above 100% while not impacting the utilization of the space

<sup>12</sup> The students served P168X and M.S. 203’s inclusion programming are placed on the register at M.S. 203; Therefore the phase-out of the inclusion program will not impact P168X’s enrollment figures.

<sup>13</sup> All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) 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.

allocated to the traditional district school. Therefore, the X183 building has the capacity to accommodate the phase-out of M.S. 203 and the expansion of SA - Bronx 1 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](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

##### *Enrollment Options for Current M.S. 203 Students*

If this proposal is approved, M.S. 203 will be phased out gradually over the next two years and will no longer admit new sixth-grade students after the end of this school year. Current sixth- and seventh-grade students will be supported at M.S. 203 as they progress towards completion of middle school and transition to high school. Current eighth-grade students who meet promotional requirements should have already applied for high school through the Citywide High School Admissions process. As mentioned above, P168X students currently served in inclusion programming with M.S. 203 will continue to be served in M.S. 203 throughout the course of the phase-out.

M.S. 203 offers inclusion programming in partnership with the co-located P168X; this program will phase out with M.S. 203. M.S. 203 will continue to provide inclusion programming with P168X through the course of its phase-out; however should students require inclusion programming in grades no longer served at M.S. 203, the District 75 Office, along with the Office of Student Enrollment, will work with the students to find an appropriate placement. Given that the inclusion program at M.S. 203 is very small (serving fewer than ten students), the DOE does not anticipate the impact of the phase out of M.S. 203 to cause a significant impact to students served in the inclusion setting.

P168X's inclusion program will close after the course of the phase-out of M.S. 203. Based on the DOE's current assessment of need for District 75 inclusion programming, the DOE is confident that there is sufficient inclusion programming available in District 7 to serve students in need of this setting. Should the need for inclusion programming at the middle school level increase, the DOE will work with the District 75 office to create additional inclusion programming to meet student need.

If this proposal is approved, M.S. 203 will gradually stop serving middle school students, including the small number of students served in P168X's inclusion programming. After the 2012-2013 school year, M.S. 203 will

no longer enroll sixth-grade students. After the 2013-2014 school year, M.S. 203 will no longer enroll seventh-grade students. After the 2014-2015 school year, M.S. 203 will close. 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. The Office of Student Enrollment will work with each student to find the appropriate placement for the student to continue her or his education either in District 7 or in the District in which the student resides.

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

This year, pending approval from SED, the DOE will prioritize students in eligible current and proposed phase-outs, including M.S. 203, to get first priority within the PSC Process. This would mean that students at M.S. 203 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.<sup>14</sup>

### *Impact on Academic and Extracurricular Offerings at M.S. 203*

The DOE does not anticipate that this proposal will prevent M.S. 203 from continuing to offer any particular academic or extra-curricular program currently offered at the school. That said, the availability of certain offerings at the school will inevitably be impacted as the school phases out, serves a decreasing student population, and eventually closes.

With respect to academics, M.S. 203 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 M.S. 203 students to succeed. If this proposal is approved, M.S. 203 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.

M.S. 203 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). ICT and SC classes and SETSS will continue to be provided as M.S. 203 phases out. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”).

M.S. 203 also offers inclusion programming in partnership with the co-located District 75 program, P168X. As describe above, M.S. 203 will continue to provide inclusion programming with P168X through the course of its phase-out; however should students who are held over require inclusion programming in grades no longer served at M.S. 203, the District 75 Office, along with the Office of Student Enrollment, will work with the students to find an appropriate placement. Given that the inclusion program at M.S. 203 is very small (serving fewer than ten students), the DOE does not anticipate the impact of the phase out of M.S. 203 to cause a significant impact to students served in the inclusion setting.

M.S. 203 also has an English as a Second Language (“ESL”) program and a Transitional Bilingual Program for ELL students. Current students at M.S. 203 who receive ELL services will continue to receive their mandated services as the school phases out.

According to the District 7 Middle School Directory, M.S. 203 currently offers the following special programs

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<sup>14</sup> Based on data from the past two years, less than 1% of eligible students Citywide historically transfer out of their school through the PSC process. This revised PSC prioritization structure could increase the percentage of students transferring out of eligible phase-out schools. However, the DOE cannot predict with certainty whether or to what extent the impact of this policy change will impact projected enrollment at M.S. 203. As a result, the enrollment projections in this EIS assume historical transfer rates.

and initiatives, extra-curricular activities, and partnerships:<sup>15</sup>

- **Regents Classes:** Integrated Algebra, Living Environment
- **Enrichment Classes:** Honors English Language Arts, Honors Math
- **Special Programs:** Visual Arts, Robotics, Leadership Program, After-School Enrichment, Tutoring, Entrepreneurial Program
- **Boys Sports:** Baseball, Basketball, Football, Softball
- **Girls Sports:** Basketball, Volleyball
- **Co-ed Sports:** Handball, Outdoor Track, Soccer
- **Program Partners:** East Side House Settlement, United Way, Justin Tuck’s R.U.S.H. (Read, Understand, Succeed, and Hope) for Literacy

This proposal will not prevent M.S. 203 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. Multiple schools may collaborate to offer joint extracurricular programs across the building as appropriate.

If this proposal is approved, as the school phases out, the DOE will work with M.S. 203 staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out 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 M.S. 203 students in the past.

### *Impact on Current and Future Students at Existing Schools in X183*

The DOE does not anticipate that the proposed phase-out and eventual closure of M.S. 203 will significantly impact admissions, current or future student enrollment, extra-curricular offerings, or instructional programming at Bronx Letters or SA - Bronx 1. The only impact to programming offered at P168X is that it will no longer offer joint inclusion programming with M.S. 203 which, as described above, was being provided to fewer than ten students. This small number of students is on the enrollment register for M.S. 203, not P168X; as such, no enrollment change is expected for P168X as a result of the phase-out of the inclusion program. Additional information about the impact of M.S. 203’s phase out on District 75 students is included in the “Impact for Future District 75 Students” section below.

As described above, the DOE is proposing to expand SA - Bronx 1 in the space vacated by M.S. 203; the impact of that expansion on the enrollment of the school organizations in the X183 building is discussed in a separate EIS that was posted on January 11, 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 Middle School Students*

M.S. 203 and Bronx Letters admit sixth-grade students through the District 7 Middle School Choice Process, where fifth graders rank their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. M.S. 203 admits students into a screened program with a focus in the humanities. M.S. 203’s screened program has an academic screen that assesses applicants based on an interview and their elementary school grades. Bronx Letters admits middle school students into a limited unscreened program. Limited unscreened programs admit students randomly, but give preference to students who express interest in the school. M.S. 203 also offers an inclusion program in partnership with the District 75 program, P168X, that is co-located in the X183 building. (Information on the impact of the phase-out on the District 75 inclusion programming is detailed in the “Impact on Future District 75 Students in District 7” section below.)

<sup>15</sup> The District 7 Middle School Directory is available on the DOE Web site at <http://schools.nyc.gov/NR/rdonlyres/A4CE9911-E6DB-46B6-BFBC-45EAEF07BD65/0/201213D7MSD.pdf>

Through the District 7 Middle School Choice process, 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. Middle school admissions applications were due on December 21, 2012. If this proposal is approved by the PEP on March 11, 2013, M.S. 203 will be removed from the District 7 Middle School Choice application and matching process, and no current fifth-grade students will be matched to M.S. 203 for the 2013-2014 school year. Additionally, new middle schools designated 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.

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/Bronx>. Please note that this directory is updated yearly.

The DOE strives to offer individual students the widest breadth of options across a large number of schools. Excluding M.S. 203, there are currently 13 district schools in District 7 serving middle school grades. In the District 7 Middle School Choice process, students rank their preferences from among District 7 choice middle schools. These options include:

- Choice middle schools with a screened application process;
- Choice middle schools with unscreened or limited unscreened application processes;
- K-8 schools with an unscreened application process that have available seats for middle school students; and
- 6-12 schools with a limited unscreened or screened application process.

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.

This proposal will not affect the DOE’s admissions process for ELL students or the services that ELL students receive in DOE schools. In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their non-ELL peers. ELL are placed according to the same criteria as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

If this proposal is approved, future sixth-grade students will continue to have access to a broad range of middle school options through the District 7 Middle School Choice process and borough-wide and Citywide middle school options. The table below outlines information about these options, including the District 7, borough-wide, and Citywide middle schools’ Progress Report grade, the percentage of special education students (“SE”), the percentage of ELL students, the admissions process, building utilization rate, and site accessibility. Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.<sup>16</sup>

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<sup>16</sup>The Middle School Directory is available at <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

**District Options<sup>17</sup>**

DBN	School Name	Address	Building Code	Building Utilization <sup>18</sup>	Grade Span 2012-2013	Grade Span at Scale	2011-2012 Progress Report Grade	2012 % SE	2012 % ELL	Admissions Method	Site Accessibility <sup>19</sup>
<b>DISTRICT Choice</b>											
07X005 *	PS 5 Port Morris	564 Jackson Avenue	X005	72%	K-6	K-8	B	11%	19%	Unscreened, Limited Unscreened	Not functionally accessible
07X029	P.S./M.S. 029 Melrose School	758 Courtlandt Avenue	X029	96%	K-8	K-8	C	15%	11%	Limited Unscreened	Not functionally accessible
07X031	P.S./M.S. 031 The William Lloyd Garrison	250 East 156 Street	X151	88%	K-8	K-8	C	14%	10%	Screened	Not Functionally accessible
07X151	J.H.S. 151 Lou Gehrig	250 East 156 Street	X151	88%	6-8	6-8	C	13%	24%	Screened	Not functionally accessible
07X162	J.H.S. 162 Lola Rodriguez De Tio	600 Saint Ann's Avenue	X162	80%	6-8	6-8	C	23%	23%	Screened	Functionally accessible
07X221	South Bronx Preparatory: A College Board School	360 East 145 Street	X149	88%	6-12	6-12	D	17%	7%	Screened	Not functionally accessible
07X223 *	M.S. 223 The Laboratory School of Finance and Technology	360 East 145 Street	X149	88%	6-8	6-12	B	16%	8%	Screened, Limited Unscreened	Not functionally accessible
07X224	P.S. / I.S. 224	345 Brook Avenue	X139	75%	6-8	6-8	B	16%	32%	Limited Unscreened	Not functionally accessible
07X296	South Bronx Academy for Applied Media	778 Forest Avenue	X184	70%	6-8	6-8	B	16%	11%	Screened	Functionally accessible
07X298	Academy of Public Relations	778 Forest Avenue	X184	70%	6-8	6-8	A	12%	32%	Limited Unscreened	Not functionally accessible
07X343	Academy of Applied Mathematics and	345 Brook Avenue	X139	75%	6-8	6-8	A	20%	16%	Screened	Not

<sup>17</sup> An asterisk (\*) identifies a school that is currently phasing in.

<sup>18</sup> Target building utilization rates are from the 2011-2012 Blue Book.

<sup>19</sup> A code of "Functionally Accessible" indicates that all schools/programs located in the building are fully accessible. A code of "1st Floor Functionally Accessible" indicates that the school is functionally accessible, but only on the first floor; a school has this designation only if, among other things, an accessible bathroom is available to those on the first floor. A code of "Partially Accessible" indicates that a school might be functionally accessible on more than one floor but not for all relevant spaces in the school.

	Technology										functionally accessible
07X500	Hostos-Lincoln Academy of Science	475 Grand Concourse	X500	67%	6-12	6-12	B	11%	6%	Screened	Not functionally accessible
07X551	The Urban Assembly Bronx Academy of Letters	339 Morris Avenue	X183	70%	6-12	6-12	B	15%	11%	Limited Unscreened	Not functionally accessible
<b>CITY-WIDE Choice</b>											
01M539	New Explorations into Science, Technology and Math School	111 Columbia Street	M022	101%	K-12	K-12	A	0%	0%	SB Application	Not functionally accessible
02M407	Institute for Collaborative Education	345 East 15th Street	M475	145%	6-12	6-12	C	0%	0%	SB Application	Not functionally accessible
02M408	Professional Performing Arts School	328 West 48th Street	M017	97%	6-12	6-12	B	0%	2%	SB Application	Not functionally accessible
02M442	Ballet Tech / NYC Public School for Dance	890 Broadway	M905	70%	4-8	4-8	B	0%	3%	SB Application	Not functionally accessible
03M334	The Anderson School (P.S. 334)	100 West 77th Street	M044	88%	K-8	K-8	A	0%	0%	SB Application	Functionally accessible
03M859*	Special Music School	129 West 67th Street	M932	66%	K-8	K-12	A	0%	1%	SB Application	Not functionally accessible
04M012	Talented and Gifted School for Young Scholars	240 East 109th Street	M117	71%	K-8	K-8	A	0%	0%	SB Application	Functionally accessible

If this proposal and its companion proposal to expand the co-location of SA – Bronx 1 to serve grades five through eight in building X183 are approved, SA-Bronx 1 will represent a new charter school option for middle school students in District 7. Students currently enrolled in the elementary grades of SA - Bronx 1 who planned to attend the school for kindergarten through fourth grades will have the option of continuing at SA – Bronx 1 through eighth grade. It is anticipated that the fifth through eighth grades of SA – Bronx 1 in X183 will enroll students articulating from its lower grades. Additional details concerning admissions to SA- Bronx 1 can be found here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

The table below lists the charter school located in District 7 that currently serves middle school grades,<sup>20</sup> KIPP Academy Charter School, which admits students through a lottery application process and provides a preference for District 7 students.<sup>21</sup> All students in District 7 will continue to have the opportunity to participate in the KIPP Academy Charter School lottery.

DBN <sup>22</sup>	School Name	Address	Grade Span 2012-2013	Grade Span at Scale	Admissions Method
84X704*	KIPP Academy Charter School	250 East 156th St., Bronx	K-3, 5-12	K-12	Lottery

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

#### *Impact for Future District 75 Students in District 7*

Students will continue to be placed in District 75 schools based on individual student needs and recommended special education services. District 75 students who receive District 75 SETSS, or are in a self-contained program in elementary school and are articulating into middle school, work with District 75 school and placement staff to identify the middle school program that best meets their needs. The following variables are taken into account when considering the best placement: whether the students 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 District 75 programs, please visit the DOE’s Web site at: <http://schools.nyc.gov/Offices/District75/default.htm>.

P168X’s self-contained programming will not be impacted by this proposal. However, as mentioned above, P168X currently offers inclusion programming in partnership with M.S. 203. If this proposal is approved, this inclusion program will phase out along with M.S. 203 and students in need of inclusion programming will be placed at a different site where the needed services can be provided.

P168X’s inclusion program will close after the course of the phase-out of M.S. 203. Based on the DOE’s current assessment of need for District 75 inclusion programming, there is sufficient inclusion programming available to serve the demand of District 7 students in need of this setting. Should need for District 7 middle school inclusion programming increase, the DOE will work with the District 75 office to create additional inclusion programming to meet student need.

#### *Impact for Future Elementary School Students in District 7*

If the co-location expansion proposal is approved, all age-appropriate students in District 7 will have the opportunity to enter the charter application lottery process to enroll in SA-Bronx 1 for kindergarten through third grade in August of 2013. SA-Bronx 1 provides the following lottery preferences: (1) siblings of current or accepted

<sup>20</sup> The DOE anticipates posting a proposal to expand Bronx Global Learning Institute for Girls (84X389, “BGLIG”), an existing District 7 elementary school, to serve grades six through eight; If this proposal is passed by the PEP in March 2013, BGLIG will represent another middle school charter option in District 7.

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

<sup>22</sup> An asterisk (\*) signifies a school that is currently phasing in.

students, (2) ELL students, and (3) applicants who reside within District 7.

SA – Bronx 1 sets aside a certain percentage of seats for ELL students that is relatable to the average ELL percentage at traditional public elementary schools within the City and/or District 7. With respect to the remaining seats and the waitlist, SA – Bronx 1 provides lottery priority to in-district applicants, with any further remaining seats to go to out-of-district applicants.

### *Enrollment Impact for Future High School Students*

This proposal will not impact admissions for the high school grades at Bronx Letters. Bronx Letters gives priority into its ninth grade to continuing eighth-graders from the school. New students are admitted into ninth grade—for remaining seats made available through attrition—through the High School Admissions Process. These seats are filled through a limited unscreened process.

There are two rounds in the High School Admissions Process; the process for admission for September 2013 is described below:

**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. Beginning this year, 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>.

High school students with IEPs, with the exception of those recommended for a District 75 placement, are admitted and placed 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 will also not impact the services provided to or admissions processes for high school students with IEPs and high school ELL students.

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

M.S. 203 also admits 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;<sup>23</sup>
- 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.

<sup>23</sup> Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

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 un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

Approximately 65 students were admitted to sixth grade through the Middle School Choice process at M.S. 203 during the 2011-2012 school year for September 2012 enrollment. Approximately 23 sixth-grade students were admitted to M.S. 203 through the OTC placement process. Seventeen seventh-grade students were admitted to M.S. 203 through the OTC process during the 2012-2013 school year.<sup>24</sup> Overall, District 7 had 15 schools that admitted middle school OTC students; in total 369 OTC students were admitted, meaning there was an average of 25 OTC students per school served in the schools that admitted OTC students.

The proposal to phase out M.S. 203 is not expected to impact the placement of OTC students at the schools co-located in the X183 building. M.S. 203 may continue to receive OTC students in the grades it serves depending on the needs of the community, preference of parents and availability of seats.

## **B. Schools**

If this proposal is approved, there will be sufficient space in X183 to accommodate all of the school organizations currently located in the building, pursuant to the Citywide Instructional Footprint (the "Footprint"), throughout the period during which M.S. 203 phases out and SA - Bronx 1 expands (if that proposal is also approved). There will also be sufficient space to continue to house the Hearing Educational Services office and School Food District 7 Field Office. (Please visit the New York City Department of Education Web site to access the 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 the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching ("ICT") section and a full-size or half-size room to accommodate each Self Contained ("SC") special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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

As in other situations where schools are co-located, the schools on the X183 campus 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.

The details of the proposal to expand SA - Bronx 1 to serve grades kindergarten through eight in X183 are discussed in a separate EIS and Building Utilization Plan ("BUP") that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

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<sup>24</sup> Numbers of holdover students and eighth-grade OTC students are being withheld consistent with federal student privacy laws.

**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. M.S. 203 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, building X183 will remain open, but it will offer a new educational option for middle school that is intended to better support the learning needs of future middle school students in District 7, and replace seats lost by the phase-out of M.S. 203.

- In 2012-2013, there are only 1,444 sixth-grade students enrolled in District 7 middle schools. Including the seats currently available at M.S. 203, there are 1,883 total sixth-grade seats in District 7 middle schools. Thus, there is an excess of 439 sixth-grade seats in the district.
- Excluding the seats currently available at M.S. 203, there are 1,702 total sixth-grade seats in District 7 middle schools. Therefore, even after excluding the seats that would have been offered at M.S. 203, there are still 258 excess sixth-grade seats in District 7 middle schools.
- Based on the 2012-2013 unaudited enrollment register, as of October 26, 2012, M.S. 203 is currently serving only 94 sixth-grade students.

M.S. 203 is the only middle school in District 7 that the DOE has proposed to phase out this year. Simultaneously, the DOE anticipates proposing to expand Bronx Global Learning Institute for Girls (84X389, “BGLIG”) and SA - Bronx 1. As a result of these proposals, District 7 will continue to have an overall excess of middle school seats. If these proposals are approved, there will still be an excess of at least 300 sixth-grade seats in District 7 middle schools.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X183. The building will continue to be functionally, partially programmatically accessible.

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

*M.S. 203*

**Admissions Data**

<b>Current Admissions</b>	<b>Grades 6-8:</b> District 7 Middle School Choice; Admissions method: Screened
<b>Admissions During and After Proposed Phase-out of M.S. 203</b>	N/A

Enrollment Data<sup>25</sup>

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	94	103	91	288
2013-2014 (projections)	-	90-100	100-110	190-210
2014-2015 (projections)	-	-	90-100	90-100
2015-2016 (projections)	-	-	-	-
2016-2017 (projections)	-	-	-	-
2017-2018 (projections)	-	-	-	-

Demographic Data<sup>26</sup>

Percentage of Students Receiving ICT or SC Services	19%
Percentage of Students with IEPs	25%
Percentage of ELLs	24%
Percentage of Students Eligible for Free or Reduced Lunch	74%

School Performance Data

M.S. 203	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	C	D
Quality Review Score <sup>27</sup>	N/A	D	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	11%	9%	7%
Math % Proficient (Levels 3 and 4)	14%	14%	10%
<b>Other Key Performance Indicators</b>			
Attendance Rate	87.5%	86.5%	88.0%
<b>2012-2013 State Accountability Status</b>			
Priority School <sup>28</sup>			

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

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

<sup>27</sup> For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

<sup>28</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

*Bronx Letters*

**Admissions Data**

<b>Current Admissions</b>	<p><b>Grades 6-8:</b> District 7 Middle School Choice; Admissions method: Limited Unscreened</p> <p><b>Grades 9-12:</b> Citywide High School Admissions Process; Admissions method: Limited Unscreened; Priority to continuing 8<sup>th</sup> graders</p>
<b>Admissions During and After Proposed Phase-out of M.S. 203</b>	<p><b>Grades 6-8:</b> District 7 Middle School Choice; Admissions method: Limited Unscreened</p> <p><b>Grades 9-12:</b> Citywide High School Admissions Process; Admissions method: Limited Unscreened; Priority to continuing 8<sup>th</sup> graders</p>

**Enrollment Data**<sup>29</sup>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2012-2013 (unaudited)	80	71	82	92	81	80	80	566
2013-2014 (projections)	75-85	75-85	65-75	315 - 355				530 - 600
2014-2015 (projections)	75-85	75-85	75-85	315 - 355				540 - 610
2015-2016 (projections)	75-85	75-85	75-85	315 - 355				540 - 610
2016-2017 (projections)	75-85	75-85	75-85	315 - 355				540 - 610
2017-2018 (projections)	75-85	75-85	75-85	315 - 355				540 - 610

**Demographic Data**<sup>30</sup>

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with IEPs	21%
Percentage of ELLs	11%
Percentage of Students Eligible for Free or Reduced Lunch	86%

<sup>29</sup> All figures are from the 2012-2013 Unaudited register (as of October 26, 2012).

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

School Performance Data

<b>Bronx Academy of Letters (Grades 6-8)</b>	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	C	B
Quality Review Score <sup>31</sup>	N/A	N/A	P
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	18%	19%	22%
Math % Proficient (Levels 3 and 4)	39%	44%	40%
<b>Other Key Performance Indicators</b>			
Attendance Rate	93%	91%	92%
<b>2012-2013 State Accountability Status</b>			
In Good Standing <sup>32</sup>			

<b>Bronx Letters (Grades 9 -12)</b>	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	B
Quality Review Score	N/A	N/A	P
<b>Key Components of Performance and Progress</b>			
% 10+ Credit Accumulation in Year 1	81%	66%	65%
4 Year Graduation Rate	75%	83%	78%
6 Year Graduation Rate	94%	94%	80%
% Graduating with a Regents Diploma	64%	76%	73%
Attendance Rate	92%	90%	89%
<b>2012-2013 State Accountability Status</b>			
In Good Standing <sup>33</sup>			

<sup>31</sup> For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

<sup>32</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

<sup>33</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

SA – Bronx 1

Admissions Data

<b>Current Admissions</b>	<b>Grades K-3:</b> Charter lottery application <sup>34</sup>
<b>Admissions During and After Proposed Phase-out of M.S. 203</b>	<b>Grades K-8:</b> Charter lottery application

Enrollment Data<sup>35</sup>

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (unaudited)	73	76	94	87	-	-	-	-	-	330
2013-2014 (projections)	80-90	80-90	75-85	90-100	85-95	-	-	-	-	410-460
2014-2015 (projections)	80-90	80-90	80-90	75-85	90-100	85-95	-	-	-	490-550
2015-2016 (projections)	80-90	80-90	80-90	80-90	75-85	90-100	85-95	-	-	570-640
2016-2017 (projections)	80-90	80-90	80-90	80-90	80-90	75-85	90-100	85-95	-	650-730
2017-2018 (projections)	80-90	80-90	80-90	80-90	80-90	80-90	75-85	90-100	85-95	730-820

Demographic Data<sup>36</sup>

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with IEPs	12%
Percentage of ELL students	2%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

Performance data is not currently available for SA - Bronx 1 because the school opened in the 2010-2011 school year and is only serving kindergarten through third grade this year.

P168X

Admissions Data

<b>Current Admissions</b>	Placement based on individual student needs/recommended special education services
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<sup>34</sup> SA – Bronx 1 will expand to serve grades kindergarten through four in building X183 in 2013-2014; Students will continue to be admitted through the charter lottery application process in grades kindergarten through three.

<sup>35</sup> Figures in this table represent total headcount as of October 1, 2012.

<sup>36</sup> All figures are a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

<b>Admissions During and After Proposed Phase-out of M.S. 203</b>	Placement based on individual student needs/recommended special education services
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**Enrollment Data**<sup>37</sup>

	<b>Total Enrollment</b> <sup>38</sup>
2012-2013 (unaudited)	206
2013-2014 (projections)	188 - 224
2014-2015 (projections)	188 - 224
2015-2016 (projections)	188 - 224
2016-2017 (projections)	188 - 224
2017-2018 (projections)	188 - 224

**Demographic Data**<sup>39,40</sup>

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	98%
Percentage of ELL students	18%
Percentage of Students Eligible for Free or Reduced Lunch	65%

**School Performance Data**

<b>P168X</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	C
Progress Report Progress Grade	D	C	F
Progress Report Performance Grade	F	C	C
Progress Report Environment Grade	C	A	A
Quality Review Score	N/A	P	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	4.8%	3.6%	1.4%
Math % Proficient (Levels 3 and 4)	1.5%	5.8%	4.2%
<b>Other Key Performance Indicators</b>			
Attendance Rate	86 %	87%	N/A

<sup>37</sup> P168X in building X183 serves students in mixed grade classes according to their IEPs. Therefore, grade-level enrollment is not applicable.

<sup>38</sup> Enrollment figures reflect the school register as of November 26, 2012.

<sup>39</sup> All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

<sup>40</sup> Data reflects entire 75X168 enrollment across all locations, including but not limited to District 75 students in Building X183.

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

If this proposal is approved, once the phase-out of M.S. 203 is fully implemented, the DOE would cease to allocate funds to M.S. 203 and 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 M.S. 203 would decline each year, meaning that the school's budget would decrease each year, and the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget would increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please refer to the FSF Guide and FY13 School Allocation 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 07X203. The FSF Guide is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy12\\_13/FY13\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf).

The FY13 School Allocation Memorandum is available at:

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

As a school identified by the State as a Priority School, M.S. 203 must implement a school intervention model. Under this proposal in which M.S. 203 is phased out, M.S. 203 is eligible for additional funding from the DOE based on school plans aligned to federal turnaround principles. The DOE will continue to seek guidance from the SED to determine whether the school is eligible for any additional state funding. Receipt of such funds would also be conditioned upon the plans meeting a number of eligibility requirements, including the approval of a new teacher evaluation system for New York City.

## 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 M.S. 203 will be excessed over the course of the phase-out.<sup>41</sup> This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

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

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who 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.

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<sup>41</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

If approved, this proposal will not impact the personnel needs of Bronx Letters, P168X, or SA-Bronx 1. Changes resulting from the expansion of SA - Bronx 1 are noted in a separate EIS posted at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>.

### **B. Administration**

If this proposal is approved, all school supervisor and/or administrator positions assigned to M.S. 203 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.

If approved, this proposal will not impact the administration of Bronx Letters, P168X, or SA - Bronx 1.

### **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 M.S. 203 or the other organizations in X183 as a result of this proposal.

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

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy if this proposal is approved. This proposal is not expected to impact the support services of the other organizations located in the X183 building.

## VII. Building Information

<b>Building</b>		X183
<b>Type of Building</b>		MIDDLE
<b>Year Built</b>		1974
<b>Overall BCAS rating</b>		2.75
<b>2011-2012 Target Building Utilization</b>		70% <sup>42</sup>
<b>2011-2012 Target Building Capacity</b>		1519
<b>FY 2012 Maintenance Costs</b>	<b>Labor</b>	\$29,442
	<b>Materials</b>	\$11,732
	<b>Maintenance and repair contracts</b>	\$64,768
	<b>Service contracts</b>	\$3,025
	<b>Custodial operations costs—Materials</b>	\$11,630
	<b>Custodial operations costs—Custodial Allocation</b>	\$343,234
<b>FY 2012 Energy Costs</b>	<b>Electric</b>	\$262,318
	<b>Gas</b>	\$1,576
	<b>Oil</b>	\$115,101
<b>Projects completed during the current or prior school year</b>		PlaNYC Boiler/Climate Control, Fire Alarm, CTF Room Conversion
<b>Projects proposed in the capital plan</b>		Boiler Conversion, Climate Control
<b>Accessibility of the building</b>		Building is functionally partially programmatically accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

<sup>42</sup> The 2011-2012 target building utilization figure provided in this chart is based on 2011-2012 audited register enrollment, whereas the utilization charts throughout this document reflect unaudited enrollment as of October 26, 2012 or charter headcount as of October 1, 2012. To learn about how utilization rates are calculated in regards to specific buildings, the Blue Book can be accessed here: [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012\\_Classic.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf).