

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of J.H.S. 13 Jackie Robinson (04M013) Beginning in the 2013-2014 School Year

I. Summary of Proposal

On January 22, 2013, the New York City Department of Education (“DOE”) posted a proposal to phase out J.H.S. 13 Jackie Robinson (04M013, “J.H.S. 13”), an existing choice middle school in building M013 (“M013”) located at 1573 Madison Avenue, Manhattan, NY 10029, in Community School District 4 (“District 4”). J.H.S. 13 currently serves students in grades six through eight. The DOE is proposing to phase out J.H.S. 13 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 two separate Educational Impact Statements (“EIS”) also posted on January 22, 2013, the DOE is proposing to, in one EIS, extend the co-location of East Harlem Scholars Academy Charter School (84M518, “EHS I”) in building M013 through the conclusion of the 2015-2016 school year, when it will move to a private facility, and in the other EIS, site a new K-8 charter school, East Harlem Scholars Academy Charter School II (84MTBD, “EHS II”), in the space to be vacated by J.H.S. 13’s phase-out and EHS I’s move to private space.¹ Those proposals can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

This proposal is now being amended to update the programs and partnerships of CPE I to include Weekly Storyteller, Per Dev, and El Taller Latino Arts After School. These changes do not substantially revise the proposal.

If this proposal is approved, J.H.S. 13 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 at the end of the 2014-15 school year. Current students will be served and supported as they progress toward the completion of middle school while remaining enrolled at J.H.S. 13. Current and future J.H.S. 13 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 the end of the 2014-2015 school year, the DOE will help students and families identify alternative programs or schools that meet students’ needs so that they may continue their education after J.H.S. 13 completes phasing out.

J.H.S. 13 is co-located with Central Park East I (04M497, “CPE I”), an existing district elementary school serving students in kindergarten through fifth grade and students in one section of full-day pre-kindergarten; Central Park East High School (04M555, “CPE HS”), an existing district high school serving students in grades nine through twelve; and East Harlem Scholars Academy Charter School I (84M518, “EHS I”), an existing charter elementary school that is phasing in and currently serves students in kindergarten through second grade.² As stated above, EHS I will move to a private facility following the conclusion of the 2015-2016 school year.

In addition, two community-based organizations (“CBOs”) are located in building M013, Harlem Family Institute and Girls Inc. This proposal is not expect to impact the siting of either CBO. However, as enrollment changes in the M013 building, student interest in the services provided by the CBOs is also subject to change, which could impact siting in the future.

J.H.S. 13 admits students through the District 4 Middle School Choice Process and has a screened program with a humanities focus, offering priority to students and residents of District 4. In screened programs, students are ranked by the school based on a range of factors which may include final report card grades from the prior school year, reading and math standardized test scores, and attendance and punctuality. There may also be other

¹ EHS I will move to a private facility at the conclusion of the 2015-2016 school year. If EHS I is unable to move into its private facility as planned, EHS I will explore options to serve its students in a temporary space.

² 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.

requirements that schools use to screen applicants, such as an interview, essay, teacher recommendation, or additional diagnostic test.

CPE I is a choice elementary school that gives preference to students and residents in Districts 4 and 5. CPE I's full priority structure is described below in section III.

CPE HS admits students through the Citywide High School Admissions Process and has a screened program with a humanities and interdisciplinary focus.

EHS I admits students via charter lottery and gives preference to students who reside in District 4.

As noted above, in two separate proposals described in other EISs, the DOE is proposing to extend the co-location of EHS I in building M013 through the conclusion of the 2015-2016 school year and to site a new charter K-8 school, EHS II in the space to be vacated by J.H.S. 13's phase-out and EHS I's move to private space. Those proposals can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

If this proposal and both of the proposals for EHS I and EHS II are approved by the PEP, EHS I will continue to phase into M013 and EHS II will begin to phase in to the building as J.H.S. 13 phases out.

While EHS I and EHS II are currently authorized to serve students in grades kindergarten through five, both EHS I and EHS II have informed the DOE that they intend to apply to their charter authorizer, State University of New York Charter Schools Institute ("SUNY CSI") to expand their respective grade spans to serve students in kindergarten through eighth grade, with EHS I intending to reach full scale in 2018-2019 and EHS II intending to reach full scale in 2020-2021. Only SUNY CSI has the authority to approve or deny those requests. Should SUNY CSI deny EHS I and/or EHS II's requests to expand, or if EHS I or EHS II fail to make these requests, EHS I and/or EHS II will only serve their currently approved grade spans of kindergarten through fifth grade.

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 in the bottom 5% of schools in the state.³ 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, as well as 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).

J.H.S. 13 received an overall D grade on its Progress Report in 2011-2012 and received overall C grades for the previous two years. The school received a "Developing" on its most recent Quality Review in 2010-2011. The school was also designated a Priority school by SED.

As a result, the DOE initiated a comprehensive review of J.H.S. 13, with the goal of determining what intensive supports and interventions would best benefit its students and the J.H.S. 13 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 J.H.S. 13—will address the school's performance struggles and allow for a new school option to develop in building M013. The DOE believes that this new school option will better serve future elementary and middle school students and the broader community. J.H.S. 13's phase-out would allow for the

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

siting of a new elementary and middle school option for both existing and future District 4 students. Although the new school would serve fewer middle school students than J.H.S. 13, District 4 has a number of excess seats at the middle school level.

Performance and School Environment at J.H.S. 13

As noted above, J.H.S. 13 has struggled, and the school's performance during the 2011-2012 school year confirmed the DOE's assessment that the school lacks the capacity to turn around quickly to better support student needs.

- The overwhelming majority of J.H.S. 13 students remain below grade level in English Language Arts and Math. Only 16% of students were performing on grade level in English Language Arts—putting the school in the bottom 10% of middle schools Citywide. Only 20% of students were performing on grade level in Math—putting the school in the bottom 6% of middle schools Citywide.⁴
- 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. J.H.S. 13 earned a D grade on its 2011-2012 annual Progress Report, including an F grade for Student Progress, a C grade for Student Performance, and a C grade for School Environment. This year's Progress Report marks a further decline in J.H.S. 13's performance after the school received overall C grades in the 2009-2010 and 2010-2011 school years.
- J.H.S. 13 was identified by the New York State Education Department (NYSED) as a Priority school, defined by NYSED as one of the bottom 5% of schools in the State.
- J.H.S. 13 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.
- Safety issues have been a concern at the school. On the 2011-2012 New York City School Survey, only 30% of teachers surveyed believed that discipline and order were maintained at J.H.S. 13.

⁴ Students who score at level 3 or 4 on state tests have met or exceeded State Learning Standards and are considered to meet grade-level standards.

The chart below summarizes key performance data for J.H.S. 13 over the past three years:

J.H.S. 13 Jackie Robinson	2009-2010	2010-2011	2011-2012
<i>School Performance and Progress</i>			
Overall Progress Report Grade	C	C	D
Progress Report Progress Grade	D	C	F
Progress Report Performance Grade	D	D	C
Progress Report Environment Grade	D	D	C
Quality Review Score ⁵	N/A	D	N/A
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	13%	16%	16%
Math % Proficient (Levels 3 and 4)	17%	13%	20%
<i>Other Key Performance Indicators</i>			
Attendance Rate	88%	88%	91%
2012-2013 State Accountability Status		Priority School ⁶	

Overview of Past Strategic Improvement Efforts at J.H.S. 13

Staff members have worked hard to improve J.H.S. 13, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports, including:

Leadership Support:

- Supporting the principal and assistant principal 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 high standards for teacher practice and student learning.

⁵ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>. Not every school receives a Quality Review every year.

⁶ 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>.

- Training the principal and assistant principal in the use of data analysis to monitor student progress and academic achievement, and to inform school-wide instructional planning.

Instructional Support:

- Training teachers to use data tools and data analysis to identify student learning trends, set goals and differentiate instruction to increase student achievement.
- Providing extensive coaching for teachers in the development of rigorous curriculum, assessments and lesson plans in science, English Language Arts and math.
- Facilitating professional development for school staff at a math and literacy institute to build the school's capacity to improve instructional practice.

Operational Support:

- Advising the school on budgeting, building management and staffing issues, and supporting the school in recruiting highly qualified teachers.
- Collaborating with the school attendance team to develop strategies to increase student attendance.

Student Support:

- Providing training for teachers in classroom management strategies aimed at maintaining a learning environment conducive to high academic achievement while working with difficult behavior patterns.
- Supporting the school's partnerships with community-based organizations to provide extra-curricular and after-school opportunities for students.

J.H.S. 13 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 J.H.S. 13 community about strategies to better support students and improve outcomes at the school. This fall, Superintendent Luz Cortazzo held meetings on October 22, 2012 with parents, teachers, and the School Leadership Team (“SLT”)—to discuss what is and is not working at J.H.S. 13 and how joint efforts could better serve students at the school.

Approximately 14 people attended the parent meeting, approximately 26 people attended the teacher and staff meeting, and approximately five people attended the SLT meeting.

A staff member reported that a large percentage of teachers who responded to the Learning Environment Survey last school year are no longer staff members and have since left the school, meaning that the results of the survey may not fully reflect the opinions of the current staff. One SLT member stated that the high number of superintendent suspensions last year were a result of inaccurate and incomplete information being entered by school staff. Staff members also reported that more support was needed for students in social-emotional areas, and that the school serves a large percentage of high needs students. Several staff members asserted that the current year's curriculum was more rigorous than that of previous years and that the staff was working towards aligning their curriculum to the Common Core standards. Staff members reported that they had implemented intermediate assessments so as to better track student progress.

Teachers had some positive feedback regarding committees being set up this year for attendance and culture. Staff noted that parental involvement had increased somewhat due to principal breakfasts and rescheduling open school nights.

However, teachers expressed several concerns:

- Parent engagement is low;
- The student population has a high percentage of high needs students; and
- More support is needed for students who have social and emotional needs and that support is not provided right now.

Parents had some positive feedback about the community culture of the school, and some parents gave examples of how their children's behavior had improved due to the efforts of J.H.S. 13 staff.

However, parents also expressed several concerns:

- Parent participation at school events and activities is low;
- Students were not supplied with copies of books needed for instruction; and
- Meetings discussing positive behavioral interventions and supports did not include parents.

The DOE also solicited community feedback via phone and email, including creation of a dedicated web page for this purpose at: <http://schools.nyc.gov/community/planning/changes/manhattan/feedback?id=215>

While some members of the J.H.S. 13 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 J.H.S. 13 students working toward middle school completion and develops district-wide plans to replace J.H.S. 13 with 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 Education Policy ("PEP").

II. Proposed or Potential Use of Building

M013 has a target capacity to serve 1,227 students.⁷ (The concept of "target capacity" is described below.) During the current 2012-2013 school year, the building serves 1,019 students,⁸ yielding a utilization rate of 83%.⁹ This means that the building is "underutilized" and has space to accommodate additional students.¹⁰

If this proposal is approved, J.H.S. 13 will begin phasing out one grade level per year, beginning in the 2013-2014 school year, and would complete its phase-out at the conclusion of the 2014-2015 school year. In a separate EIS, the DOE is proposing to extend the co-location of EHS I in M013 through the conclusion of the 2015-2016 school year. If that proposal is approved, EHS I will continue to phase in to M013, adding one grade level each year before moving to its private facility at the conclusion of the 2015-2016 school year. In a second separate EIS, the DOE is proposing to co-locate EHS II in space to be vacated by J.H.S. 13's phase-out and EHS I's move to private space. If that proposal is approved, EHS II will enroll students in kindergarten and first grade in M013 beginning in the 2013-2014 school year. EHS II will continue to add one grade level each subsequent year as J.H.S. 13 phases out of M013 and until EHS II reaches full scale serving kindergarten through eighth grade in 2020-2021. If this proposal to phase out J.H.S. 13 is not approved, the DOE would issue revised EISs and a revised Building Utilization Plan ("BUP") as appropriate.

If all of the proposals described above are approved, the grade spans of the organizations in M013 will be as follows:¹¹

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

⁸ 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012

⁹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2012-2013 Unaudited Register (as of October 26, 2012) or charter headcount as of October 1, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

¹⁰ The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at:

http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf

Grade Spans

DBN	School Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
04M013	J.H.S. 13 Jackie Robinson	6-8	7-8	8	-	-	-	-	-	-
04M497	Central Park East I	K-5								
04M555	Central Park East High School	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
84M518 ¹²	East Harlem Scholars Academy Charter School	K-2	K-3	K-4	K-5	-	-	-	-	-
84MTBD	East Harlem Scholars Academy Charter School II	-	K-1	K-2	K-3	K-4	K-5	K-6	K-7	K-8

Over the next several years, the current and proposed enrollments for each proposed and existing school in M013, 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	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment
04M013	J.H.S. 13 Jackie Robinson	189	105 - 125	50 - 60	-	-	-	-	-	-
04M497	Central Park East I	202	188 - 248	183 - 243	193 - 253	193 - 253	198 - 258	198 - 258	198 - 258	198 - 258
04M555	Central Park East High School	468	445 - 480	445 - 480	445 - 480	445 - 480	445 - 480	445 - 480	445 - 480	445 - 480
84M518	East Harlem Scholars Academy Charter School	160	180 - 220	225 - 275	270 - 330	-	-	-	-	-
84MTBD	East Harlem Scholars Academy Charter School II	-	100 - 120	150 - 180	200 - 240	250 - 300	300 - 360	350 - 420	400 - 480	450 - 540
Total Building Enrollment		1,019	1,018 - 1,193	1,053 - 1,238	1,108 - 1,303	888 - 1,033	943 - 1,098	993 - 1,158	1,043 - 1,218	1,093 - 1,278
Utilization		83%	83% - 97%	86% - 101%	90% - 106%	72% - 84%	77% - 89%	81% - 94%	85% - 99%	89% - 104%

As discussed in Section III.B, and in the attached amended Building Utilization Plan (“BUP”), while the anticipated utilization rate may exceed 100% in 2014-2015, 2015-2016 and 2020-2021, all schools will receive space that meets their instructional needs, and the building has space to accommodate J.H.S. 13, CPE I, CPE HS, EHS I, and EHS II pursuant to the Citywide Instructional Footprint.

Despite the possibility of a utilization rate above 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

¹¹ Both EHS I and EHS II have informed DOE that they intend to apply to their charter authorizer, State University of New York Charter Schools Institute (“SUNY CSI”) to expand their respective grade spans to serve students in kindergarten through eighth grade, with EHS I intending to reach full scale in 2018-2019 and EHS II intending to reach full scale in 2020-2021. Only SUNY CSI has the authority to approve or deny those requests. Should SUNY CSI deny EHS I and/or EHS II’s requests to expand, or if EHS I or EHS II fail to make these requests, EHS I and EHS II will only serve their approved grade spans of kindergarten through fifth grade.

¹² EHS I is expected to move into private space beginning in the 2016-2017 school year.

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 allocated to the traditional public schools. Therefore, the M013 building has the capacity to accommodate J.H.S. 13, CPE I, CPE HS, EHS I, and EHS II.

In addition to the four school organizations currently in M013, two CBOs, Harlem Family Institute, and Girls Inc., also occupy space in M013. This proposal is not expected to impact the siting of either CBO. However, as enrollment changes in the M013 building, student interest in the services provided by the CBOs is also subject to change, which could impact siting in the future.

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

Enrollment Options for Current J.H.S. 13 Students

If this proposal is approved, J.H.S. 13 will be phased out gradually over the next several 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 J.H.S. 13 as they progress towards completion of middle school and transition to high school. Current and future eighth-grade students who meet promotional requirements will apply for high school through the Citywide High School Admissions Process.

If this proposal is approved, J.H.S. 13 will gradually stop serving middle school students. After the 2012-2013 school year, J.H.S. 13 will no longer enroll sixth-grade students. After the 2013-2014 school year, J.H.S. 13 will no longer enroll seventh-grade students. After the 2014-2015 school year, J.H.S. 13 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. These students will be enrolled in other District 4 middle schools or middle schools 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 J.H.S. 13, to get first priority within the PSC Process. This would mean that students at J.H.S. 13 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

Impact on Academic and Extracurricular Offerings at J.H.S. 13

The DOE does not anticipate that this proposal will prevent J.H.S. 13 from continuing to offer any particular academic or extra-curricular program currently offered at the school. 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, J.H.S. 13 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 J.H.S. 13 students succeed. If this proposal is approved, J.H.S. 13 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

J.H.S. 13 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”).

J.H.S. 13 also has an English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). Current students at J.H.S. 13 who receive ELL services will continue to receive appropriate services as the school phases out.

According to the District 4 Middle School Directory, J.H.S. 13 currently offers the following special programs, partnerships, extra-curricular activities and sports:¹⁴

Special Programs:

- Technology, Chorus, Art, Student Success Programs (Advisory)
- Mentoring (Solomons/Regis High School/East Harlem Tutorial Program)
- Specialized High School Exam Course
- National Junior Honor Society (NJHS)
- Saturday Academy
- Leadership Development Program
- Peer Mediation
- Academic Intervention Services (ELA & Math)
- Wilson Reading System Program
- Rewards Program
- SkillsTutor Program
- READ 180

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 J.H.S. 13. As a result, the enrollment projections in this EIS assume historical transfer rates.¹⁴ The District 4 Middle School Directory is available at: <http://schools.nyc.gov/NR/rdonlyres/9DF2FCDD-D02D-4861-BEE5-BF5143A84CE2/0/201213D4MSD.pdf>.

¹⁴ The District 4 Middle School Directory is available at: <http://schools.nyc.gov/NR/rdonlyres/9DF2FCDD-D02D-4861-BEE5-BF5143A84CE2/0/201213D4MSD.pdf>.

- SPINS 4 Peer Leadership
- First Steps to Success
- fastnyc
- Asphalt Green
- Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS)

Partnerships:

- Hunter College
- Behind the Book
- Children for Children
- East Harlem Tutorial Program
- AmeriCorps/City Year
- Harlem Center for Education
- Asociación Tepeyac de New York
- NJHS
- Tabula
- Lincoln Center
- Los Pleneros de la 21
- Mount Sinai Medical Center
- Yorkville Common Pantry
- Girls Inc.
- The Princeton Review
- Clearing House
- Health Service Consortium of East Harlem
- American Dairy Association
- National Football League (NFL)
- Terence Cardinal Cooke Health Care Center
- WBLS
- Power 105

Extra-curricular Activities:

- Video Club
- Basketball Club
- Math Club
- Chorus
- Step Team
- Arts & Crafts
- Cooking
- Guitar
- Dance
- Robotics
- Floor Hockey
- School Newspaper
- Yearbook
- Cheerleading

Sports:

- Boys Sports: Basketball, Soccer
- Girls Sports: Basketball
- Co-ed Sports: Flag Football, Indoor Track, Soccer

This proposal will not prevent J.H.S. 13 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.

The proposed phase-out is not expected to impact academic or extracurricular program offerings or partnerships at any of the other schools on the M013 campus. Multiple schools may collaborate to offer joint extracurricular programs across the schools as appropriate.

As the school phases out, the DOE will work with J.H.S. 13 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 J.H.S. 13 students in the past.

Enrollment Impact on Current and Future Students at Existing Schools in M013

The DOE does not anticipate that the proposed phase-out and eventual closure of J.H.S. 13 will significantly impact admissions, current or future student enrollment, or instructional programming at CPE I, CPE HS, or EHS I.

The impact of the proposed extension of the co-location of EHS I in M013 is described in detail in a separate EIS that was posted on January 22, 2013 and amended on March 1, 2013. Additionally, the impact of the proposed co-location of EHS II grades kindergarten through eight in M013 is described in a separate EIS also posted on January 22, 2013 and amended on March 1, 2013. Please visit the DOE Web site to access those amended EISs: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

Details of the space allocations for the years of this proposal are available in the attached BUP.

Impact on the Pre-Kindergarten Program

CPE I's pre-kindergarten program serves one section of full-day pre-kindergarten and currently occupies one full-size equivalent room in M013. CPE I will continue to offer its pre-kindergarten program, subject to continued demand and the availability of funding.

Impact for Future Elementary School Students

CPE I is a choice elementary school that admits students through a school based application process, with the following admissions preferences:¹⁵

- 1) District 4 residents whose siblings will be enrolled in kindergarten through fifth grade in September 2013;
- 2) District 5 students whose siblings will be enrolled in kindergarten through fifth grade in September 2013;
- 3) Students who reside outside of District 4 or 5 whose siblings will be enrolled in kindergarten through fifth grade in September 2013;
- 4) District 4 students without siblings in the school;
- 5) District 5 students without siblings in the school;
- 6) Students who reside outside of District 4 or 5 without siblings in the school.

CPE I currently offers the following special programs and partnerships:¹⁶

¹⁵ For more information, visit <http://schools.nyc.gov/NR/rdonlyres/6F62CEAC-A14E-429F-B458-4C32A8AA96BD/118118/District46929B960-7BE9-4C99-8D8A-750229A3C321/0/201314ESDManhattanD4.pdf>.

¹⁶ For more information about CPE I, go to the DOE's Web site at: <http://schools.nyc.gov/SchoolPortals/04/M497/default.htm>.

Programs:

- Cross-age groupings

Special Programs:

- Chorus,
- Violin workshops
- Guitar workshops,
- Theatre and movement classes,
- Art program
- Weekly “All School Sing”
- Weekly ice-skating during winter months
- Weekly Storyteller

Partnerships:

- Opus 118
- Musica Viva
- The Metropolitan Opera
- PerDev
- El Taller Latino Arts After School

This proposal is not expected to impact the admissions, offerings, and activities of CPE I.

EHS I currently enrolls kindergarten and first grade students through a lottery, as mandated by New York State Charter Law, and will continue to do so if this proposal is approved.

If the proposal to site EHS II is approved, it will enroll kindergarten and first grade students through a lottery as well.

All pre-kindergarten age students and all kindergarten students residing in District 4 will have the opportunity to apply through the charter application lottery to enter kindergarten or first grade at EHS I and EHS II.

EHS I and EHS II’s lottery prioritizes applicants in the following order:

1. Returning students;
2. Siblings of currently attending students;¹⁷
3. 20% of remaining admission slots will be reserved for applicants who are deemed English Language Learners (ELLs). Within this preference, first priority will be given to ELLs who reside in District 4. Any remaining slots will given to ELLs who do not reside in District 4;
4. Other applicants who reside in District 4.

EHS I currently offers the following extra-curricular activities:¹⁸

- **Clubs and Activities:** Monday-Friday after-school enrichment, Martial Arts
- **Athletics:** Daily Physical Education for all students

This proposal is not expected to impact the admissions, offerings, and activities of EHS I. If this proposal to phase out J.H.S. 13 is not approved, the DOE would issue revised EISs and a revised BUP as appropriate for EHS II.

Enrollment Impact for Future Middle School Students

¹⁷ Not applicable for EHS II, as it has not opened

¹⁸ School reported data

J.H.S. 13 is a middle school that admits students through the District 4 Middle School Choice Process and has a screened program. Any remaining seats at J.H.S. 13 are filled through the over-the-counter (“OTC”) placement process, described in detail below. The proposal to phase out J.H.S. 13 will not impact the admission methods of CPE I, CPE HS, or EHS I. If this proposal is approved, students will continue to have access to a broad range of middle school options through the District 4 Middle School Choice Process, as described further below and outlined in the tables at the end of this section.

Middle school admissions applications were due on December 21, 2012. If this proposal is approved by the PEP on March 11, 2013, J.H.S. 13 will be removed from the District 4 Middle School Choice application and matching process, and no current fifth-grade students will be matched to M.S. 45 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. Through the District 4 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. Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm> Please note that this directory is updated yearly.

Excluding J.H.S. 13, there are currently 16 district schools in District 4 serving middle school grades. In the District 4 Middle School Choice process, students rank their preferences from among District 4 choice middle schools. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- K-8 schools that have available seats for middle school students;
- 6-12 schools with an limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

In addition, screened and audition middle schools and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Neither EHS I nor EHS II will admit middle school students through the OTC process.

Students with IEPs participate in the Middle School Choice Process in the same manner as their non-disabled peers. The DOE will support middle schools in reviewing students’ IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The middle school to which a student is matched is expected to develop a program to meet the student’s needs. This process applies to students with IEPs transitioning to middle school in the same manner as it applies to all other students. All students with IEPs will continue to receive mandated services at the schools to which they are matched.

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

Future sixth-grade students will continue to have access to a broad range of middle school options through the District 4 Middle School Choice Process and borough-wide and Citywide middle school options. The table below outlines information about these options, including schools’ Progress Report grades, the percentage of special education students (“SE”), the percentage of ELL students, the admissions process, building utilization

rates, 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.¹⁹

District 4 middle school choice and charter options are listed on the following pages.²⁰

¹⁹ The District 4 Middle School Directory is available on the DOE Web site at <http://schools.nyc.gov/NR/rdonlyres/D74B0726-8851-48CC-AA8D-6F512B2AC35D/0/201213D11MSD.pdf>.

²⁰ Two schools are located outside of District 4 and are not included in this table, although they admit students from District 4: Columbia Secondary School (05M362), located in District 5, and Life Sciences Secondary School (02M655), located in District 2.

District Options

DBN ²¹	School Name	Address	Building Code	Building Utilization ²²	Grade Span 2012-2013	Grade Span at Scale	2011-2012 Progress Report Grade	2012 % SE	2012 % ELL	Admissions Method	Site Accessibility ²³
DISTRICT Choice											
04M007	P.S. 007 Samuel Stern	160 East 120 Street	M007	70%	K-8	K-8	B	12%	13%	Screened	Not functionally accessible
04M045 ²⁴	M.S. 45/S.T.A.R.S. Prep Academy	2351 1st Avenue	M045	82%	6-8	6-8	D	27%	22%	Screened	Partially Accessible
04M050	P.S. 050 Vito Marcantonio	433 East 100 Street	M050	42%	K-8	K-8	B	22%	6%	Screened	Not functionally accessible
04M057	James Weldon Johnson	176 East 115 Street	M057	97%	K-8	K-8	A	16%	13%	Screened	Not functionally accessible
04M096	P.S. 096 Joseph Lanzetta	216 East 120 Street	M096	72%	K-8	K-8	C	19%	16%	Screened	Not functionally accessible
04M108	P.S. 108 Assemblyman Angelo Del Toro Educational Complex	1615 Madison Avenue	M108	93%	K-8	K-8	C	11%	12%	Screened	Not functionally accessible
04M171	P.S. 171 Patrick Henry	19 East 103 Street	M171	90%	K-8	K-8	A	7%	2%	Screened	Not functionally accessible
04M206 *	P.S. 206 Jose Celso Barbosa	508 East 120 Street	M206	82%	3-7	3-8	B	25%	13%	Limited Unscreened	Not functionally accessible
04M224	M.S. 224 Manhattan East School for Arts & Academics	410 East 100 Street	M099	65%	6-8	6-8	C	8%	4%	Screened	Not functionally accessible
04M372 *	Esperanza Preparatory Academy	240 East 109 Street	M117	71%	6-9	6-12	B	24%	25%	Screened, Limited Unscreened	Not functionally accessible
04M377	Renaissance School of the Arts	410 East 100 Street	M099	65%	6-8	6-8	A	28%	4%	Limited Unscreened	Not functionally accessible

²¹ An asterisk (*) identifies a school that is currently phasing in.

²² Target building capacity and target building utilization rates are from the 2011-2012 Blue Book.

²³ 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.

²⁴ The Panel for Education Policy will vote on the proposed closure of M.S. 45 in March 2013. That proposal can be found at

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

04M381	Global Neighborhood Secondary School	240 East 109 Street	M117	71%	6-8	6-8	B	28%	12%	Limited Unscreened	Functionally accessible
04M406	Global Technology Preparatory	160 East 120 Street	M007	70%	6-8	6-8	B	29%	5%	Limited Unscreened	Not functionally accessible
04M825	Isaac Newton Middle School for Math & Science	260 Pleasant Avenue	M435	106%	6-8	6-8	C	13%	10%	Screened	Functionally accessible
BOROUGH-WIDE Choice											
04M610	Young Women's Leadership School	105 East 106 Street	M895	85%	6-12	6-12	C	0%	2%	Screened	Functionally accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math School	111 Columbia Street	M022	101%	K-12	K-12	A	0%	0%	School-Based Application	Not functionally accessible
02M407	Institute for Collaborative Education	345 East 15th Street	M475	145%	6-12	6-12	C	0%	0%	School-Based Application	Not functionally accessible
02M408	Professional Performing Arts School	328 West 48th Street	M017	97%	6-12	6-12	B	0%	2%	School-Based Application	Not functionally accessible
02M442	Ballet Tech / NYC Public School for Dance	890 Broadway	M905	70%	4-8	4-8	B	0%	3%	School-Based Application	Not functionally accessible
03M334	The Anderson School (P.S. 334)	100 West 77th Street	M044	88%	K-8	K-8	A	0%	0%	School-Based Application	Functionally accessible
03M859 *	Special Music School	129 West 67th Street	M199	-%	K-8	K-12	A	0%	1%	School-Based 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%	School-Based Application	Functionally accessible

In addition to the district options listed above, students may apply to District 4 charter middle schools. There are currently four District 4 charter schools serving middle school grades; however, five charter schools in District 4 are expected to serve middle school grades at scale. The District 4 middle school charter options are listed below.

Charter Options					
DBN ²⁵	School Name	Address	Grade Span 2012-2013	Grade Span at Scale	Admission Method ²⁶
84M335* ²⁷	Harlem Village Academy Leadership Charter School	2351 1st Ave., Manhattan	K, 5-12	K-12	Lottery
84M337	New York Center for Autism Charter School	433 East 100th St., Manhattan	Ungraded	Ungraded	Lottery
84M385 ²⁸	Success Academy Charter School – Harlem 3	410 East 100th St., Manhattan	K-5	K-8	Lottery
84M704	Harbor Science and Arts Charter School	1 East 104th St., Manhattan	K-8	K-8	Lottery
84M708*	Harlem Prep Charter School	410 East 100th St., Manhattan	K-6	K-8	Lottery

²⁵ An asterisk (*) identifies a school that is currently phasing in.

²⁶ 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>

²⁷ Harlem Village Academy Leadership Charter School is currently authorized to serve students in kindergarten through second grade and fifth through twelfth grade. The school has informed the DOE that it intends to apply to SUNY CSI to expand its grade span to serve students in kindergarten through twelfth grade. Only SUNY CSI has the authority to approve or deny that request. This chart assumes that SUNY CSI approves Harlem Village Academy Leadership Charter School's request to expand its grade span.

²⁸ Success Academy Charter School – Harlem 3 is currently authorized to serve students in kindergarten through fifth grade. The school has informed the DOE that it intends to apply to SUNY CSI to expand its grade span to serve students in kindergarten through eighth grade. Only SUNY CSI has the authority to approve or deny that request. This chart assumes that SUNY CSI approves Success Academy Charter School – Harlem 3's request to expand its grade span.

If this proposal and its companion proposal to co-locate EHS II in building M013 are approved, EHS II will represent a new charter school option for elementary and middle school students in District 4. It is anticipated that the future middle school grades of EHS II in M013 will enroll students articulating from its lower grades. Additional details concerning admissions to EHS II can be found here:

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

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

Enrollment Impact for Over-the-Counter Students

J.H.S. 13 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 start of the school year. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;²⁹
- 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.

When a middle-school eligible student arrives for an OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In middle school choice districts such as District 4, 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 36 students were admitted to sixth grade through the Middle School Choice Process at J.H.S. 13 during the 2011-2012 school year for September 2012 enrollment. Fewer than ten students were held over from the previous year, and approximately 16 sixth-grade students were admitted to J.H.S. 13 through the OTC placement process. Similarly, 19 OTC students were admitted to J.H.S. 13 for seventh and eighth grades.

Overall, 17 schools in District 4 admitted middle school OTC students in the 2012-2013 school year; in total 354 OTC students were admitted, meaning there was an average of 21 OTC students served per school in the schools that admitted OTC students.

J.H.S. 13 may continue to receive OTC students in the grades it serves while it is phasing out. As discussed in more detail in Section III.C. below, District 4 will have excess middle school capacity even after the proposed phase-out of J.H.S. 13. Thus, the proposed phase-out of J.H.S. 13 should not impact the DOE’s ability to enroll District 4 middle school students through the OTC process.

Enrollment Impact for High School Students

This proposal will not impact admissions for the high school grades at CPE HS. New students are admitted into ninth grade through the High School Admissions Process. These seats are filled through a screened admissions process. Schools with screened programs rank students based on the student's final seventh grade report card grades and reading and math standardized test scores. Attendance and punctuality are also considered. There

²⁹ 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.

may also be other items that schools require to screen applicants such as an interview, essay or additional diagnostic test score.

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.

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>.

Enrollment Impact for Future High School Students – Over-the-Counter Process

In addition to the High School Admissions Process, some students will continue to receive placement in CPE HS 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 the school year started. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned (based on the guidelines outlined in Chancellor’s Regulation A-101);³⁰ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, his/her home address, which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student’s needs.

There is a peak enrollment period occurring just prior to and into the beginning of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the

³⁰ As detailed in 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.

number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) that have a two-year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for the OTC process in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,³¹ international schools,³² and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 599 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 122 in 2007-2008 to 144 in 2012-2013.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:
<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Because this proposal will not affect the enrollment at CPE HS in M013, the DOE believes that the proposal will not have an effect on high school OTC enrollment.

B. Schools

If this proposal is approved, there will be sufficient space in M013 to accommodate CPE I, CPE HS, J.H.S. 13, EHS I and EHS II, pursuant to the Citywide Instructional Footprint (the “Footprint”), throughout the period during which J.H.S. 13 phases out and EHS I and EHS II phase in (if those proposals are also approved). There is also no anticipated impact on the continuation of the two CBOs that are currently located in M013, Harlem Family Institute and Girls Inc. (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools:
<http://schools.nyc.gov/community/planning/changes/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

³¹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: www.goingforme.org.

³² International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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 M013 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 proposals to extend the co-location of EHS I in M013 and to site EHS II's grades kindergarten through eight in M013 are discussed in two separate EISs and a BUP that are available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar112013Proposals.htm>

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. J.H.S. 13 has struggled with poor 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. Furthermore, there currently exists a surplus of middle school seats in District 4. Under this proposal, building M013 will remain open, but it will offer a new educational option to elementary school students in District 4. Although this will reduce the number of middle school seats available in the district, the DOE believes that the existing schools in the district have more than enough capacity to serve all District 4 middle school students.

In 2012-2013, there are 1,292 sixth grade students enrolled in District 4 middle schools. Including the seats currently available at J.H.S. 13, there are 1,801 total sixth grade available seats in District 4 middle schools. Therefore, there is an excess of 509 sixth grade seats in the district.³³

Excluding the seats currently available at J.H.S. 13, there are 1,677 total sixth grade seats in middle schools located in District 4. Therefore, even after excluding the seats that would have been offered at J.H.S. 13, there are still 385 excess sixth grade seats in District 4 middle schools.

Based on the 2012-2013 unaudited enrollment register, as of October 26, 2012, J.H.S. is currently serving only 56 sixth grade students.

J.H.S. 13 is one of two schools in District 4 that the DOE has proposed to phase out or close this year; in a separate EIS, the DOE has proposed the closure of M.S. 45/ S.T.A.R.S Prep Academy (04M045, "M.S. 45"). In addition, Success Academy Charter School – Harlem 3 is expected to begin serving students in grade six in 2013-2014.

If these proposals are approved, there would still be an excess of at least 400 sixth grade seats in District 4 middle schools.

As indicated in the charts in Section III, there are 20 District 4 middle schools and charter schools serving or expanding to serve students in middle school grades.³⁴ This proposal is not expected to impact the ability of community members to apply for or receive permits to use the building outside of school hours.

³³ J.H.S. 13 is under-utilized in that its organizational capacity is much larger than its total enrollment; the number of available sixth grade seats at J.H.S. 13 is larger than the number of sixth grade students currently enrolled at J.H.S. 13.

³⁴ This assumes PEP approval of the proposals to phase out J.H.S. 13 and close M.S. 45; it also assumes that SUNY CSI approves Success Academy Charter School – Harlem 3's request to expand to serve middle school grades.

IV. Enrollment, Admissions, and School Performance Information

J.H.S. 13

Admissions Data

Current Admissions	Grades 6-8: District 4 Middle School Choice: Screened
Admissions During and After Proposed Phase-out of J.H.S. 13	N/A

Enrollment Data³⁵

	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	56	62	71	189
2013-2014 (projections)	-	50-60	55-65	105-125
2014-2015 (projections)	-	-	50-60	50-60
2015-2016 (projections)	-	-	-	-
2016-2017 (projections)	-	-	-	-
2017-2018 (projections)	-	-	-	-
2018-2019 (projections)	-	-	-	-
2019-2020 (projections)	-	-	-	-
2020-2021 (projections)	-	-	-	-

Demographic Data³⁶

Percentage of Students Receiving ICT or SC Services	26%
Percentage of Students with Individualized Education Programs	30%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced Lunch	75%

School Performance Data

J.H.S. 13 Jackie Robinson	2009-2010	2010-2011	2011-2012
School Performance and Progress			

³⁵ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

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

Overall Progress Report Grade	C	C	D
Quality Review Score ³⁷	N/A	D	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	13%	16%	16%
Math % Proficient (Levels 3 and 4)	17%	13%	20%
Other Key Performance Indicators			
Attendance Rate	88%	88%	91%

2012-2013 State Accountability Status	Priority School
--	-----------------

CPE I

Admissions Data

Current Admissions and Admissions During and After Proposed Phase-out of J.H.S. 13	Pre-Kindergarten: Standard Universal Pre-K Admissions Grades K-5: Choice
--	--

³⁷ Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

Enrollment Data³⁸

	PK ³⁹	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	16	35	30	33	25	38	25	202
2013-2014 (projections)	18	30-40	30-40	25-35	30-40	20-30	35-45	188-248
2014-2015 (projections)	18	30-40	30-40	30-40	25-35	30-40	20-30	183-243
2015-2016 (projections)	18	30-40	30-40	30-40	30-40	25-35	30-40	193-253
2016-2017 (projections)	18	30-40	30-40	30-40	30-40	30-40	25-35	193-253
2017-2018 (projections)	18	30-40	30-40	30-40	30-40	30-40	30-40	198-258
2018-2019 (projections)	18	30-40	30-40	30-40	30-40	30-40	30-40	198-258
2019-2020 (projections)	18	30-40	30-40	30-40	30-40	30-40	30-40	198-258
2020-2021 (projections)	18	30-40	30-40	30-40	30-40	30-40	30-40	198-258

Demographic Data⁴⁰

Percentage of Students Receiving ICT or SC Services	5%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	32%

School Performance Data

³⁸ All figures are from the 2012-2013 Unaudited register (as of October 26, 2012).

³⁹ Pre-Kindergarten (“PK”) is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

⁴⁰ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

Central Park East I	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score	N/A	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	49%	55%	66%
Math % Proficient (Levels 3 and 4)	53%	55%	78%
Other Key Performance Indicators			
Attendance Rate	94%	94%	95%

2012-2013 State Accountability Status	In Good Standing
--	------------------

CPE HS

Admissions Data

Current Admissions and Admissions During and After Proposed Phase-out of J.H.S. 13	Grades 9-12:Citywide High School Admissions Process Admissions Method: Screened
---	---

Enrollment Data⁴¹

	Total Enrollment
2012-2013 (unaudited)	468
2013-2014 (projections)	445 - 480
2014-2015 (projections)	445 - 480
2015-2016 (projections)	445 - 480
2016-2017 (projections)	445 - 480
2017-2018 (projections)	445 - 480
2018-2019 (projections)	445 - 480
2019-2020 (projections)	445 - 480
2020-2021 (projections)	445 - 480

⁴¹ All figures are from the 2012-2013 Unaudited Register (as of October 26, 2012).

Demographic Data⁴²

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

Central Park East High School	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score	N/A	N/A	N/A
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	97%	93%	94%
4 Year Graduation Rate	68%	81%	85%
6 Year Graduation Rate	71%	69%	70%
% Graduating with a Regents Diploma	41%	69%	78%
Attendance Rate	92%	93%	93%

2012-2013 State Accountability Status	In Good Standing
--	------------------

East Harlem Scholars Academy Charter School I

Admissions Data

Current Admissions and Admissions During and After Proposed Phase-out of J.H.S. 13	Charter Lottery; preference to students who reside in District 4
---	--

Enrollment Data⁴³

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-2013 (unaudited)	48	54	58	-	-	-	160
2013-2014 (projections)	45-55	45-55	45-55	45-55	-	-	180-220

⁴² All figures are a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

⁴³ All figures represent total headcount as of October 1, 2012. The chart reflects EHS I enrollment in the M013 building; EHS I will move out of M013 following the conclusion of the 2015-2016 school year.

2014-2015 (projections)	45-55	45-55	45-55	45-55	45-55	-	225-275
2015-2016 (projections)	45-55	45-55	45-55	45-55	45-55	45-55	270-330
2016-2017 (projections)	-	-	-	-	-	-	-
2017-2018 (projections)	-	-	-	-	-	-	-
2018-2019 (projections)	-	-	-	-	-	-	-
2019-2020 (projections)	-	-	-	-	-	-	-
2020-2021 (projections)	-	-	-	-	-	-	-

Demographic Data⁴⁴

Percentage of Students Receiving ICT or SC Services	2%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	63%

School Performance Data

There is no performance data available yet for the school because the testing grades of EHS I have not phased in.

East Harlem Scholars Academy Charter School II

Admissions Data

Current Admissions	N/A
Admissions During and After Proposed Phase-out of J.H.S. 13	Charter Lottery; preference to students who reside in District 4

Enrollment Data⁴⁵

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-2013 (unaudited)	-	-	-	-	-	-	-	-	-	-
2013-2014 (projections)	50-60	50-60	-	-	-	-	-	-	-	100-120
2014-2015 (projections)	50-60	50-60	50-60	-	-	-	-	-	-	150-180
2015-2016 (projections)	50-60	50-60	50-60	50-60	-	-	-	-	-	200-240

⁴⁴ All figures are as a percentage of total students from the 2012-2013 Unaudited Register (as of October 26, 2012).

⁴⁵ All projections referenced for the 2013-14/2014 school year and beyond reflect the charter school’s authorized enrollment pursuant to its charter application.

2016-2017 (projections)	50-60	50-60	50-60	50-60	50-60	-	-	-	-	250-300
2017-2018 (projections)	50-60	50-60	50-60	50-60	50-60	50-60	-	-	-	300-360
2018-2019 (projections)	50-60	50-60	50-60	50-60	50-60	50-60	50-60	-	-	350-420
2019-2020 (projections)	50-60	50-60	50-60	50-60	50-60	50-60	50-60	50-60	-	400-480
2020-2021 (projections)	50-60	50-60	50-60	50-60	50-60	50-60	50-60	50-60	50-60	450-540

Demographic Data

There is no demographic data available yet for the school because EHS II has not opened.

School Performance Data

There is no performance data available yet for the school because EHS II has not opened.

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the phase-out of J.H.S. 13 is fully implemented, the DOE would cease to allocate funds to J.H.S. 13 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 J.H.S. 13 would decline each year, meaning that the school’s budget would decrease each year, and the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget would increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at J.H.S. 13. 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 FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf

The FY13 School Allocation Memoranda is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html

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

As a school identified by the State as a Priority School, J.H.S. 13 must implement a school intervention model. Under this proposal in which J.H.S. 13 is phased out and a new school is sited at the school, J.H.S. 13 is eligible for additional funding from DOE based on a school plan aligned to federal turnaround principles. The DOE will continue to seek guidance from the New York State Education Department to determine if the school is eligible for any additional funding. Receipt of such funds would also be 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, J.H.S. 13 will prepare a school improvement plan each year to be implemented with funding from DOE until it closes.

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 J.H.S. 13 will be excessed over the course of the phase-out.⁴⁶ 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. Students who would otherwise have enrolled in J.H.S. 13 may now enroll in other new schools opening borough-wide, and those schools might need to hire additional staff. That replacement school would follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT, and hire no less than 50% of their staff from the most senior qualified staff from the J.H.S. 13, if sufficient number of staff apply, until the impacted school has completed its phase-out. New staff positions will also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

If approved, this proposal will not impact the personnel needs of CPE I, CPE HS, EHS I, or EHS II.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to J.H.S. 13 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 CPE I, CPE HS, EHS I, or EHS II.

C. Transportation

If this proposal is approved, transportation would continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at J.H.S. 13 or the other organizations in M013 as a result of this proposal.

D. Other Support Services

The provision of certain support services is described above. Other support services would 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 M013 building.

VII. Building Information

Building	M013
Type of Building	MIDDLE
Year Built	1958
Overall BCAS rating	2.38

⁴⁶ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

2011-2012 Target Building Utilization		81%
2011-2012 Target Building Capacity		1,227
FY 2012 Maintenance Costs	Labor	\$63,520
	Materials	\$21,820
	Maintenance and repair contracts	\$45,943
	Service contracts	\$6,240
	Custodial operations costs—Materials	\$10,768
	Custodial operations costs—Custodial Allocation	\$315,741
FY 2012 Energy Costs	Electric	\$147,280
	Gas	\$2,266
	Oil	\$141,943
Projects completed during the current or prior school year		Elec Upgrade, Gym Flooring, Reso A Locker Room
Projects proposed in the capital plan		IP Surveillance Camera Installation
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Labs