



Directory of New York City **Middle School District 11**

NYC

**Department of
Education**

Dennis M. Walcott, Chancellor

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Message to Families from Rob Sanft

Chief Executive Officer, Student Enrollment

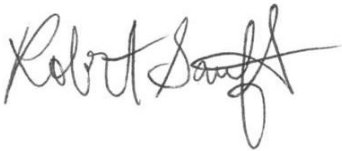
This Directory includes information that will help you learn about the middle school choice process and the options that are available to your child for the 2012-2013 school year.

Over the next few months:

- **Read** the Middle School Directory Introduction
- **Review** the Directory pages to learn about middle schools in your district
- **Engage** your child in a conversation about their school-related interests
- **Think** about the type of environment in which your child will thrive
- **Attend** open houses, school visits, and middle school fairs
- **Consult** with your child's classroom teacher, parent coordinator and guidance counselor

If you have questions about the application process, please call the Office of Student Enrollment at (718) 935-2398 or visit www.nyc.gov/schools/ChoicesEnrollment/Middle.

Best wishes for success as you move on to middle school.



Welcome to the Middle School Choice Process!

The purpose of this Middle School Directory is to help you learn about the middle school choice process and to identify those middle schools that you feel would be the best fit for your child. This publication contains detailed descriptions of each middle school that you and your child can include in your list of choices as part of the process – the schools that have a page in this Directory will be listed on the application. You will also find a list of other middle schools and charter schools that conduct a school-based application process for which your child may be eligible – these schools will not be listed on the application. **If you are interested in learning more about these schools and the individual, school-based process by which students are accepted, please contact the school directly for more information.**

Admission to Middle School

- Students residing in New York City who have met promotional standards from elementary school admissions are assured entrance into a New York City public middle school.
- Each student receives priority to attend a middle school in the district where he or she is zoned to attend middle school or in the district where he or she attends a New York City public elementary school.
- When completing the Middle School Choice Application be sure to rank all possible schools for which your child is eligible and interested in attending. Any student who does not receive an offer to attend one of the schools ranked on his or her middle school application will receive a placement in either: (1) the district where the student attends public elementary school; or (2) the district to which the student is zoned to attend middle school.
- Students who are zoned to this District also have a zoned school or Campus Choice or zoned campus option. Students zoned to a campus should be sure to rank their Campus Choice schools on the application.

Learn About the Directory

This Directory contains information about each of the middle schools to which you can apply in the district middle school choice process. Here are explanations of the information you will find on each page:

Eligibility

In this section, there may be one or more restrictions and/or priorities listed:

- Restrictions and/or priorities based on the district in which a student attends public elementary school and/or the district to which a student is zoned for middle school.
- Priority to continuing 5th grade students (many schools are K-8 and are considered schools that have continuing 5th graders). If you are a 5th grade student who wishes to continue to middle school grades in your current school, you **must** list that school as one of your choices. Continuing students have priority to continue to 6th grade. If you do not list your current continuing school as your first choice, be sure that you would prefer to attend the school you list first more than your current school.

Site Accessibility (for Students with Limited Mobility)

Functionally, Partially, or Not Accessible indicates the extent that students with limited mobility have access to the school. For additional information, please see page vi.

Special Education Services

This section lists the special education services the school provided in the 2011-2012 school year. Please note that the list of services provided in the 2012-2013 school year may change. The services provided will depend on the needs of the entering class. For additional information, please see the “Students with Special Needs” section on page vii.

ELL Programs/Services

This refers to the available programs for English Language Learners (ELL), including English as a Second Language, Bilingual Programs and/or Dual Language Programs. For additional information, please see the “Students with Special Needs” section on page viii.

Total Students (Grades 6-8 only)

This is the total number of students who were enrolled in grades 6-8 in a school as of October 31, 2010. Please note that for some schools, students are also served in lower or higher grades in addition to the middle school grades, so the total number of students in the school may be larger than what is listed.

Grades Served (2011-2012)

This section lists which grades a school will be serving during the 2011-2012 school year.

Accountability

This section lists a school’s Progress Report grade and Quality Review rating for the previous two school years. For additional information, please see the “New York City Accountability” section on page xi.

Important Information

This section provides additional information about a school including: academic portfolio requirement, community service requirement, extended day program, uniform dress code and weekend program.

About Our School

This is a brief description submitted by the school that highlights its mission, approach to learning and theme.

Features

Here schools may list any special programs, Regents/enrichment classes, and/or languages classes offers.

Partnerships

This is a list of corporations, institutions, colleges, universities and other organizations that work collaboratively with the school.

Extracurricular Activities

These are activities available for student participation, usually before or after school. Activities can include: leadership development, clubs, publications, ethnic/cultural activities, annual theatrical productions, sports, etc. Note that some schools may not list all opportunities. If you are interested in a specific activity but do not see it on the list, contact the school for additional information.

Program Name and Code

Often, a school has one program to which eligible students may apply. However, it is not unusual for schools to have more than one program. Each program is listed separately on the application. The program name and code listed on a school’s directory page will correspond to the name and code listed on the application.

Selection Criteria

This section includes information, instructions, and requirements that students must know and follow in order to apply to a specific school or program.

2010 Seats and Applicants

2010 Applicants is the total number of students who applied to a particular program in last year’s Middle School Choice process. 2010 Seats is the total number of student offers that were made for that program.

Make Informed Decisions

Attend Fairs and Open Houses

Middle School Fair

Information about your Middle School Fair will be available from your Elementary School. At the fair, you will have the chance to meet school representatives who can answer questions about the instructional programs, student life, parent involvement and support services at their school.

Open Houses

Attend open house events and take tours at the middle schools that interest you most. Prior to visiting schools, families should prepare a series of questions for school representatives. We recommend families consider their child's interests, strengths and learning style when assembling their lists.

For more information about Fairs and Open Houses, visit www.nyc.gov/schools/choicesenrollment/middle

Consider School Location and Transportation

You can search for a particular school on the map to see where it is located or you can pick a location (e.g., your home) and see which schools are located nearby.

School Location

This directory includes a map of your district. A school's location should be considered when deciding which programs to rank on your child's middle school application. Investigate travel options, including the train and bus routes available to your child, and make sure you feel comfortable with the commute your child will be taking each day. You can also search for schools in your district by inputting your home address into the search bar on the New York City Department of Education website at www.nyc.gov/schools/schoolsearch. Your search results can provide subway & bus stops and driving directions.

Transportation

The Department of Education offers transportation to students based on specific criteria:

- Students in sixth grade are provided with free transportation if they live 1 mile or more from school; if they live closer than that but more than ½ mile from school, a half-fare MTA bus pass is provided.
 - Free transportation is provided as either a yellow bus or a MetroCard.
 - Students receive yellow busing if (i) their school has bus service, (ii) they live in the same school district as their school, and (iii) a bus can pick them up, along with 10 other students, on a route of no more than 5 miles.
- Students in seventh grade and above are provided MetroCards if they live 1-½ miles or more from school; if they live closer than that but more than ½ mile from school, a half-fare MTA bus pass is provided.
- Admission to a gifted and talented program or school does not guarantee a student yellow bus transportation. Eligibility for yellow bus transportation for students attending gifted and talented schools and programs is based on the same criteria that apply to public school general education students. The only exception is for students attending one of the three citywide gifted and talented schools (PS 334—The Anderson School, NEST + m and TAG School for Young Scholars). Students attending one of these three schools may receive busing from outside their school's district, but they must live in Manhattan and all other transportation eligibility rules still apply.

For more information about student transportation, visit www.nyc.gov/schools/offices/transportation or call the Office of Pupil Transportation (OPT) at (718) 392-8855.

Students with Special Needs

Site Accessibility

It is the policy of the New York City Department of Education to make its middle school programs accessible to students with disabilities. All students with disabilities, including students with limited mobility, visual, or hearing impairments, should apply to the programs of their choice for which they are eligible, whether or not these programs are currently located in an accessible site. Each middle school's Directory page provides information about the accessibility of the school in the "Site Accessibility" section. There are three designations provided within the Directory:

Functionally Accessible means that a student who uses a wheelchair can, without difficulty, enter the building and access relevant programs and services, including bathrooms, class-related laboratories, library, lunchroom, auditorium, gymnasium, etc. It is expected that limited mobility students who attend these schools can receive their full range of programs and services.

Partially Accessible means that the school is functionally accessible both on the first floor and beyond the first floor but not for all relevant spaces and services in the school.

Not Accessible means that the school does not fall into either of the above-noted accessibility descriptions. If an otherwise qualified student with disabilities seeks to participate in a program for which he/she is eligible that is not currently located in an accessible site, the Department of Education will take reasonable steps to make the program accessible. This may mean making the building accessible, relocating or replicating the program, redesigning equipment, assigning staff or providing an alternative to the program or similar services.

The steps taken for any disabled student shall be designed to provide the student with an equal opportunity to obtain the same results, gain the same benefit, and reach the same level of achievement as that provided to other students. Parents have the right to appeal any final school placement decision. Parents should work with their elementary school guidance staff or parent coordinator to submit an appeal. For additional information about accessible schools in the New York City public school system, please refer to the [List of Accessible Schools](#), found at www.nyc.gov/schools/Academics/SpecialEducation/ParentResources.

Federal law requires that all programs, when reviewed in their entirety, are accessible. The word "program" in this policy statement means a school, program, activity or service. This policy statement is a general summary of applicable law and does not create any additional legal rights or obligation. For specific detail, see Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Students with Special Needs (continued)

Special Education Services

A key goal of the New York City Department of Education is the achievement of high levels of performance for all students, including those with disabilities. Middle schools offer an array of special education services to support students with disabilities so that they may be educated alongside their non-disabled peers to the maximum extent appropriate. These supports provide access to the general education curriculum in order to more closely address students' needs. These special education services include:

- General education classes with special education services including:
 - Related Services
 - Special Education Teacher Support Services (SETSS): For a maximum of 50% of the school day
- Integrated Co-Teaching (ICT): Part-time or full-time
- Special Class services: Part-time or full-time

Based on individual needs, students frequently require different levels of assistance. Students with disabilities may receive a combination of the above services to support their progress in middle school. For a further description of these and additional services please refer to the document *The Continuum of Services for Students with Disabilities* at www.nyc.gov/schools/Academics/SpecialEducation/ParentResources.

This Directory lists the special education services that are available in each school for the 2011-2012 school year. Services are tailored to meet the individual needs of the students with disabilities who are currently enrolled as well as for incoming students, and as such, may vary from year to year. Students with disabilities are eligible to apply to all schools listed in the Directory regardless of whether or not the services listed on your child's Individualized Education Program (IEP) are included on the school's page. Students may be placed in schools that have the services recommended on their most recent IEP.

Some IEP meetings will occur after the middle school placements are completed. If the student's recommendation changes to a different program setting, he/she may need to be placed in another school that has the appropriate services. In such cases, District Placement Officers will work with families to determine the new placement.

Special Education Teacher Support Services (Direct and Indirect) Special Education Teacher Support Services (SETSS) is specially-designed and/or supplemental instruction provided by a special education teacher to support the participation of the student with a disability in the general education classroom. The special education teacher may provide direct specially-designed and/or supplemental instruction to the student or may work indirectly with the student's general education teacher to adjust the learning environment and/or modify and adapt instructional technologies and methods to meet the student's individual needs.

Integrated Co-Teaching (ICT) In Integrated Co-Teaching (ICT), students with disabilities and non-disabled students are educated together with two teachers: A general education teacher and a special education teacher. Together, the teachers work to adapt and modify instruction for the students and ensure that the entire class has access to the general education curriculum and that each student's special education needs are met. ICT may be provided full-time, part-time, or on an individual subject basis.

Special Class Services Special Class Services are services provided for children with disabilities in a self-contained classroom. They serve children with disabilities whose needs cannot be met within the general education classroom, even with the use of supplementary aids and services. Self-contained classes may be composed of students with the same disability or with different disabilities, as long as they have similar levels of academic and learning characteristics, social and physical development, and management needs. Special Class services may be provided full-time, part-time, or on an individual subject basis.

Students with Special Needs (continued)

English Language Learners

The Department of Education provides a range of programs and supports to ensure that English Language Learners (ELLs) receive the language-based services necessary to excel in middle school. Each school's Directory page lists the ELL services available. Program models are described below.

Transitional Bilingual Education Transitional Bilingual Education (TBE) programs provide language arts and subject matter instruction in the student's native language and English as well as intensive instruction in English as a Second Language (ESL). As the student develops English proficiency, instruction in English increases and native language instruction decreases.

Dual Language Dual Language programs educate ELL students in need of English language instruction alongside English-speaking students who are interested in learning a second language. Programs continue to develop ELLs' native language and English language skills throughout their schooling while enabling English-speaking students to become bilingual and biliterate as well. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. Students receive half of their instruction in English and half in the target language.

English as a Second Language

Freestanding English as a Second Language (ESL) programs provide all classroom instruction in language arts and subject matters in English through the use of specific instructional strategies. Native language support is available to help students accelerate their understanding in subject areas. Native language assistance is supported by such activities as encouraging students to discuss subject matter with peers in the native language, allowing students to use the native language to write explanations of what they understand, and making native language textbooks, libraries, dictionaries, reference materials and technology resources available for students to use in the classroom.

Children First reforms have focused on strengthening the three program models so that they are academically challenging and delivered uniformly across all middle schools. Beyond ELL programs, however, many middle schools offer tailored services for specific types of ELLs, such as Newcomers, Long-term ELLs and Students with Interrupted Formal Education (SIFE). Long-term ELLs are students who have completed six years of ESL services and have not tested proficient on the NYSESLAT. SIFE are defined by New York State as ELLs who have entered a school in the United States after second grade, have had at least two years less schooling than their peers, function at least two years below expected grade level in reading and mathematics, and may be pre-literate in their first language. For additional information about SIFE eligibility and programs, please contact the ELL office at (212) 374-6072.

For further information about all ELL programs and services available in New York City public middle schools, please visit the website of the Office of English Language Learners at schools.nyc.gov/Academics/ELL.

Accountability

New York City Accountability

Our schools, educators and families are all responsible for ensuring student success. Three reports provide information from different sources to inform parents and students as they consider their school options.

The three New York City Accountability reports are:	
School Survey	<ul style="list-style-type: none"> ▪ Every year, all parents, teachers and 6th – 12th grade students are surveyed about the learning environment in their school, and the results are provided to the school and the public. ▪ Surveys focus on four key aspects of a school’s learning environment: <ol style="list-style-type: none"> 1. Safety and respect 2. Academic expectations 3. Communication 4. Parent, teacher and student engagement
Quality Review	<ul style="list-style-type: none"> ▪ During the school year, each school receives an on-site review by experienced educators and a detailed report on how well the school is organized to support student achievement. ▪ The Quality Review Report focuses on how well the school: <ul style="list-style-type: none"> ○ Assesses child performance ○ Improves academic achievements ○ Meets academic goals ○ Plans staff development and student support services ○ Monitors student progress
Progress Report	<ul style="list-style-type: none"> ▪ Every fall, each school receives a report and a letter grade (A, B, C, D or F) measuring its success during the prior school year in meeting student proficiency on state exams, accelerating student learning, and promoting a supportive and safe school environment. ▪ The Progress Report focuses on: <ol style="list-style-type: none"> 1. Student performance on state English Language Arts and Math exams 2. The amount of growth students made in English Language Arts and Math 3. The school environment, as measured by the School Survey and attendance ▪ An important feature of the Progress Report is that it measures each school’s contribution to student academic progress, no matter where each child begins his or her journey to proficiency and beyond.

To access a school’s accountability reports on the NYCDOE website:

1. Visit <http://schools.nyc.gov>.
2. Enter school’s name or number into the “Find a School” search box.
3. Your search results will appear on the left. Click on the school’s name.
4. A new window will open and the school’s webpage will appear.
5. Click on the “Statistics” link on the left-hand side of the page under, “**About Us.**”
6. Now you should be able to access the school’s accountability reports along with other valuable information.
7. If you have any questions, you may visit <http://schools.nyc.gov/accountability> or email the Office of Accountability at accountability@schools.nyc.gov. You may also talk to your school’s parent coordinator.

Accountability (continued)

New York State Accountability

Adequate Yearly Progress (AYP) Adequate Yearly Progress is the minimum level of academic performance schools must achieve every year. While some SINI schools have produced good results for many students, they have not sufficiently improved achievement for **all** students. In other cases, schools are included on the SINI list when an insufficient number of students participated in state-required tests.

Schools in Need of Improvement (SINI) Schools that did not meet the Adequate Yearly Progress (AYP) goals determined by the state to measure achievement levels in:

- English Language Arts
- Science
- Mathematics
- High School Graduation Rates

Action to Improve All SINI schools are required to implement a variety of interventions to help improve their instructional programs and management. Through No Child Left Behind, students who have attended a SINI school for at least a year, and are not in the final grade of the school, have the opportunity to apply for a transfer to a non-SINI school.

Year	Adequate Yearly Progress (AYP)	School Role	Parent Role
Year 1	Fails to make AYP	School works to improve achievement	Parents can work with school toward improvement goals
Year 2	Fails to make AYP	School writes an improvement plan	Parents notified about school status and Public School Choice option
Year 3	Fails to make AYP (Becomes a SINI school)	School works toward meeting improvement goals	Public School Choice transfer options continue; students can receive tutoring through Supplemental Educational Services (SES). For more information about SES, please e-mail NCLBSES@schools.nyc.gov
Year 4	Fails to make AYP		
Year 5	Fails to make AYP (Is in need of corrective action)		
Year 6	Fails to make AYP (Is in need of corrective action)		
Year 7	Fails to make AYP (School is under alternative governance)		

You can find additional information at www.schools.nyc.gov/nclb. If you have any questions or concerns as you select a middle school, please speak with your school’s guidance counselor. Please note: If you are matched to a SINI school, you will be expected to attend in September 2012.

