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WILL CLOSING SCHOOLS PAY OFF? DCPS CLOSURE PLAN UNLIKELY TO PRODUCE SIGNIFICANT SAVINGS OR BETTER RESOURCED SCHOOLS

By Soumya Bhat

DC Public Schools (DCPS) Chancellor Kaya Henderson has announced plans to close and consolidate as many as 20 public schools, with the final decision expected this month. Of the 20 schools, 17 are slated to close by the end of the 2012-13 school year.¹ If approved, this would be the largest set of school closures in the District since 2008, when 23 public schools were closed.

The DCPS proposal cites under-enrollment and fiscal inefficiency as major factors in the selection of schools for closing. It also states that closing schools will free up resources and allow DCPS to create stronger education environments in the consolidated schools. Yet DCPS has not shared information to demonstrate how much would be saved by closing under-enrolled schools or how the savings would be used.

An analysis by Mary Levy² and the DC Fiscal Policy Institute (DCFPI) suggests that the savings from closing schools may be relatively small, and possibly non-existent in the first year following closure. This information should give pause to policymakers and anyone else hoping for significant savings to be reinvested in the remaining schools.

This paper examines current spending at “small” DC schools, and it projects some of the cost savings and added costs of the transition from the school closing plan. Among the key findings are:

- **Smaller DCPS schools are only slightly more costly than larger schools.** Smaller DCPS elementary schools typically received only slightly more per-pupil funding this year than larger schools — the difference is about 4 percent — and have teacher-student ratios that are roughly the same as in larger schools. A number of schools on the closing list also have lower per-pupil budgets than larger schools. The difference in spending allocated per pupil is greater at the middle school and high school levels. This means that the smaller schools are not always more expensive relative to larger schools.

¹ See Appendix for full list of closing and receiving schools or see the DCPS proposal, which is available here: <http://dcps.dc.gov/DCPS/Files/downloads/COMMUNITY/CR/DCPS-School-Consolidation-and-Reorganization-Full-Proposal.pdf>.

² Mary Levy is an independent school finance expert in Washington, DC.

- **Cost savings from closing and consolidating schools may not be substantial.** We estimate that savings in staffing costs next school year would be about \$10.4 million. Based on the city's 2008 experience, transition costs of closing schools could amount to \$10.2 million in 2013-14 — in inventory, relocation and storage costs — erasing any savings in the first year.
- **Consolidated schools may not be better resourced than they are now.** If the DCPS proposal is implemented, it is not certain that schools receiving students from closing schools will experience greater quality, such as smaller class sizes. Based on the current staffing model used by DCPS, student-teacher ratios and class sizes may go up at many schools as a result of consolidation.

In sum, it is not clear if and how the school closing plan will contribute to strengthening the school system. The fact that DCPS has not identified the expected savings and has not indicated how programs and resources would be enhanced in the remaining schools contributes to this concern.

Closing schools will also not fully address under-enrollment within DCPS, since the system will still be left with several schools serving fewer students than they were designed to serve. Following the 2008 school closings, enrollment in the consolidated schools declined by about 3,000 students, contributing to an overall decline of 8 percent across the system. If DCPS experiences a similar trend following this round of closings, the school system could be faced with more closure decisions in the future.

Given that, it may make sense for DCPS to adopt a more creative strategy for small schools outside of closure, such as sharing school space with DC government agencies, child care centers, community organizations or public charter schools. A final DCPS school closure and consolidation plan should also be accompanied by information on how savings from closures, if any will be realized after the first year, will be reinvested. Doing so will help parents and other stakeholders better understand if and how school closures are linked to larger efforts to improve the quality of DCPS schools.

Background on Small Schools in the District

Many DC Public Schools have experienced a significant decline in enrollment over the past several decades, particularly in the last ten years as the number of children in the city has fallen and the number of students enrolled in public charter schools has grown. DCPS enrollment has seen a slight uptick city-wide in the last few years, mostly due to the increased enrollment in the city's Pre-School and Pre-Kindergarten program, but almost 20 percent of school buildings serve fewer than half the number of students they were designed to serve.

The research is mixed on what is the optimal school size at different levels. DCPS now defines certain size thresholds for schools that outline the desired minimum enrollment for the school to be cost effective. These thresholds are 350 students for elementary schools, 450 for middle schools, 500 for education campuses, and 600 for high schools. Currently, there are 43 DCPS elementary schools with fewer than 350 students and just 21 above this level. Only two out of 15 middle schools and five out of 17 high schools meet the system's criteria for a fully enrolled school. Many DC public

What Is A Small School?

Depending on whom you ask, there are different definitions of what constitutes a small or under-enrolled school. For example, a school with a capacity of 1,000 could be considered under-enrolled if it has 600 students. But by another definition, the school may be too large to adequately meet the needs of its students.

DCPS has established a set of preferred size thresholds for schools – enrollment levels where a school would be most cost effective – for each school type. They are as follows:

- **Elementary Schools:** At least 350 students
- **Middle Schools:** At least 450 students
- **Education Campuses:** At least 500 students
- **High Schools:** At least 600 students

Notably, these thresholds do not correspond with the numbers used in the DCPS budgeting process for fiscal year 2013, where small elementary schools are defined as those with fewer than 300 students and large elementary schools are schools with more than 500 students.

charter schools also are small, with more than half enrolling fewer than 250 students last year and 78 percent of all charter schools not meeting the DCPS criteria for recommended school size.³

It is important to understand how small size can impact staffing at individual schools. While each school receives funding for teachers using the same per-pupil ratio, funding for other specialized positions is allocated to schools based on school-wide enrollment. For example, elementary schools with fewer than 300 students received no funding this school year for a librarian, assistant principal, or clerk, while elementary schools larger than 300 received funding for each of these positions. Similarly, staffing allocations vary based on enrollment for education campuses, middle and high schools within the DCPS system. The school staffing model used by DCPS suggests that smaller schools, defined as under 300 students in the model, are under-resourced relative to larger schools in some ways.

In some cases, the staffing allocation remains relatively proportional to size. An elementary school with fewer than 300 students, for example, received funding this year for a part-time art teacher, while schools of 300-500 students received funding for a full-time art teacher. This suggests that the access to art teachers is roughly the same at smaller and larger elementary schools. The larger schools have more art staffing than smaller schools but have to spread it out over more students. (See **Table 1**.)

Since the DCPS staffing model includes strict cutoff points for staffing allocations, it can leave some schools, large and small, at a disadvantage when it comes to funds. For example, a school of 295 is disadvantaged compared to a school of 305, while a school of 200 is advantaged compared to a school of 490. This results in a wide variation in resources for schools of different sizes.

³ Derived from Office of the State Superintendent of Education. School by School Enrollment Audit as of October 5, 2012.

Table 1			
Staffing Allocations For Small, Medium and Large DCPS Elementary Schools			
Staff Position	Small School and Number of FTE's	Medium School and Number of FTE's	Large School and Number of FTE's
Art Teacher	< 300 students: 0.5	300-499 students: 1.0	> 500 students: 1.5
Music Teacher	< 300 students: 0.5	300-499 students: 1.0	> 500 students: 1.5
PE Teacher	< 300 students: 0.5	300-499 students: 1.0	> 500 students: 1.5
Librarian	< 300 students: 0.0	>300 students: 1.0	>300 students: 1.0
Assistant Principal	< 300 students: 0.0	>300 students: 1.0 for every 400 students	>300 students: 1.0 for every 400 students
Business Manager	<300 students: 0.5	>300 students: 1.0	>300 students: 1.0
Clerk	<300 students: 0.0	>300 students: 1.0 for every 400 students	>300 students: 1.0 for every 400 students
Source: FY 2013 DCPS Comprehensive Staff Model			

Are Small Schools Costing DC a Lot More?

One of the main arguments in the DCPS proposal for school closure and consolidation is that the small schools are inefficient and require additional funding from the school system to operate. An analysis of general education funds allocated per pupil⁴ in school year 2012-13 shows that the typical small school receives more on a per-pupil basis than large schools of the same school type, but not much more. At the elementary level, for example, the median general budget allocated this year to schools of fewer than 350 students is \$8,472 per pupil, about four percent higher than the \$8,149 per pupil allocated to the larger schools. (See **Figure 1** below.) This is notable given that 40 percent of the schools slated for closure in the DCPS proposal are elementary schools. At the middle school level, DCPS schools of fewer than 450 students received about 6 percent more per pupil. At the high school level, budget allocations to smaller schools — about \$7,000 per pupil — were 12 percent higher than the amount allocated to larger schools — about \$6,300.⁵ Large and small education campuses serving students from Pre-Kindergarten to eighth grade were about even, with those serving more than 500 students typically receiving two percent more per student.

Will Closing DCPS Schools Save Money?

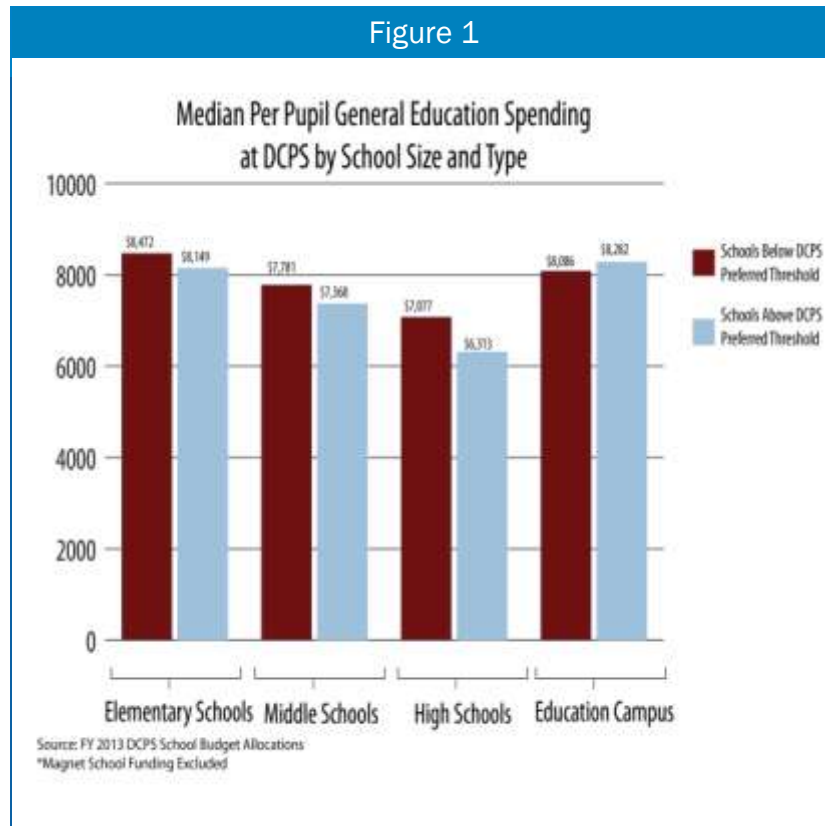
DCPS has yet to identify the cost savings that may be seen from closing the schools in the proposal or how the funds may be used next year. An analysis from DC education finance analyst Mary Levy shows that DCPS could see \$10.4 million in staff savings next school year from closing and consolidating 17 schools as indicated in their proposal. This reflects the staff savings from

⁴ General education per-pupil spending represents dollars spent after taking out funding for Special Education, English Language Learners, Title I and other federal programs. This results in a more accurate comparison for per-pupil spending between schools because it eliminates the extra funding for these special populations, which vary widely from school to school. This analysis relies on data from the DCPS website on funds allocated to each school.

⁵ Magnet school funding for high schools was excluded because the funds are not linked to school size.

closed schools and the new staff costs that would be allocated to the receiving schools based on the DCPS staffing plan. Additional funding may also be generated by leasing vacant buildings to charter schools or other organizations in the future, but that is still uncertain.

By using the DCPS staffing model and the projected enrollment figures listed in the DCPS proposal, the general education staffing was predicted and costed out for next school year for each consolidated school. For example, for the consolidation of Davis Elementary School (ES), with 178 students and CW Harris Elementary School, with 265 students, the new enrollment was estimated to be 407. This means DCPS is assuming a loss of about 36 students from this year to next.



In the analysis, current spending across schools was reduced proportionately so no savings would be counted from enrollment loss. The new staffing allocations were then totaled up and compared with current per pupil spending at these schools on general education. The difference was \$10.4 million in potential cost savings by closing 17 schools and moving 3 to new locations.⁶ The median cost savings per school comes to about \$440,000. See **Table 2** below for a summary of cost savings by school and the **Appendix** for school-by-school cost analysis.

Will Closing DCPS Schools Cost Money?

Consolidating schools may save money over time, but there definitely are short-term costs that should not be ignored. Notably, the cost of closing 23 schools in 2008 was originally estimated at \$9.7 million, but a DC auditor's report⁷ found the actual costs totaled \$17.7 million, including costs for demolition of school buildings, moving and relocation, and transportation of displaced students.⁸

⁶ The analysis covered 15 of the 20 schools in the DCPS closure proposal. The five that were excluded were: Sharpe Health School, Mamie D. Lee School, Spingarn STAY, CHOICE at Hamilton, and Prospect LC. See Appendix 1 for more information on methodology.

⁷ DC Auditor's Report can be found here: <http://dcauditor.org/sites/default/files/DCA192012.pdf>.

⁸ DCFPI did not include the \$21.8 million in capital asset impairment losses as part of total cost.

Table 2			
Summary of Cost Savings for 15 Closing Schools			
Closing School	School Type	Ward	Estimated Savings in General Education Funding After Consolidation
Brown, Ronald H.	Middle School	7	\$772,832
Davis	Elementary School	7	(\$78,121)
Ferebee-Hope	Elementary School	8	\$615,165
Francis-Stevens	Education Campus	2	\$1,563,610
Garrison	Elementary School	2	\$256,100
Johnson	Middle School	8	\$369,438
Kenilworth	Elementary School	7	\$101,840
Macfarland	Middle School	4	\$441,182
Malcolm X	Elementary School	8	\$413,764
Marshall	Elementary School	5	\$463,856
Shaw	Middle School	2	(\$193,537)
Smothers	Elementary School	7	\$90,550
Spingarn	High School	5	\$2,846,851
Terrell, MC	Elementary School	8	\$537,284
Winston	Education Campus	7	\$1,474,990

(See **Table 3.**) This time, Mary Levy estimates \$10.2 million in one-time inventory, relocation and storage costs. These costs would erase any staff savings in the first year, although there should be net savings in future years. Additional costs of maintenance, utilities, and security for the closed schools retained in the system are not factored into this analysis, but could add to the total cost of closings over time.

DCPS has also stated that certain schools may reopen in a few years, if the population of school-age children grows at projected rates. The cost of closing and reopening these schools, both in terms of actual funding and the disruption to the community, is worth considering before making final decisions about school closings.

Will Closing DCPS Schools Lead To Greater Quality?

DCPS has not yet explained how the school closure and consolidation plan will support efforts to improve overall quality of the remaining schools, which is needed to improve educational outcomes and draw families back into DCPS. The proposal describes how larger schools are able to have small class sizes and more flexible groupings of students to help teachers work together in teams. DCPS also states that when schools reach certain size thresholds, it allows more flexibility for leaders to use their resources better.

Table 3	
Cost of 23 DCPS School Closures in 2008	
Initially Reported Costs of 2008 Closures: \$9.7 million	Inventory, relocation and storage costs
Actual Costs of 2008 Closures: \$17.7 million Note: DCFPI did not include \$21.8 million in capital asset impairment losses as part of total cost.	\$9.7 million – Inventory, relocation and storage costs PLUS
	\$3.3 million - Demolition of 2 campuses (Gage-Eckington ES and Bruce-Monroe ES)
	\$1.5 million - Transportation of displaced students to alternate schools
	\$3.1 million - Moving and relocation expenses
	\$38,870 – Paid to DC Protective Services for security guards at vacant schools
Source: Source: DC auditor report, Sept 2012, http://dcauditor.org/sites/default/files/DCA192012.pdf	

It is not apparent, however, whether the consolidated schools really will bring new levels of classroom flexibility. For example, the student-to-teacher ratios in large DCPS schools this year are on average the same as those in small schools of the same type. (See **Figure 2** below.) The average student-to-teacher ratio for large elementary schools (more than 350 students) this school year is actually higher than in smaller elementary schools.

If the 17 schools close, it appears that some consolidated schools will have larger ratios of pupils to teachers than they do this year. The consolidated schools also may find that building-wide educational staff, such as librarians, may be stretched to serve the larger student body. For example, many students in closing schools will gain a librarian that they may not have had before, but the ratio of librarian to students will increase for the newly consolidated school. More specifically:

Figure 2	
Average Student-to-Teacher Ratios at DCPS by School Type and Size	
School Type and Size	Student Teacher Ratio
Elementary School	
Under 350 Students	17.9
Over 350 Students	18.1
Middle School	
Under 450 Students	22.1
Over 450 Students	22.0
High School	
Under 600 Students	23.4
Over 600 Students	23.9
Source: Source: DC auditor report, Sept 2012, http://dcauditor.org/sites/default/files/DCA192012.pdf	

- **Student-to-teacher ratio/class size:** The class sizes in almost all schools slated for closing are smaller than in the schools that will receive their students. For example, the average student-to-teacher ratio at Ron Brown Middle School will increase from 18.5 students per teacher to 22 students per teacher if

consolidated with Kelly Miller Middle School. Only two schools in the proposal will see a decrease in ratios: Shaw Middle School and Smothers Elementary School.

- **Librarians:** Many of the smaller schools currently have no librarian, while the new consolidated school will, due to its larger size. But the pupil-librarian ratio will be much higher than the receiving schools now have. For example, Ferebee-Hope Elementary School was not allocated a librarian this school year. If consolidated with Hendley ES, the students who did not have access to a librarian at Ferebee-Hope will gain access, but the consolidated school's current librarian will have to serve 172 more students.
- **School administrators and office staff:** The majority of the consolidated schools will have fewer administrative staff per pupil than in the 20 schools on the closing list. This is one clear way in which the consolidated schools will increase efficiency. The efficiencies are most evident when looking at the middle schools that are to be consolidated with high schools. For example, Macfarland Middle School has one administrator for every 60 students, while the consolidation with Roosevelt HS will increase the ratio to 201 students per administrator. For some schools, such as Garrison Elementary School and Smothers Elementary School, however, the consolidated schools will have more administrative staff per pupil. The ratio at Smothers Elementary School will go down from 283 students per administrator to 191 at Aiton Elementary School and 194 at Plummer Elementary School, its two receiving schools.

Conclusions

These findings suggest that in many cases the District is not spending much more per pupil in smaller schools than in larger schools and that closing schools may not yield substantial savings or greater benefits to students. If there are not substantial cost savings in the first year, it is not clear how school closings can help steer additional resources to the schools that need them the most.

Given that, DCPS may want to look to other solutions for small schools beyond closure, and it will need to lay out new plans for improving the quality of schools. DCFPI encourages officials to consider the following:

- If underutilized space is a serious cost issue, DCPS could look at other strategies to maximize resources across the system. For example, some other school districts allow extra facility space to be shared with child care centers, community-based organizations or for specific uses like low-cost housing for teachers. The District could also more assertively pursue co-location with public charter schools.
- With proposed school budget guidelines to be released in the spring, DCPS should start to articulate the steps it will take to improve outcomes in its schools, particularly those with the most ambitious goals for performance growth.
- The District should factor other planning efforts into decisions to close and consolidate DCPS schools. Both a review of DCPS school boundaries and a new plan for modernizing school facilities are currently in progress, along with an adequacy study to examine if the city is

spending enough on public education, but these will not be completed in time to inform the Chancellor's final decisions about 2013 school closures.

The underlying premise of these closings, under-enrollment, will not be resolved without a comprehensive plan by DCPS and other government officials. DCFPI urges the District's leaders to lay out a clear strategy of how the school system's limited resources can be allocated to achieve a number of goals, including cost efficiency and higher quality in the schools that will continue to serve DC students.

Appendix 1: Methodology

The analysis included in this paper covers 15 of the 20 schools in the DCPS closure proposal. The five that were excluded were: Sharpe Health School, Mamie D. Lee School, Spingarn STAY, CHOICE at Hamilton, and Prospect LC. These were not included because of various factors – some are special education schools, others are located in buildings where they operate after hours and the custodial costs may not be comparable. Only 17 schools are slated to be closed by the end of 2012-13. There are plans for CHOICE is to be moved to Cardozo, but it will not be consolidated due to its focus on serving students on long-term suspension. Mamie D. Lee and Sharpe Health are to be moved also, but not until the end of 2013-14 after the River Terrace facility is rebuilt.

The analysis to estimate cost savings involved a number of assumptions. First, drawing from the figures provided in the DCPS proposal for consolidated enrollment, the analysis assumes a 7 percent decline in enrollment for the potentially closing schools. Note that even if the consolidated schools do not actually see this drop in student enrollment, it should not impact the cost savings estimate since budget allocations for DCPS schools are based on projected not actual audited, enrollment figures.

By using the DCPS staffing model and the projected enrollment figures listed in the DCPS proposal, the general education staffing was predicted for the next school year for each consolidated school. When comparing what is spent on general education now versus post-consolidation, the general education funding amounts for the current school year were adjusted to reflect the projected decline in enrollment next year. So, if a school was going to have 6 percent fewer students, the current year's spending was based on a 6 percent reduction in student enrollment so no savings would be counted from enrollment loss.

The focus of the analysis is on general education staffing, so social workers and psychologists were not factored into the staffing estimates. The new enrollment figures help to predict what staffing would look like for art, music, and PE teachers, but additional grade-level information was needed to calculate what aides and teaching staff would be given to the “new” school based on the staffing model. For example, if one Pre-School aide is given for every 15 Pre-School students, the number of Pre-School students that attended both schools last year was used for projections.

The new staffing allocations were then totaled up and compared with current spending at these schools on general education. The difference was \$10.4 million in potential cost savings by closing 17 schools and moving 3 to new locations.

Appendix 2: General Education Spending Before and After Consolidation

School Name	Level	Ward	Total General Ed Funding - Before (Factoring in anticipated reduction in enrollment)	Total General Ed Funding - After
Brown, Ronald H. (closing)	MS	7	\$ 1,748,500	
Kelly Miller (receiving)	MS	7	\$ 2,584,780	\$ 3,560,448
Davis (closing)	ES	7	\$ 1,533,788	
Harris, C.W. (receiving)	ES	7	\$ 1,752,026	\$ 3,363,935
Ferebee-Hope (closing)	ES	8	\$ 1,746,745	
Hendley (receiving)	ES	8	\$ 2,613,481	\$ 3,745,061
Francis-Stevens (closing)	EC	2	\$ 2,106,851	
Reed (receiving)	ES	1	\$ 3,032,156	\$ 3,975,519
Hardy (receiving)	MS	2	\$ 3,516,796	\$ 3,116,674
Garrison (closing)	ES	2	\$ 1,935,325	
Seaton (receiving)	ES	2	\$ 1,965,613	\$ 3,644,838
Johnson (closing)	MS	8	\$ 1,820,668	
Hart (receiving)	MS	8	\$ 3,428,699	\$ 4,141,729
Kramer (receiving)	MS	8	\$ 2,049,977	\$ 2,788,177
Kenilworth (closing)	ES	7	\$ 1,398,477	
Houston (receiving)	ES	7	\$ 1,709,186	\$ 3,005,823
Macfarland (closing)	MS	4	\$ 1,367,778	
Roosevelt (receiving)	HS	4	\$ 3,123,737	\$ 4,050,333
Malcolm X (closing)	ES	8	\$ 2,079,522	
Turner (receiving)	ES	8	\$ 2,627,546	\$ 4,293,304
Marshall (closing)	ES	5	\$ 1,662,308	
Langdon (receiving)	EC	5	\$ 3,194,293	\$ 4,392,745
Shaw (closing)	MS	2	\$ 1,116,891	
Cardozo (receiving)	HS	1	\$ 2,898,301	\$ 4,208,730

School Name	Level	Ward	Total General Ed Funding - Before (Factoring in anticipated reduction in enrollment)		Total General Ed Funding - After
Smothers (closing)	ES	7	\$	2,181,249	
Aiton (receiving)	ES	7	\$	1,927,768	\$ 2,883,926
Plummer (receiving)	ES	7	\$	1,796,841	\$ 2,931,382
Spingarn (closing)	HS	5	\$	3,038,253	
Dunbar (receiving)	HS	5	\$	3,313,812	\$ 3,951,778
Eastern (receiving)	HS	6	\$	3,737,086	\$ 4,066,481
Woodson (receiving)	HS	7	\$	5,875,255	\$ 5,099,296
Terrell, MC (closing)	ES	8	\$	1,658,578	
King (receiving)	ES	8	\$	2,685,145	\$ 3,806,439
Winston (closing)	EC	7	\$	2,105,338	
Kramer (receiving)	MS	8	Note: Kramer Middle School is to receive students from two closing schools, so spending was only counted once toward total savings.		
Stanton (receiving)	ES	8	\$	2,845,093	\$ 3,475,441
Total Funding			\$	84,177,862	\$ 74,502,057
Difference Between Current Funding and Post-Consolidation Funding					\$ 9,675,805
Prospect & Spingarn STAY (Note: these two schools were not included in the analysis due to different operations)					\$ 758,771
			Total Estimated Savings on Local School Budgets After Proposed School Closure/ Consolidation		\$ 10,434,576

Appendix 3: Student-to-Staff Ratios Before and After Consolidation

School Name	Level	Ward	Current Enrollment	Combined Enrollment	Projected Decline in Enrollment	Classroom Teacher Ratio - Before	Classroom Teacher Ratio - After	Student/Librarian Ratio - Before	Student/Librarian Ratio- After	Student/School Administrator Ratio - Before	Student/School Administrator Ratio - After
Brown, Ronald H. (closing)	MS	7	204		-7%	19	--	--	--	73	--
Kelly Miller (receiving)	MS	7	353	516	-7%	22	22	353	516	110	139
Davis (closing)	ES	7	178		-8%	17	--	356	--	178	--
Harris, C.W. (receiving)	ES	7	265	407	-8%	21	18	--	407	265	202
Ferebee-Hope (closing)	ES	8	215		-8%	18	--	--	--	215	--
Hendley (receiving)	ES	8	339	511	-8%	18	18	339	511	178	224
Francis-Stevens (closing)	EC	2	225		-5%	17	--	--	--	173	--
Reed (receiving)	ES	1	362	484	-5%	17	18	362	484	191	219
Hardy (receiving)	MS	2	404	462	-5%	18	22	404	462	150	182
Garrison (closing)	ES	2	228		-9%	16	--	456	--	228	--
Seaton (receiving)	ES	2	257	439	-9%	17	18	--	439	257	209
Johnson (closing)	MS	8	245		-5%	22	--	--	--	88	--

School Name	Level	Ward	Current Enrollment	Combined Enrollment	Projected Decline in Enrollment	Classroom Teacher Ratio - Before	Classroom Teacher Ratio - After	Student/Librarian Ratio - Before	Student/Librarian Ratio- After	Student/School Administrator Ratio - Before	Student/School Administrator Ratio - After
Hart (receiving)	MS	8	519	617	-5%	23	22	519	617	140	152
Kramer (receiving)	MS	8	281	379	-5%	22	22	--	379	97	116
Kenilworth (closing)	ES	7	147		-8%	16	--	--	--	147	--
Houston (receiving)	ES	7	238	356	-8%	19	18	--	356	238	188
Macfarland (closing)	MS	4	151		-5%	22	--	--	--	60	--
Roosevelt (receiving)	HS	4	496	616	-5%	26	24	496	616	198	202
Malcolm X (closing)	ES	8	221		-8%	15	--	--	--	221	--
Turner (receiving)	ES	8	339	516	-8%	19	18	339	516	188	225
Marshall (closing)	ES	5	158		-6%	14	--	--	--	158	--
Langdon (receiving)	EC	5	351	477	-6%	16	18	351	477	167	218
Shaw (closing)	MS	2	131		-4%	26	--	--	--	55	--
Cardozo (receiving)	HS	1	542	647	-4%	32	24	542	647	226	205
Smothers (closing)	ES	7	283		-7%	19	--	--	--	283	--
Aiton (receiving)	ES	7	254	367	-7%	18	18	--	367	254	191

School Name	Level	Ward	Current Enrollment	Combined Enrollment	Projected Decline in Enrollment	Classroom Teacher Ratio - Before	Classroom Teacher Ratio - After	Student/Librarian Ratio - Before	Student/Librarian Ratio- After	Student/School Administrator Ratio - Before	Student/School Administrator Ratio - After
Plummer (receiving)	ES	7	263	376	-7%	20	18	--	376	263	194
Spingarn (closing)	HS	5	377		-4%	20	--	377	--	151	--
Dunbar (receiving)	HS	5	503	604	-4%	25	24	503	604	193	200
Eastern (receiving)	HS	6	507	608	-4%	21	24	507	608	175	201
Woodson (receiving)	HS	7	721	822	-4%	18	24	721	822	168	220
Terrell, MC (closing)	ES	8	208		-8%	18	--	--	--	208	--
King (receiving)	ES	8	313	479	-8%	16	18	313	479	165	218
Winston (closing)	EC	7	308		-6%	20	--	--	--	220	--
Kramer (receiving)	MS	8	281	379	-6%	22	--	--	--	97	--
Stanton (receiving)	ES	8	391	540	-6%	19	21	391	540	206	230
TOTAL			10,977	10,223	-7%	19.5	20.5	686.1	511.2	162.9	193.1