

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Grade Truncation of I.S. 125 Thom J. McCann**

### **Woodside (24Q125) from a 5-8 School to a 6-8 School**

### **Beginning in the 2014-2015 School Year**

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

The New York City Department of Education (“DOE”) is proposing to implement a grade truncation of the fifth grade of I.S. 125 Thom J. McCann Woodside (24Q125, “I.S. 125”). I.S. 125 is a zoned middle school, which currently serves students in fifth through eighth grades in main building Q125, mini-building Q825, and Transportable Classroom Unit (“TCU”) Q947 located at 46-02 47<sup>th</sup> Street, Queens, NY 11377, in Community School District 24 (“District 24”).<sup>1</sup> In Fall of 2013, the School Construction Authority (“SCA”) approved the removal of I.S. 125’s mini-building, Q825, following the 2013-2014 school year, to be replaced by the construction of a permanent addition for Q125 with a designed capacity of 655 seats.<sup>2</sup> The permanent addition is projected to be completed for the 2017-2018 school year.

If this proposal is approved, I.S. 125 will no longer enroll fifth-grade students after the conclusion of the 2013-2014 school year. In 2014-2015 and beyond, I.S. 125 will continue serving students in grades sixth through eighth grade. Current students in grade five will continue to be served at I.S. 125 as sixth-grade students in the 2014-2015 school year. There may be cases where current fifth-grade students do not meet promotional requirements and must repeat the fifth grade, which will no longer be offered by I.S. 125 in the 2014-2015 school year. If an I.S. 125 fifth-grade student does not meet the promotional standards at the conclusion of the 2013-2014 school year and is required to repeat the grade in the 2014-2015 school year, then the student will be served at their zoned school.<sup>3</sup>

The implementation of this proposal is contingent upon the approval of the grade expansion of P.S. 199 Maurice A. Fitzgerald (24Q199, “P.S. 199”), which the DOE is proposing concurrent to this proposal.<sup>4</sup> If the proposal to expand P.S. 199 is not approved, the DOE will reassess its plans for I.S. 125 and building Q125, including its plans for accommodating all of I.S. 125’s students during the construction of the permanent addition for Q125. P.S. 199 is a zoned elementary school that currently serves students in kindergarten through fourth grades in main building Q199 and TCU Q938 located at 39-20 48<sup>th</sup> Avenue, Queens, NY 11104, Annex Q777 located at 50-15 44<sup>th</sup> Street, Queens, NY 11377, and Annex Q841 located at 48-25 37<sup>th</sup> Street, Queens, NY 11101, in District 24. If the proposal to expand P.S. 199 is approved, beginning in the 2014-2015 school year, P.S. 199 will expand to serve students in kindergarten through fifth grade.

<sup>1</sup> For purposes of this EIS, all references to building Q125 will include both Q125 and TCU Q947, unless otherwise noted. All references to building Q125 do not include mini-building Q825, unless otherwise noted.

<sup>2</sup> The planned capacity of the addition is based on SCA’s building completions report and is subject to change.

<sup>3</sup> The majority of the fifth-grade students at I.S. 125 are zoned to P.S. 199 and as such, will be served at P.S. 199 for fifth grade should they not meet promotional standards to articulate to sixth grade at I.S. 125.

<sup>4</sup> In a separate EIS also posted on February 28, 2014, the DOE is proposing a grade expansion of P.S. 199 from a K-4 school to a K-5 school, and the temporary re-siting and co-location of a portion of P.S. 199 with P.S. 343 The Children’s Lab School in new building Q313 beginning in the 2014-2015 school year. That proposal can be found here:

[www.schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/SchoolProposalsMay62014PEP](http://www.schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/SchoolProposalsMay62014PEP)

I.S. 125 is a zoned middle school that currently admits fifth- through eighth-grade students who reside in its zone. A student's zoned school is determined by his or her home address. If this proposal is approved and I.S. 125 no longer serves fifth grade, I.S. 125 will continue to admit sixth through eighth-grade students who reside in its zone. Additional information about the Middle School Admissions Process and I.S. 125 admissions is provided in Section III.A of this proposal.

As discussed in Section III below, the proposed grade truncation, which was developed in collaboration with the school leadership, would align I.S. 125's grade span with that of other middle schools throughout the district and city.

Finally, as discussed in Section II below, changing I.S. 125's grade span from 5-8 to 6-8 would reduce the school's enrollment by approximately 195-215 seats. After the completion of the new building addition for Q125 for the 2017-2018 school year, there may be additional space that I.S. 125 could use to meet anticipated growth within the school's zone.

## II. Proposed or Potential Use of Building

In 2013-2014, building Q125, including mini-building Q825, has the capacity to serve 1,695 students.<sup>5</sup> In 2013-2014, I.S. 125 served 1,733<sup>6</sup> students in fifth- through eighth-grade in building Q125 and mini-building Q825, which yields a total estimated building utilization rate of 102%.<sup>7,8</sup> If this proposal is approved, in 2014-2015, I.S. 125 would serve approximately 1,500-1,530 students in sixth- through eighth-grades in building Q125, which would yield an estimated building utilization rate of 108%-110%.<sup>9</sup> In 2017-2018, when Q125's building addition is projected to be completed, I.S. 125 is expected to serve approximately 1,440 – 1,470 students in sixth- through eighth-grades in building Q125, yielding an estimated building utilization rate of 75%-77%.<sup>10,11</sup> The concept of “utilization rate” is discussed below. Changing I.S. 125's grade span from 5-8 to 6-8 would reduce the school's enrollment by approximately 195-215 students, providing additional space that I.S. 125 could use to meet other instructional and programming needs as well as anticipated growth within the school's zone.

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<sup>5</sup> 2012-2013 Enrollment Capacity Utilization Report (“Blue Book”). The capacity of building Q125 is 1,256, the capacity of building Q825 is 303, and the capacity TCU Q947 is 136.

<sup>6</sup> Based on the 2013-2014 Audited Register (as of October 31, 2013).

<sup>7</sup> This figure includes the capacity of mini building Q825 from the 2012-2013 Blue Book.

<sup>8</sup> All references to building utilization rates in this document are based on target capacity data from the 2012-2013 Blue Book as of September 30, 2013, planned target capacity from SCA's building completions report, and enrollment data from the charter headcount as of September 30, 2013 or the 2013-2014 Audited Register as of October 31, 2013. 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.

<sup>9</sup> This figure does not include the capacity of mini building Q825 which is 303.

<sup>10</sup> Enrollment projections account for both the decrease in planned enrollment when the grade truncation is at scale as well as an additional decline in enrollment due to new middle school options available for students who reside within the zone. It is also based on historical enrollment patterns and is subject to change due to residential growth.

<sup>11</sup> The capacity and building utilization rate for building Q125 in 2017-2018 includes the permanent addition for Q125, with a designed capacity of 655 seats, and the anticipated removal of TCU Q947.

Over five years, the proposed grade spans and enrollments for I.S. 125, as well as the projected building utilization rates, are as follows:

Grade Spans						
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
24Q125	I.S. 125 Thom J. McCann Woodside	5-8	6-8	6-8	6-8	6-8

  

DBN	School Name	2013-2014 Audited Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
24Q125	I.S. 125 Thom J. McCann Woodside	1,733	1,500 - 1,530	1,455 - 1,485	1,440 - 1,470	1,440 - 1,470
<b>Total Building Enrollment</b>		1,733	1,500 - 1,530	1,455 - 1,485	1,440 - 1,470	1,440 - 1,470
<b>Utilization<sup>12</sup></b>		102%	108% - 110%	105% - 107%	103% - 106%	75% - 77%

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013\\_Classic.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013_Classic.pdf), a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the 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 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 target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2012-2013. As described above, the DOE’s projected utilization rates for the 2013-2014 school year and beyond are based on the 2012-2013 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 2013-2014 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 will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building’s target capacity will increase because we expect

<sup>12</sup> Target capacity and building utilization rate for the 2013-2014 school year includes buildings Q125, Q947, and Q825. Target capacity and building utilization rates from the 2014-2015 school year to the 2016-2017 school year, when Q125’s addition is under construction, includes buildings Q125 and Q947. Target capacity and building utilization rate for the 2017-2018 school year, when construction on Q125’s addition is complete, includes building Q125 and its planned additional capacity of 655 seats.

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 will decrease.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above.

The DOE anticipates that building Q125 will have excess space after the construction of the building addition is completed. The DOE would issue a separate EIS in accordance with Chancellor's Regulations A-190 describing any plans for the use of excess space in Q125. At this time, there are no other proposed uses for the Q125 building.

### III. Impact of the Proposal on Affected Students, Schools, and Community

#### A. Students

##### *Impact on Current and Future Students at I.S. 125*

If this proposal is approved, I.S. 125 will no longer admit incoming fifth-grade students after the end of the 2013-2014 school year and will only serve students in sixth through eighth grades beginning in the 2014-2015 school year. Current fifth-, sixth-, and seventh-grade students will be supported at I.S. 125 as they progress towards completion of middle school and transition to high school. Current eighth-grade students who meet promotional requirements will apply for high school through the Citywide High School Admissions Process.

There may be cases where current fifth-grade students do not meet promotional requirements and must repeat the fifth grade, which will no longer be offered by I.S. 125 in the 2014-2015 school year. If an I.S. 125 fifth-grade student does not meet the promotional standards at the conclusion of the 2013-2014 school year and is required to repeat the grade in the 2014-2015 school year, then the student will be served at P.S. 199 or the elementary school for which the student is zoned.

The DOE does not anticipate that this proposal will prevent I.S. 125 from continuing to offer any particular academic or extra-curricular program currently offered at the school. That said, the availability of certain offerings at the school may be impacted as the school implements its grade truncation and serves only students in grades six through eight.

With respect to academics, I.S. 125 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. The DOE does not anticipate that the school will scale back its special programs and initiatives or enrichment classes for grades six through eight. Those decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

I.S. 125 currently offers Integrated Co-Teaching ("ICT") and Self-Contained ("SC") Special Education classes and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program for English Language Learner ("ELL") students. The existing ICT, SC, and SETSS classes at I.S. 125 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the individual needs of students with disabilities attending I.S. 125 and, as such, may vary from year to year. All current and future ELL students attending I.S. 125 will receive ELL services in accordance with DOE policy.

I.S. 125 currently offers the following extra-curricular activities and partnerships:<sup>13</sup>

**Extra-curriculars:** Builders Club; Champions Club; Explorers; Student Government; Basketball; Robotics; Youth for Debate; Mathathon; Penny Harvest; WBLISS (Student Morning Show); Early Morning Tutoring; Saturday Program

**Partnerships:** Woodside on the Move; Sunnyside Community Services; Kiwanis Club of Sunnyside; New York Trees New York LaGuardia Community College Center for Immigrant Education and Training

The DOE does not anticipate that this proposal will impact the partnerships of I.S. 125. Similarly, I.S. 125 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed grade truncation will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. This is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

#### *Enrollment Impact for Future Elementary Students in District 24*

Students in District 24 have a zoned elementary school.<sup>14</sup> As noted above, the proposal to truncate I.S. 125 is not expected to impact the admissions process at I.S. 125; however, the school would no longer admit incoming fifth-grade students. Also, as noted earlier in this EIS, the DOE has proposed that P.S. 199 expand to serve fifth-grade students within the zone. Currently, fourth-grade students at P.S. 199 articulate to I.S. 125 for fifth grade. If this proposal and the proposal to expand P.S. 199 are approved, fourth-grade students will remain at P.S. 199 as fifth-grade students. Both I.S. 125 and P.S. 199 will continue to give priority to students who live in the zone, in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;

<sup>13</sup> School reported data as of February 23, 2014. For more information about I.S. 125: <http://www.is125q.net/index.html>.

<sup>14</sup> A student's zoned school is determined by his or her home address. More information about school zoning can be found here: <http://schools.nyc.gov/schoolsearch>.

- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>15</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 199.

#### *Enrollment Impact on Future Middle School Students in District 24*

I.S. 125 is a zoned middle school that currently admits fifth- through eighth-grade students in its zone. As described above, a student's zoned school is determined by his or her home address. If this proposal is approved and I.S. 125 no longer serves fifth grade, I.S. 125 will continue to admit sixth through eighth-grade students from its zone. Along the same lines, students who reside within the zone and who are articulating to fifth grade will remain enrolled at P.S. 199 as fifth-grade students, if the proposal to expand P.S. 199 to serve kindergarten through fifth grade is approved.

Through the middle school application process, students will be 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 process. Information about all of these options is printed in each district's Middle School Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

In District 24, some students do not complete the middle school application and instead articulate directly to their zoned middle school from their elementary school upon graduation. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. A zoned school gives priority to incoming sixth-grade students who reside in its zone, in accordance with the Chancellor's Regulation A-101.<sup>16</sup>

As part of the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. In District 24,

<sup>15</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>16</sup> The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

these options include:

- 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);
- Zoned middle schools;
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 7-12 school with an unscreened, limited unscreened or screened admissions method for middle school students; and
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2014-2015 school year was in December 2013. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider in March. Eligible students will have the opportunity to submit a “new schools” application in March. Information about middle school application deadlines will be available at the following link:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

### *Enrollment Impact for Over-the-Counter (“OTC”) Students*

If this proposal is approved, I.S. 125 would also continue to admit students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students in I.S. 125.

OTC is 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 NYC school at the time school started. 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;<sup>17</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts,

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<sup>17</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

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.

## **B. Schools**

I.S. 125 is the only school located in building Q125; therefore, I.S. 125 is the only organization impacted by this proposal. As shown in Section IV, this proposal would impact the enrollment at I.S. 125.

If the proposal is approved, there will be sufficient space to serve I.S. 125 students pursuant to the Citywide Instructional Footprint (the "Footprint"). 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/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011\\_FINAL.pdf](http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf)

According to the walk-through conducted by The Office of Space Planning on February 18, 2014, Q125 has 56 full-size rooms, 10 half-size rooms, 6 quarter-size rooms, and 5.0 full-size equivalent ("FSE") rooms of designed administrative/office spaces.<sup>18</sup> The building also has 0.5 FSE of designed administrative space for the medical suite, 1 quarter size room for the Sports & Arts in Schools Foundation, a community-based organization, and 1 quarter-size room for the custodian.<sup>19</sup> Q125 also has a library, an auditorium, 2 gymnasiums and a cafeteria.

There is sufficient space in building Q125 to accommodate I.S. 125's sixth through eighth grades for the 2014-2015 school year and beyond. If this proposal is approved, the DOE projects I.S. 125 to serve approximately 1,500-1,530 students in Q125 in the 2014-2015 school year. Per the Footprint, I.S. 125 will have a baseline footprint of 51 full-size rooms, 13 half-size rooms, and 9.0 FSE of administrative space in building Q125. Due to a deficit of half-size rooms and designed administrative rooms in Q125, I.S. 125 will receive an adjusted baseline allocation of 56 full-size rooms, 10 half-size rooms, 6 quarter-size rooms, and 5.0 FSE of administrative space in Q125. As the DOE projects that I.S. 125 will serve fewer students in Q125 in the 2015-2016 and 2016-2017 school years than in the 2014-2015 school year, building Q125 has sufficient space to accommodate I.S. 125 throughout the construction period of Q125's addition if this truncation proposal is approved.

Since I.S. 125 is the only school in Q125 it will be able to use all building resources to meet the needs of students throughout the construction period. The school may opt to operate in different ways than the standard assumptions in order to utilize the space in the most efficient manner. After the completion of Q125's addition for the 2017-2018 school year, there will be additional space to accommodate I.S. 125's students.

## **C. Community**

This proposal will allow I.S. 125 to align its grade span with other middle schools across District 24 and citywide. It will also reduce the number of entry points to the school, eventually resulting in a more predictable enrollment pattern and a focus on instructional needs of incoming middle school students. If this proposal and the proposal to expand P.S. 199 are approved, P.S. 199 will have sufficient space for all

<sup>18</sup> Full-size classrooms have an area of 500 square feet or more. Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet. Quarter-size classrooms have an area of less than 240 square feet and can be utilized as administrative space or as resource rooms.

<sup>19</sup> More information about the community-based organization ("CBO") can be found here: <http://www.sasfny.org/>. The DOE does not anticipate that the proposal to truncate I.S. 125 will have any impact on the CBO in the building.

incoming fifth-grade students previously zoned to I.S. 125 for fifth grade. Therefore, there will not be a net loss of fifth-grade seats available to the zoned students.

The removal of the mini-building and construction of the addition will allow for permanent instructional space for I.S. 125. The truncation of I.S. 125’s fifth grade at this time enables I.S. 125 to serve all of its students during construction. In conjunction with the truncation of the fifth grade, the new addition will have a significant impact on the historical overcrowding in the school.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q125. Accessibility of the building after construction is pending final design.

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

The impacted school in this proposal is I.S. 125, the only school located in building Q125.

##### Admissions Data

<b>Current Admissions</b>	<b>Grades 5-8: Zoned</b>
<b>Admissions after Proposed Grade Reconfiguration in 2014-2015</b>	<b>Grades 6-8: Zoned</b>

##### Enrollment Data<sup>20</sup>

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2013-2014 (Audited)	212	351	588	582	1,733
2014-2015 (projections)	-	360-370	555-565	585-595	1,500-1,530
2015-2016 (projections)	-	360-370	540-550	555-565	1,455-1,485
2016-2017 (projections)	-	360-370	540-550	540-550	1,440-1,470
2017-2018 (projections)	-	360-370	540-550	540-550	1,440-1,470

<sup>20</sup> All figures are from the 2013-2014 Audited Register (as of October 31, 2013). As previously noted, enrollment projections account for both the decrease in planned enrollment when the grade truncation is at scale as well as an additional decline in enrollment due to new middle school options available for students who reside within the zone. It is also based on historical enrollment patterns and is subject to change due to residential growth.

### Demographic Data<sup>21</sup>

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with Individualized Education Plans	14%
Percentage of English Language Learner Students	17%
Percentage of Students Eligible for Free or Reduced Lunch	58%

### School Performance Data

I.S. 125 Thom J. McCann Woodside	2010-2011	2011-2012	2012-2013
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	A
Quality Review Score <sup>22</sup>	WD	N/A <sup>23</sup>	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	43%	50%	30%
Math % Proficient (Levels 3 and 4)	72%	75%	36%
<b>Other Key Performance Indicators</b>			
Attendance Rate	96%	97%	96%
<b>2013-2014 State Accountability Status</b> <sup>24</sup>	Good Standing		

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

If this proposal is approved, once the truncation of I.S. 125's fifth grade is fully implemented, the DOE will cease to allocate funds to I.S. 125 for fifth grade.

Most funding in schools' budgets is allocated on a per pupil basis, based on current by the Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs. 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 truncation, the total number of students enrolled at I.S. 125 will decline, meaning that the school's budget will decrease, and it will need fewer teachers and fewer supplies to meet the needs of its smaller student population. 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 increasing or decreasing as enrollment fluctuates from year to

<sup>21</sup> All figures are as a percentage of total students from the 2013-2014 Audited Register.

<sup>22</sup> For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

<sup>23</sup> Not all schools receive a Quality Review every year.

<sup>24</sup> This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide<sup>25</sup> and FY14 School Allocation Memoranda<sup>26</sup> 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 I.S. 125. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

### A. Personnel Needs

Some current I.S. 125 staff positions may be excessed due to declining enrollment associated with the elimination of the fifth-grade classes at I.S. 125. It is difficult to precisely predict the number of affected positions.

Any excessing that might be necessary would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (“UFT”) contract would require excessing to take place in reverse seniority order within each given teaching license area. Most teachers working in grades one through six hold a “common branches” license, regardless of their students’ age.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would 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 would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers’ seniority.

When addressing the proposal’s impact on personnel, it is important to recognize that the fifth-grade students who would otherwise have enrolled in I.S. 125 will now be enrolled in P.S. 199, pending PEP approval of the proposal for that school to expand to serve fifth grade. P.S. 199 may need to hire new teachers to serve their larger student populations. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

### B. Administration

If this proposal is approved, some administrative positions may be excessed as the school truncates its fifth grade, as administrative needs may decrease as the school serves a decreasing student population. Again, all excessing will take place in accordance with existing labor contracts.

### C. Transportation

Transportation will be provided according to Chancellor’s regulation A-801:  
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at I.S. 125 due to this proposal.

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<sup>25</sup> The FSF Guide is available at:  
[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam01\\_1c.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf)

<sup>26</sup> The FY14 School Allocation Memoranda are available at:  
[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam21.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf)

**D. Other Support Services**

Other support services will continue to be provided consistent with citywide policy.

**VII. Building Information<sup>27</sup>**

<b>Building</b>		Q125
<b>Type of Building</b>		MIDDLE
<b>Year Built</b>		1925
<b>Overall BCAS rating</b>		2.28
<b>2012-2013 Target Building Utilization</b>		88%
<b>2012-2013 Target Building Capacity</b>		1,256
<b>FY 2013 Maintenance Costs</b>	<b>Labor</b>	\$21,851
	<b>Materials</b>	\$4,162
	<b>Maintenance, repair contracts and service contracts</b>	\$59,341
	<b>Custodial operations costs— Materials</b>	\$9,979
	<b>Custodial operations costs— Custodial Allocation</b>	\$306,017
<b>FY 2013 Energy Costs<sup>28</sup></b>	<b>Electric</b>	\$187,569
	<b>Gas</b>	\$60,061
	<b>Steam</b>	NA
	<b>Oil</b>	NA
<b>Projects completed during the current or prior school year</b>		Low-Volt Elec Systems, FY 13 RESO A Technology
<b>Projects proposed in the capital plan</b>		Low Yolt Elec Systems, Classroom Connectivity
<b>Accessibility of the building</b>		Partially Accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab

<sup>27</sup> This chart includes information about Q125 only and does not include TCU Q947 or mini-building Q825 except where noted.

<sup>28</sup> This data reflects Q125, Q825 and Q947.