

EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Truncations of P.S. 161 Arthur Ashe School (28Q161) and a D75 School, P004Q@Q161, to K-5 Schools at the Conclusion of the 2011-2012 School Year

I. Summary of Proposal

P.S. 161 Arthur Ashe School (28Q161, “P.S. 161”) is an existing elementary school located at 101-33 124th Street, South Richmond Hill, NY 11419, in Community School District 28. It currently serves students in Kindergarten through sixth grade and offers a Pre-Kindergarten program. P.S. 161 is co-located in Q161 with a District 75 (“D75”) inclusion program, P004Q (“P004Q@Q161”), which serves students in grades Kindergarten through sixth with a range of disabilities.¹ “Co-located” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. P004Q@Q161 students are enrolled in P.S. 161’s general education classes, and, depending on their individual needs, receive Special Education Teacher Support Services (“SETSS”) separately.

This is a proposal to implement a “grade truncation,” meaning that P.S. 161 and P004Q@Q161 would no longer enroll sixth graders. This proposal would be implemented at the conclusion of the 2011-2012 school year. This means that there would be no change to the schools next year.

During the 2011-2012 school year, all fifth and sixth grade P.S. 161 students would participate in the Middle School Choice process, and all fifth and sixth grade P004Q@Q161 students will participate in the D75 Middle School Choice process. At the close of the 2011-2012 school year, all fifth and sixth graders who meet promotional standards would graduate from P.S. 161 and P004Q@Q161. These students are now in fourth and fifth grades. In September 2012, these students would enter middle school as sixth and seventh graders, respectively. Beginning in 2012-2013, P.S. 161 and P004Q@Q161 would serve students only in Kindergarten through fifth grade and P.S. 161 would continue to offer a Pre-Kindergarten program. From that time forward, P.S. 161 and P004Q@Q161 students would move on to middle school for sixth grade.

Prior to June 2010, students in District 28 could attend their zoned middle school, or they could apply to choice middle schools on a school-by-school basis. In June 2010, the District 28 Community Education Council voted to adopt “Middle School Choice.” Now, students may apply to and rank middle schools throughout the District on a single application. They also have the opportunity to rank zoned middle schools outside the zone in which they reside on that application. While zoned students still have priority for admission to those schools, other District 28 students are now eligible to attend those schools if there are remaining seats once zoned children are accommodated.

Middle schools typically enroll students beginning in sixth grade, and P.S. 161 and P004Q@Q161 students have the option to apply to start middle school as sixth graders. P.S. 161 and P004Q@Q161 students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh-grade seats. In particular, there are several unzoned (“choice”) middle schools in District 28, and those schools rarely have open seventh-grade seats, which become available only if sixth graders leave the school. As a result, students who remain at P.S. 161 or P004Q@Q161 through sixth grade will have fewer options than their peers who start middle school a year earlier.

¹ P004Q also has sites at P.S. 179Q, P.S. 213, P.S. 270Q, and Skillman High School, in addition to P.S. 161Q. This proposal will not impact P004Q programs at any sites other than P.S. 161.

Additionally, when students enter middle school at multiple entry grades (sixth and seventh), this creates challenges for both the students and the middle school as a whole. P.S. 161 and P004Q@Q161 students who start middle school in seventh grade may face transitional challenges related to entering middle school a year later than most of their classmates, and they remain in their new middle school for only two years before again transitioning to high school. Similarly, having students enter in multiple years creates an instructional challenge for middle school teachers and leadership who are responsible for preparing all students for high school. Those students who enter the middle school at seventh grade will not have the benefit of a sustained educational experience in the middle years; this has the effect of depersonalizing the school experience when adolescents tend to need the most personal and supportive environments.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Having elementary schools that terminate in different grades (i.e., K-5 versus K-6) creates unequal levels of access for students based simply on the year they exit elementary school.

This proposed grade truncation will help standardize middle school application and entry grades in District 28, giving all P.S. 161 and P004Q@Q161 students access to the same range of middle school options as their peers throughout the District.

At the same time, this proposal will create additional K-5 seats in an area where demand for elementary school seats is high:

- P.S. 161 and P004Q@Q161 students attend school in Q161, which has a target capacity of 666 and a target utilization rate of 125 percent.² In the 2009-2010 school year, P.S. 161 and P004Q@Q161 served 780 and 20 students, respectively, and are projected to serve 816 and 19 students, respectively, during the 2010-2011 school year.³
- Taken together, these utilization rates, enrollment numbers, and capacities show that Q161 is quite overcrowded.
- Phasing out the sixth grade will free up approximately 105 P.S. 161 seats in the school in the 2012-2013 school year. Those seats could be used by lower-grade students or to meet other needs of the school (e.g., art room, resource center).
- Approximately 105 additional K-5 seats will be created in an area that has high demand for elementary seats. This will help address the increasing enrollment P.S. 161 has seen over the past two years.
- Though P004Q@Q161 will not serve sixth grade after the 2011-2012 school year, that school will not lose any net seats.
- There are currently 25 schools serving elementary students in District 28. 14 terminate in sixth grade. Of the 14 K-6 schools, 11 are candidates for grade truncation this year. If all 11 potential truncations move forward and win approval, the vast majority of District 28 elementary school students will apply to middle school during fifth grade and enter middle school in sixth grade, giving those students equal access to the choice process.

² The official target capacity and utilization rates for the 2010-11 school year are not yet available. All references to building utilization rates in this document are based on data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”).

³ These enrollment figures, including those for the 2010-11 school year, are projected and unaudited at this time. Audited enrollment figures for the current school year will not be available until February 2011.

Initially, the DOE had contemplated implementing this proposal so that at the conclusion of the 2010-2011 school year, all fifth and sixth grade students would graduate to middle school. However, after engaging with the school community, the DOE proposes to delay the implementation of this truncation by one year, so that P.S. 161 and P004Q@Q161 will continue to offer sixth grade in 2011-2012. All current fifth graders will have the opportunity to stay at P.S. 161 and P004Q@Q161 for sixth grade, but may still apply to attend sixth grade next year at a middle school or 6-12 school through the Middle School Choice or D75 Middle School Choice process.

II. Proposed or Potential Use of Building

The building in which P.S. 161 and P004Q@Q161 are located, Q161, has the capacity to serve 666 students and a utilization rate of 125 percent. At this time, the DOE currently has no proposed additional uses for the building after the grade truncation takes place. If this proposal is approved, the additional space made available by phasing out the sixth-grade class at the school is intended to alleviate overcrowding at Q161.

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

A. Students

In the past, many P.S. 161 students opted to remain at the school through sixth grade, while others chose to attend sixth grade at a District 28 choice middle school or Catherine & Count Basie Middle School 72, the middle school to which most P.S. 161 students are zoned. Specifically, approximately 12 percent of last year's fifth graders chose to exit P.S. 161 after fifth grade. This creates a smaller class at the sixth-grade level with limited resources to provide the types of extracurricular activities and enrichment opportunities available in a full-size middle school. Similarly, many students decided to remain at P004Q@Q161 through sixth grade, even though they had the opportunity to transition to middle school for sixth grade.

On June 23, 2010, the Community Education Council of District 28 ("CEC 28") voted to adopt a Middle School Choice enrollment process for the entire district. As a result, all District 28 students entering middle schools in 2011 and beyond now do so via the Middle School Choice process (described below). Every fifth grade student is issued a personalized middle school application and should apply to the middle schools they would most like to attend.

If this proposal is approved, P.S. 161 and P004Q@Q161 students would apply to middle school during fifth grade and start middle school as sixth graders. That would mean they would be applying when all seats in the District's middle schools and the District's D75 inclusion programs were open, giving both P.S. 161 and P004Q@Q161 graduates equal access to their top-choice schools.

Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. Middle schools' space and facilities are also better aligned to support these programs. By entering middle school for sixth grade, P.S. 161 and P004Q@Q161 students will have more opportunities to take advantage of these enriching, high-school preparatory experiences. At the same time, they will avoid transitional challenges related to entering the school a year later than most of their classmates.

This year's sixth-grade students, and those fifth-grade students who opt to, will all apply to middle school by participating in the Middle School Choice or D75 Middle School Choice processes, as applicable, during the

current school year.⁴ If this grade truncation proposal is approved, all fifth and sixth graders will apply to middle school by participating in the Middle School Choice or D75 Middle School Choice processes, as applicable, in the 2011-2012 school year. At the close of the 2011-2012 school year, all fifth and sixth graders who meet promotional standards will graduate from P.S. 161 and P004Q@Q161, and, in September 2012, those students will enter middle schools as sixth and seventh graders, respectively.

Beginning in 2012-2013, P.S. 161 and P004Q@Q161 will serve students only in Kindergarten through fifth grade and P.S. 161 will continue to offer a Pre-Kindergarten program. If a P.S. 161 sixth grader does not meet promotional standards at the conclusion of the 2011-2012 school year and is required to repeat the grade in 2012-2013, the DOE will seek to place that student in sixth grade at the same middle school to which he or she has been matched for seventh grade through the Middle School Choice. If such placement is not feasible, then the DOE will find an alternative District 28 placement for that student.

In the case of a P004Q@161 student who does not meet promotional standards at the conclusion of their school year in 2012, the P004Q program would have the opportunity to work with that student and provide instructional support over the summer (because all D75 programs are 12 month programs), to prepare that student to be promoted before the start of the 2012-2013 school year. If the student were still not ready to be promoted by that time, the D75 Office of Inclusion would work with that student's family to find the appropriate placement. Historically, no D75 students at P004Q@Q161 have failed to meet promotional standards prior to the commencement of the next school year.

Middle School Choice for PS 161 Students

Under Middle School Choice, students rank their preferences from among all District 28 middle schools. These options include:

- a zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school);
- zoned middle schools in District 28 outside the zone in which the student resides;
- unzoned middle schools with unscreened or limited-unscreened application processes (unscreened means that all students are eligible to apply; 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); and
- unzoned middle schools with a screened application process (entrance is based on criteria designated by the school).

P.S. 161 students who wait until sixth grade to apply to middle school are reserved a seventh-grade seat at their zoned school, but are otherwise restricted to other District 28 middle schools (zoned and unzoned (or "choice")) that still have remaining seventh-grade seats. As discussed in greater detail below, there are typically few such seats available, meaning that P.S. 161 sixth graders have limited access to the choice process compared with students who apply to middle school during fifth grade. If this proposal is approved, all P.S. 161 students will apply to middle school in fifth grade. This will give P.S. 161 students greater access to their top-choice middle schools.

Through the Middle School Choice process, students receive priority admission into their zoned middle school only when they rank that school on their District 28 Middle School Choice application. If students do not rank their zoned school at all, they lose their zoned-student priority status. After a zoned school admits all zoned students matched during the middle school choice process, the school's remaining spaces are open to out-of-zone District 28 students who indicated a preference for that school.

⁴ Visit <http://schools.nyc.gov/ChoicesEnrollment/Middle> for more information about middle school enrollment, including timelines and district directories.

After accepting zoned students, it is expected that each zoned middle school will try to fill all remaining sixth-grade spaces available. Those spots would be filled with out-of-zone students who indicated a preference for that school during the sixth-grade middle school application process. Very few, if any, spaces will be available in later years to out-of-zone students wishing to enter as seventh graders. Such seats will only be available if spaces open up due to students leaving the school.

In addition, there are several unzoned (“choice”) middle schools in District 28. Those schools generally only accept students as entering sixth graders. Again, it is only in rare cases, when a space opens due to a student leaving the school, that choice middle schools admit new students into grade seven or higher.

As a result, families that would like their children to attend one of the District 28 choice middle schools, or a zoned middle school outside their school zone, should participate in the choice process offered to every fifth grade student in the District each year. Although PS 161 families already have the ability to do this, many currently do not exercise that option.

The District 28 middle schools open to P.S. 161 students, along with their peers throughout the District, include:

School Name	Address	2010-2011 School Level	2010-2011 Grade Span	Grade Span at Scale (if different)
P.S. 161 ZONED PREFERENCE Option*				
Catherine & Count Basie Middle School 72 (28Q072)	133-25 Guy Brewer Boulevard	MS	6-8	
CHOICE PREFERENCE Options				
Queens Collegiate (28Q310)	167-01 Gothic Drive	MS/HS	6, 9-11	6-12
York Early College Academy (28Q284)	108-35 167 th Street	MS/HS	6-9	6-12
Young Women’s Leadership School (28Q896)	150-91 87 th Road	MS/HS	6-12	
Metropolitan Expeditionary Academy (28Q167)	91-30 Metropolitan Avenue	MS/HS	6-7	6-12
Queens Gateway to Health Sciences Secondary School* (28Q680)	160-20 Goethals Avenue	MS/HS	7-12	6-12
Other ZONED PREFERENCE Options				
JHS 8 Richard S. Grossley (28Q007)	108-35 167 th Street	MS	6-8	
JHS 190 Russell Sage (28Q190)	68-17 Austin Street	MS	6-8	
JHS 157 Stephen A. Halsey (28Q157)	63-55 102nd Street	MS	6-8(9)	
JHS 217 Robert A. Van Wyck (28Q217)	85-05 144th Street	MS	6-8	

* Most, but not all, of P.S. 161’s students are zoned to Catherine & Count Basie Middle School 72. Students not zoned to this school would be zoned to one of the other four zoned middle schools in District 28, all of which are listed under “Other ZONED PREFERENCE Options” above.

Additionally, District 28 students may still apply to borough-wide and citywide middle schools as in the past.

D75 Middle School Choice

The D75 Middle School Choice process is operated by the D75 Office of Inclusion. Through this process, a middle school selection is made based on students' needs and program availability. If this proposal is implemented, students in P004Q@Q161 would participate in this process to enter Middle School in sixth grade beginning in the 2011-2012 school year. None of the P004Q programs at other sites will be impacted by this proposal.

Schools like P004Q, which has some inclusion sites and some self-contained sites, continually reevaluate student progress throughout the year, and in some cases, students who are excelling in a self-contained site might be deemed ready to transition into an inclusion site. In these instances, the D75 district and school staff work closely with the general education staff at the inclusion site(s) where the D75 school's students attend school to determine if a placement can be made in an inclusion class. This can result in a greater number of D75 students attending a site than the listed capacity of the program at that school. This is the case at P004Q@Q161, which has capacity for a maximum of 16 children in grades K-6, though it currently enrolls 19 students.

Following the grade truncation at the conclusion of the 2011-2012 school year, the P004Q@Q161 program will continue to have capacity for 16 students, but will enroll these 16 students in grades K-5 only. Thus, any reductions in the number of students attending school in Building Q161 reflect reductions in P.S. 161's student body, not in the P004Q@Q161 inclusion program.

The District 75 inclusion programs in District 28 available to P004Q@Q161 students include:

School Name	Address	School Level	2010-2011 Grade Span	Grade Span at Scale (if different)
P009Q@5	50-40 Jacobus Street	MS	6-8	
P75@93	66-56 Forest Avenue	MS	6-8	
P177Q@87	67-54 80 th Street	ES/MS	PK-8	
P255Q@252	158-40 76 th Road	MS/HS	6-11	6-12
P224Q@266	74-10 Commonwealth Boulevard	ES/MS	PK-8	
P224Q@178	189-10 Radnor Road	ES/MS	PK-8	
P233Q@226	121-10 Rockaway Boulevard	MS	6-8	
P177Q@190	68-17 Austin Street	MS	6-8	
P993Q@208	74-30 Commonwealth Boulevard	ES/MS	K-8	
P811Q@227	32-02 Junction Boulevard	ES/MS	5-8	

Students With Disabilities and English Language Learners

P.S. 161 will continue to meet the needs of its students with disabilities and English language learners (ELLs) in grades K-5. Current fifth and sixth graders with Individual Education Plans (IEPs) or requiring ELL services will continue to receive appropriate services at the middle school to which they are matched.

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will develop a program to meet the students' needs. This process will apply to students with IEPs currently in fifth and sixth grades at P.S. 161 in the same manner as it applies to all other students.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not English language learners. P.S. 161 does not currently offer bilingual or dual language programs. Information regarding the type(s) of ELL programs historically offered by the middle schools available to impacted students can be found in the Middle School Directory for District 28 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>). Students who are English Language Learners are placed according to the same placement criteria as their English-speaking peers. The student support staff at P.S. 161 and P004Q@Q161, in consultation with the Office of Student Enrollment (OSE) and the Office of English Language Learners, will assist students with identifying services for English Language Learners offered at middle school(s) as they select programs that will meet their specific needs.

Miscellaneous

P.S. 161 currently operates two sections of a half day Pre-Kindergarten program. Barring unforeseen circumstances, we expect Pre-Kindergarten to continue being offered at P.S. 161.

P.S. 161 currently "departmentalizes" its sixth grade. Departmentalizing is an instructional format where students travel from room to room to learn various subjects from teachers who specialize in that material, rather than attend class all day in a single classroom. Departmentalizing is a strategy that elementary schools sometimes use to begin preparing their oldest students for the transition to secondary school, where all classes are departmentalized. After the truncation, P.S. 161 plans to departmentalize its fifth grade so that it can prepare all its graduates in this fashion, whereas, currently, those fifth graders who leave before sixth grade do not have the benefit of this experience. P004Q@Q161 fifth grade students will participate in departmentalized classes to the extent appropriate based on their IEPs.

Q161's student council is made up of fourth through sixth graders. After the truncation, all fourth and fifth graders will still have the opportunity to participate in student council.

B. Schools

Building Q161 houses P.S. 161 and P004Q@Q161, a D75 inclusion program. The proposed grade truncation at the end of the 2011-2012 school year will not reduce the number of seats available at P004Q@Q161.

By phasing out the sixth-grade class, the proposed grade truncation will reduce the number of students enrolled in Q161 by approximately 105 P.S. 161 students. After this proposal is implemented, there will be sufficient space to serve students in Q161 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/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf

Last year, approximately 12 percent of the fifth-grade class left P.S. 161 after fifth grade. As a result of this proposal, all of the current fourth graders at P.S. 161 and at P004Q@Q161, who will be rising sixth graders at the conclusion of the 2011-2012 school year, will be participating in the Middle School choice or D75 Middle School Choice processes during the 2011-2012 school year.

C. Community

This proposal addresses many needs of the Q161 community:

- Phasing out the sixth-grade class at P.S. 161 and P004Q@Q161 creates 105 additional K-5 seats in an area where demand for elementary-school seats exceeds available capacity.
- District 28 has a high demand for a limited number of elementary seats. District 28 middle schools, however, have unused, available capacity. By serving sixth-grade students in middle schools, we open up much needed elementary seats and space to younger students, while using space more efficiently in District middle school buildings.
- Phasing out the sixth-grade class at P.S. 161 and P004Q@Q161 will align the school's' grade spans with other schools in District 28.
- Creating a single entry grade helps schools build and foster stronger school cultures. Taken collectively, the below proposed changes would enable schools to better support students throughout the District 28 community.
- There are currently 25 schools serving elementary students in District 28, including 14 that terminate in sixth grade. Of these 14 schools, 11 are candidates for grade truncation this year. If all 11 potential truncations move forward and win approval, the vast majority of District 28 elementary school students will apply to middle school during fifth grade and enter middle school in sixth grade, giving those students equal access to the choice process. Students attending District 28 schools which are not truncating may also participate in the Middle School Choice (or D75 Middle School Choice) process during fifth grade.
- This proposal is one of six grade truncation proposals in District 28 that will be going before the PEP for approval in either November or December.
 - The proposal to truncate P.S. 144 Col Jeromus Remsen was posted on October 1 and will be voted on by the PEP on November 16.
 - The proposals to truncate P.S. 50 Talfourd Lawn Elementary School, P.S. 55 Maure, and P.S. 140 Edward K Ellington were all posted on October 15 and will be voted on by the PEP on December 14.
 - The proposal to truncate P.S. 139 Rego Park is being posted concurrently with this proposal, and both will be voted on by the PEP on December 14.
- Even if all six of these grade truncation proposals are approved this year, there will be sufficient middle school capacity in District 28.
 - In District 28, there are 2,560 total sixth grade seats in either middle schools or in 6-12 schools.
 - There are 1,299 students currently enrolled for these same seats during the 2010-2011 school year.
 - If the previously posted proposals (P.S. 144, P.S. 50, P.S. 55, P.S. 140) and the newly posted proposals (P.S. 139, as well as P.S. 161) are all approved, there will still be remaining available capacity at the middle school level:

Figures for 6th Grade, in both Middle Schools and 6-12s in D28

	In 2011-2012, After 5 Truncations	In 2012-2013, After 6 Truncations (including P.S. 161)
Total Capacity	2,560	2,560
Current Enrollment	1,864	1,982
Remaining Available Capacity	696	578

- D75 middle school options also have enough capacity to accept the additional students. Because the students in P004Q@161 have a range of disabilities, and therefore a range of needs, a seat in one school, or in one site of one school, may be appropriate for one student but not the right match for another. District 75 has committed to ensuring that each of the students impacted by this truncation will (1) be given a middle school placement, and (2) be given the placement that best matches the student’s needs with the schools and sites available.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q161.

IV. Enrollment, Admissions and School Performance Information

P.S. 161

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions K-6: Zoned
Admissions after Grade Reconfiguration in 2011-2012	K-5: Zoned

Enrollment Data

Current Grades Served	K-6
Projected 2010-2011 Enrollment	816 ⁵
Grades Served after Grade Reconfiguration in 2012-2013	K-5
Projected 2012-2013 Enrollment:	686-736 ⁶

⁵ These numbers do not reflect Pre-Kindergarten enrollment.

⁶ These numbers do not reflect Pre-Kindergarten enrollment.

Demographic Data

Percentage Students With Disabilities⁷	8%
Percentage English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	94%

School Performance Data

	2008-2009	2009-2010	Website
Progress Report Scores	A	A	http://schools.nyc.gov/SchoolPortals/28/Q161/AboutUs/Statistics
ELA Score (% Level 3/4)	89%	61%	http://schools.nyc.gov/SchoolPortals/28/Q161/AboutUs/Statistics
Math Score (% Level 3/4)	97%	81%	http://schools.nyc.gov/SchoolPortals/28/Q161/AboutUs/Statistics
Accountability Status	In Good Standing	In Good Standing	http://schools.nyc.gov/SchoolPortals/28/Q161/AboutUs/Statistics
Average Attendance	95%	95%	http://schools.nyc.gov/AboutUs/data/stats/attendance/default.htm

P004Q @Q161

Admissions Data

Current Admissions	Placement based on individual student needs/recommended special education services
Admissions after Grade Reconfiguration in 2012-2013	Placement based on individual student needs/recommended special education services

Enrollment Data

Current Grades Served	K-6
Projected 2010-2011 Enrollment	19
Grades Served after Grade Reconfiguration in 2012-2013	K-5
Projected 2012-2013 Enrollment:	16

⁷Students with disabilities as percentage of total students. Special Education count does not include SETSS or students receiving speech or language services.

Demographic Data

Percentage Students With Disabilities⁸	100%
Percentage English Language Learner Students	0%
Percentage of Students Eligible for Free or Reduced Lunch	37%

School Performance Data

	2008-2009	2009-2010	Website
Progress Report Scores	N/A	N/A	N/A
ELA Score (% Level 3/4)⁹	41%	21%	N/A
Math Score (% Level 3/4)¹⁰	N/A	26%	N/A
Accountability Status	N/A	N/A	N/A
Average Attendance	95%	94%	N/A

V. Initial Costs and Savings

No initial costs or savings are expected due to the P.S. 161 and P004Q@Q161 grade truncations.

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

Some current P.S. 161 staff positions may be excessed due to declining enrollment associated with the 105 sixth-grade students that will no longer be enrolled at P.S. 161 beginning in the 2012-2013 school year. It is difficult to precisely predict the number of affected positions. No P004Q@161 staff positions will be excessed if this proposal is approved. The number of paraprofessionals sited at P004Q@161 is determined by the number of students in the school, with one paraprofessional for every two students. This means there are 9 at P004Q@161. This number may fluctuate with the number of students accepting placement in P004Q@161, but will not impact the number of paraprofessionals employed in the aggregate by District 75.

Any necessary excessing 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 1-6 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 teachers who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning

⁸ Students with disabilities as percentage of total students. Special Education count does not include SETSS or students receiving speech or language services.

⁹ Percentages reflect the number of students scoring a Level 3 or 4 as a percentage of the total number of students in the program; not all students in the program take all State tests.

¹⁰ Percentages reflect the number of students scoring a Level 3 or 4 as a percentage of the total number of students in the program; not all students in the program take all State tests.

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.

It is also important to understand that the sixth-grade students who would otherwise have enrolled in P.S. 161 or P004Q@Q161 will now be enrolled in other District 28 middle schools, and those schools might need to hire new teachers to serve their larger student populations.

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 161 roster after the truncation is completed, the school is expected to receive approximately \$4,384.81 less annual base funding. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. The number of D75 students attending P.S. 161 does not impact the school's funding, which is based on the students' IEPs, not the number of students.

As a result of the truncation, the total number of students enrolled at P.S. 161 is expected to decline, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, schools received an additional \$2,031 per pupil for each English Language learner they enrolled. It is difficult to project the impact of this proposal on the total supplemental funding that P.S. 161 will receive because future students' achievement levels and needs cannot be predicted for each of the next three years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools citywide, P.S. 161 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 161 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their Individual Education Plans (IEP). After the truncation is completed, funding will continue to be provided to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

No change in school supervisory or administrator positions is expected as a result of the grade truncations at P.S. 161 and P004Q@161.

D. 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 P.S. 161 or P004Q due to this proposal.

E. Other Support Services

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

VII. Building Information

Type of Building	Elementary School
Year Built	2000
Overall BCAS rating	1.7
Target Utilization	Q161: 125%
Target Capacity	Q161: 666
FY 2009 Maintenance Costs	Labor: \$9,875.77 Materials: \$6,779.62 Maintenance and Repair Contracts: \$39,080.72 Custodial Operations Costs—Materials: \$16,819.92 Custodial Operations Costs—Custodial Allocation: \$244,192.30
FY 2009 Energy Costs	Electric: \$212,564.00 Gas: \$24,188.00 Oil: \$0
Projects completed during the current or prior school year	No projects identified
Projects proposed in the capital plan	No projects identified
Accessibility of the building	Functionally Fully Programmatic Accessible
Building attributes	Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium