

EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Truncation of P.S. 298 Dr. Betty Shabazz (23K298) from K-8 to K-5 School Beginning in 2012- 2013

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to implement a “grade truncation” of the middle school grade levels of P.S. 298 Dr. Betty Shabazz (23K298, “P.S. 298”), located in building K298, at 85 Watkins Street, Brooklyn, NY 11212, in Community School District 23 that currently serves students in kindergarten through eighth grade. This means that P.S. 298 would no longer serve students in grades six through eight and would only serve students in kindergarten through fifth grade. P.S. 298 is currently the only school organization housed in K298.

P.S. 298 currently serves students in kindergarten through eighth grade. P.S. 298 also offers three sections of a full-day pre-kindergarten program. If this proposal is approved, P.S. 298 will no longer enroll sixth grade students after the 2011-2012 school year. Students currently in the sixth and seventh grades at P.S. 298 will continue at the school for seventh and eighth grade, provided they meet promotional requirements. All current eighth grade students who meet promotional standards will apply to high school through the Citywide High School Admissions Process and enter ninth grade, as planned, in September 2012.

During the 2012-2013 school year, P.S. 298 would serve students in kindergarten through fifth grade and seventh and eighth grade. During the 2013-2014 school year, P.S. 298 would serve students in kindergarten through fifth grade and eighth grade. During the phase-out period, students who do not meet promotional requirements in grades six through eight would continue to be accommodated in P.S. 298. After the last class of eighth grade students graduates in June 2014, P.S. 298 would no longer serve any middle school grades. At that point, students who do not meet promotional requirements and must repeat a grade no longer offered by P.S. 298 would be provided with an alternative placement in a District 23 middle school.

All P.S. 298 fifth grade students would apply to start middle school in 2012-2013 as sixth grade students through the Middle School Choice Process. More detailed information about the District 23 Middle School Choice Process is provided in section III, under “Impact for Future Middle School Students.”

In a separate Educational Impact Statement (“EIS”) posted in December 2011, the DOE has also proposed to open and “co-locate”¹ a new middle school, (23K423, “23K423”) in K298, which would serve students in sixth through eighth grade when it reaches full scale in 2014-2015.² This new middle school would admit sixth grade students through the District 23 Middle School Choice Process with a limited unscreened admissions method. If the proposal to co-locate 23K423 in K298 is approved, it would provide a new middle school option for District 23 families and would replace the seats lost by the proposed grade truncation of P.S. 298’s middle school grades. 23K423 would be co-located in K298 with P.S. 298 as it phases in.

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

² <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

Background on the DOE's Decision-Making Process

Schools are identified for possible intervention for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out or other intervention.³ Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes safety, attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms and talk with students, staff and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

A school’s Progress Report and its Quality Review may initially suggest a school should be considered for intervention but no single criterion leads to a phase-out or truncation decision. To identify the appropriate action that will best serve the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, as well as gathers community feedback.

P.S. 298 earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, P.S. 298 earned a C grade, and on the 2008-2009 Progress Report, P.S. 298 earned an A grade.⁴

As a result, the DOE initiated a comprehensive review of P.S. 298 with the goal of determining what intensive supports and interventions would best benefit the P.S. 298 community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that a grade truncation will best serve students and the community. Truncating P.S. 298’s middle school grades will allow for the school to more fully focus on serving its kindergarten through fifth grade students.

Performance and School Environment at P.S. 298 Dr. Betty Shabazz

P.S. 298 has struggled to improve and its performance during the last few years confirms the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

- Low student performance at P.S. 298 has been a persistent trend. In 2010-2011, a majority of P.S. 298 students remained below grade level in English and Math. In 2010-2011, only 15% of students were performing on grade level in English, putting the school in the bottom 1% of K-8 schools Citywide in terms of English proficiency. Only 21% of students were performing on grade level in Math, putting the school in the bottom 1% of K-8 schools Citywide in terms of Math proficiency.
- In 2009-2010, only 19% of students were performing on grade level in English, putting the school in

³ Elementary schools that have average math and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earned a Well Developed or Outstanding rating on the quality review, which received an A or B on the 2010-2011 Progress Report, or which are receiving a Progress Report for the first time are not considered for phase-out.

⁴ 84% of elementary/middle schools Citywide received an A (97% received an A or B) on the 2008-2009 Progress Report. This school’s 2008-2009 Progress Report overall score was in the bottom 55% Citywide.

- the bottom 3% of K-8 schools Citywide in terms of English proficiency. Only 19% of students were performing on grade level in Math, putting the school in the bottom percentile of K-8 schools Citywide in terms of Math proficiency
- In 2008-2009, while 54% of students were performing on grade level in English, the school was in the bottom 13% of K-8 schools Citywide in terms of English proficiency. While 60% of students were performing on grade level in Math the school was in the bottom 1% of K-8 schools Citywide in terms of Math proficiency.
 - P.S. 298 sixth through eighth grade students have particularly struggled. In 2010-2011, only 13% of P.S. 298's sixth grade students, 6% of its seventh grade students, and 9% of its eighth grade students were performing on grade level in English. Only 22% of P.S. 298's sixth grade students, 20% of its seventh grade students, and 14% of its eighth grade students were performing on grade level in Math in 2010-2011.
 - In 2009-2010, only 16% of P.S. 298's sixth grade students, 16% of its seventh grade students, and 15% of its eighth grade students performed on grade level in English. Only 16% of P.S. 298's sixth grade students, 16% of its seventh grade students, and 6% of its eighth grade students performed on grade level in Math.
 - In 2010-2011, P.S. 298 was not adequately helping students to make progress as demonstrated by the fact that P.S. 298 was in the bottom 7% of K-8 schools Citywide in terms of learning growth in English and the bottom 11% in terms of learning growth in Math. Learning growth measures annual student growth on New York State English Language Arts ("ELA") and Math tests relative to similar students. Thus, if these results persist, P.S. 298 students will fall further behind their peers in other schools.
 - P.S. 298 was rated "Developing" ("D") on its most recent Quality Review in 2010-2011. Quality Reviews evaluate how well schools are organized to support student learning.⁵ A Developing rating means that a school possesses strengths and weaknesses. P.S. 298's review indicates deficiencies in the way that the school is organized to support student learning.⁶
 - Safety issues have been a concern at the school. On the 2011 New York City School Survey, P.S. 298 fell in the bottom 5% of all K-8 schools Citywide in regard to responses from Students, Teachers, and Parents.
 - Only 24% of teacher respondents agreed that discipline and order were maintained at P.S. 298—placing the school in the bottom 3% of all K-8 schools Citywide.
 - Only 45% of student respondents agreed that they felt safe at P.S. 298—placing P.S. 298 in the bottom 1% of all K-8 schools Citywide.
 - Only 84% of parents with a child/children at P.S. 298 agreed that their child is safe at school—placing P.S. 298 in the bottom 4% of all K-8 schools Citywide.
 - All of these concerns suggest that the school is ill-equipped to turn around quickly to better support students and should be truncated to better focus on serving its elementary grade students.

The chart below summarizes key performance data for P.S. 298 over the past three years.

⁵ For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>.

⁶ http://schools.nyc.gov/OA/SchoolReports/2010-11/Quality_Review_2011_K298.pdf.

P.S. 298 ⁷	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	F
Progress Report Progress Grade	A	C	D
Progress Report Performance Grade	A	F	F
Progress Report Environment Grade	C	F	F
Quality Review Score	P	P	D
Performance Data⁸			
English Language Arts % Proficient (Levels 3 and 4)	54%	19%	15%
Math % Proficient (Levels 3 and 4)	60%	19%	21%
Other Key Performance Indicators			
Attendance Rate	90.1%	88.8%	89.2%
2010-2011 State Accountability Status⁹			
In Good Standing			

Additionally, in the 2010-2011 school year, 14 out of the 54 fifth grade students, or approximately 26% of the fifth grade class, left P.S. 298 after fifth grade. This leaves a smaller number of students at the sixth-grade level with limited resources to provide the types of extracurricular activities and enrichment opportunities for sixth grade students at P.S. 298 that are available to sixth grade students (and other students) in a full-size middle school.

Overview of Past Strategic Improvement Efforts at P.S. 298

Staff members have worked hard to improve P.S. 298, but even with support the school has not produced adequate outcomes for the students. To help the school's efforts to improve performance, the DOE offered numerous supports including:

Leadership Support:

- Providing extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school's Comprehensive Education Plan.
- Coaching and training leadership on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.
- Providing extensive support in assisting leaders to create a professional development plan to support teachers in curriculum development, instruction, and strategies to support struggling students to raise teacher practice and improve student achievement.

⁷ In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students' scale scores on the tests remained largely unchanged relative to the prior year.

⁸ 84% of elementary/middle schools Citywide received an A (97% received an A or B) on the 2008-2009 Progress Report. This school's 2008-2009 Progress Report overall score was in the bottom 55% Citywide.

⁹ <http://www.p12.nysed.gov/irs/accountability/>

Instructional Support:

- Supporting and training teachers in creating curriculum maps, strategies aimed at addressing various students' entry points into content, and other instructional tools to raise teacher practice and improve student achievement.
- Facilitating training for teachers in assessment design and the creation of rigorous tasks and rubrics aligned with Citywide instructional initiatives.
- Providing professional development opportunities regarding best practices for staff on services and programming for students with disabilities.
- Working with teacher teams to deepen practice and share best practices on utilizing data and technology in order to raise student achievement.

Operational Support:

- Advising school staff on budgeting, human resources, teacher recruitment, and building management.

Student Support:

- Training the School Based Support Team in comprehensive guidance programs and evidence based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Providing support for developing systems to review data and create clear expectations and interventions around attendance.
- Assisting in developing strategies to reach out to and support relationships with various community stakeholders and enrichment-programming providers including 21st Century Community Learning Center, OASIS Children, and CAMBA.

Despite the availability of these supports, it is apparent that P.S. 298 has failed to develop the proper infrastructure to meet the needs of its middle school students and families to prepare middle school students for high school and beyond.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 298 community, regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association ("PTA") and the School Leadership Team ("SLT") on October 11, 2011, to discuss possible outcomes for P.S. 298 due to its continued poor performance. The Parent meeting was attended by approximately 106 people. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public:
<http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=13>

While many members of the P.S. 298 community objected to the possibility of truncating the school, the DOE believes that action must be taken given the school's longstanding performance struggles and the low demand for seats at the school. The DOE will incorporate community feedback as we continue to support current P.S. 298 students working toward promotion and as we develop plans to replace P.S. 298 with other schools that better meet middle school student and community needs.

We also welcome community feedback while this proposal is under consideration by the Panel for

Educational Policy (“PEP”).

II. Potential Use of Building

The building in which P.S. 298 is located, K298, has the capacity to serve 821 students.¹⁰ The first floor of K298 is functionally programmatically accessible for students with physical disabilities. In 2010-2011—the most recent year for which audited enrollment data is available—the building served 572 total students¹¹ yielding a target utilization rate of 70%.¹² In 2011-2012, the building served 512 total students¹³, yielding a target utilization rate of 62%.¹⁴ The concept of “target utilization rate” is explained below.

In a separate EIS that was posted in December 2011 the DOE proposed the co-location of a new middle school, 23K423, in K298. Over the next four years, the proposed grade spans for the schools in the building are as follows:

DBN	School Name	2011-12	2012-13	2013-14	2014-15
23K298	P.S. 298 Dr. Betty Shabazz	0K-08	0K-05, 07-08	0K-05, 08	0K-05
23K423	23K423	-	06	06-07	06-08

The table below demonstrates enrollment across all existing organizations and 23K423 during the course of the truncation of P.S. 298 and the phase-in of 23K423:

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
P.S. 298 Dr. Betty Shabazz	572	512	424 - 504	384 - 454	334 - 394
23K423	-	-	85 - 95	170 - 190	255 - 285
Total Building Enrollment	572	512	509 - 599	554 - 644	589 - 679
Utilization	70%	62%	62% - 73%	67% - 78%	72% - 83%

In 2014-2015, once P.S. 298 has implemented its grade truncation and serves kindergarten through fifth grade and 23K423 is phased in, there would be approximately 589-679 total students served in the building. The projected utilization for K298 at that point is approximately 72-83%. This means that K298 has adequate capacity to accommodate the new middle school.

¹⁰ 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”).

¹¹ 2010-2011 audited register.

¹² All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

¹³ Unaudited Register as of October 31, 2011.

¹⁴ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. 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.

As described in more detail in the Enrollment, Capacity, Utilization Report (the “Blue Book”), which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 standards for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 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 2010-2011 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Enrollment Options for Current P.S. 298 Students

P.S. 298 is a zoned elementary school for students in kindergarten through fifth grade. A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit: www.nyc.gov/schools/choicesenrollment/elementary.

P.S. 298 currently serves students in kindergarten through eighth grade. If this proposal is approved, P.S. 298 will gradually stop serving middle school students in sixth through eighth grades. At the end of the 2011-2012 school year, P.S. 298 will no longer enroll sixth grade students. All eighth grade students who meet promotional standards will apply to high school through the Citywide High School Admissions Process, and students in the sixth and seventh grades who meet promotional requirements will remain at the school until the completion of the eighth grade. During the 2012-2013 school year, P.S. 298 will serve kindergarten through fifth grade and seventh and eighth grade students. During the 2013-2014 school year, P.S. 298 will serve kindergarten through fifth grade and eighth grade students. After the last class of eighth grade students is promoted in June 2014, P.S. 298 will no longer serve any middle school grades.

The sixth, seventh, and eighth grade seats lost as a result of P.S. 298's truncation will be replaced by 23K423 and by the existing capacity at the other District 23 middle schools.

As a K-8 school, P.S. 298 does not currently participate in the District 23 Middle School Choice Process. Fifth grade students at P.S. 298 are currently given priority to continue at P.S. 298 for sixth through eighth grade. If this proposal is approved, all current P.S. 298 fifth grade students would apply to middle school and those who meet promotional requirements would start middle school in 2012-2013 as sixth grade students. No students would be able to apply to P.S. 298 for middle school. All P.S. 298 fifth grade students would apply to start middle school in 2012-2013 as sixth grade students through the Middle School Choice Process. More detailed information about the District 23 Middle School Choice Process is provided in section III, under "Impact for Future Middle School Students." If a P.S. 298 fifth grade student does not meet promotional standards at the conclusion of a school year, then the student will be retained at P.S. 298 as in the past.

In a separate Educational Impact Statement ("EIS") posted in December 2011, the DOE has also proposed to open and "co-locate" a new middle school, (23K423, "23K423") in K298, which would serve students in sixth through eighth grade when it reaches full scale in 2014-2015.^{15,16} This new middle school would admit sixth grade students through the District 23 Middle School Choice Process with a limited unscreened admissions method. If the proposal to co-locate 23K423 in K298 is approved, it would provide a new middle school option for District 23 families and would replace the seats lost by the proposed grade truncation of P.S. 298's middle school grades. 23K423 would be co-located in K298 with P.S. 298 as it phases in.

During the phase-out period, students who do not meet promotional requirements in grades six through eight would continue to be accommodated in P.S. 298. After the last class of eighth grade students graduates in June 2014, P.S. 298 would no longer serve any middle school grades. At that point, students who do not meet promotional requirements and must repeat a grade no longer offered by P.S. 298 would be provided with an alternative placement in a District 23 middle school. For example, if an eighth grade student at P.S. 298 who does not meet promotional requirements at the conclusion of the 2014-2015 school year is required to repeat the eighth grade in the 2015-2016 school year, the DOE will find an alternative District 23 placement for that student.

P.S. 298 fifth grade students with Individualized Educational Program ("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 the students' IEPs to focus on addressing the needs of students with disabilities by providing individualized special education services 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 provide individualized special education services to meet the student's needs.

In accordance with DOE policy, English Language Learners ("ELL") students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Information regarding the type(s) of ELL programs historically offered by the middle schools that are available to impacted students can be found in the Middle School Directory for District 23 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>).

The student support staff at P.S. 298, in consultation with the Office of Student Enrollment ("OSE") and the Office of English Language Learners, will assist students with identifying services for ELL students

¹⁵ A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

¹⁶ <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

offered at middle school(s) as they select programs that will meet their specific needs. All students with disabilities and ELL students will continue to receive mandated services.

Impact on Academic, Extracurricular Programs and Community Partnerships at P.S. 298

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered at P.S. 298. That said, the availability of certain offerings at the school would inevitably be impacted as the school implements its grade truncation and serves a smaller student population.

With respect to academics, P.S. 298 would continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

The DOE remains focused on helping P.S. 298 students to succeed. If this proposal is approved, P.S. 298 would be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students as its middle school grades are truncated. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement, and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

P.S. 298 currently offers Integrated Co-Teaching (“ICT”) classes, Self Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for ELLs. The existing ICT, SC, and SETSS classes would continue to be provided as P.S. 298 truncates and students with disabilities will continue to receive mandated services in accordance with their IEPs. As noted elsewhere in this document, K298’s first floor will continue to be functionally programmatically accessible. Current students at P.S. 298 who receive ELL services will continue to receive ELL services as the school truncates.

P.S. 298 currently offers the following special programs and initiatives, extracurricular activities, and partnerships:¹⁷

Leadership & Support: Student Government

Academic: Open Court Reading Program, 100 Book Challenge, CAMBA Saturday Academy

Artistic: Eighth Grade Graduation and Cotillion, Music, Dance, Theater, and Technology

Clubs: Chess-in-the Schools, Science Club, Penny Harvest, Princess Etiquette Club, Robotics Club

Athletics: Basketball

Partnerships: Partnerships with Children, CAMBA

P.S. 298 would continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school truncates its middle school grades. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest

¹⁷ http://schools.nyc.gov/documents/oaosi/cep/2010-11/cep_K298.pdf

with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

As P.S. 298 truncates its 6-8 grades, the DOE will work with P.S. 298 staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during or after the truncation period. The DOE will work with other school organizations in the building to foster opportunities for them to work with the community organizations that have supported P.S. 298 students in the past. As appropriate, the DOE will work with P.S. 298 to introduce or expand partnerships with the community organizations that currently support P.S. 298 students and other District 23 middle school students.

Students with Disabilities and ELLs

The DOE does not anticipate that the proposed grade truncation would impact students with disabilities or ELL students currently enrolled at P.S. 298. P.S. 298 currently offers dual language, bilingual, and ESL services to its ELL students and will continue to do so if this proposal is approved. P.S. 298 would also continue to meet the needs of its students with disabilities, in accordance with their IEPs.

Enrollment Impact on Future Elementary School Students in District 23

P.S. 298 is a kindergarten through eighth grade school that admits sixth grade students through a school-based application and admits kindergarten through fifth grade students in its zone. If this proposal is approved and P.S. 298 no longer serves middle school grades, P.S. 298 will continue to admit kindergarten through fifth grade students in its zone. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site at: <http://www.nyc.gov/schools/choicesenrollment/elementary>.

When a student seeks to enroll in a New York City public school, his or her elementary school assignment is determined by his or her home address. New students may simply report to their zoned elementary school at any time during the year.

Should a zoned elementary school reach capacity, the school may be "capped," in which case Over-the-Counter ("OTC") student arrivals may be directed to a different district school. More details around the OTC placement process is provided later in this section. Should sufficient space open at the capped school, the student has the right to return if they so choose. If in the coming years more zoned elementary students choose to attend P.S. 298, the school building has the capacity to accommodate them. The building has the capacity to serve 821 students, and the DOE projects that K298 will have a 72-83% utilization rate when P.S. 298 has completed its grade truncation and 23K423 has phased in.

Enrollment Impact on Future Middle School Students in District 23

The impact of the proposed co-location of 23K423 in the building is described in detail in a separate EIS that was posted in December 2011. Please visit the DOE website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

P.S. 298 is a middle school that admits students through a school-based application. If this proposal is approved, students would continue to have access to a broad range of middle school options through the District 23 Middle School Choice process, as outlined in the table at the end of this section.

Middle school admissions applications were due on December 16, 2011. If this proposal is approved by the

PEP, no current fifth-grade students would be offered a seat at P.S. 298 for the 2012-2013 school year. Additionally, new middle schools designated to open throughout the City for the 2012-2013 school year will be available for these students to consider. After the PEP votes on the proposals to open new schools, students will have the opportunity to submit a “new schools” application.

In District 23, where there is middle school choice, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with Borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district’s Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>. In District 23 Middle School Choice, students rank their preferences from among District 23 choice middle schools. These options include:

- Un-zoned middle schools with a screened application process;¹⁸
- Un-zoned middle schools with unscreened¹⁹ or limited-unscreened application²⁰ processes;
- A zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school).

There are eight existing middle schools in District 23; additional information on these schools is provided in the charts below in this section. These eight schools are stand-alone middle schools that do not serve students in elementary grades. In addition, screened and audition middle schools exist and alternative programs are offered through referrals. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Future sixth-grade students will continue to have access to a broad range of middle school options through the District 23 Middle School Choice process, and Borough-wide and Citywide middle school options. The table below outlines District 23, Borough-wide, and Citywide middle schools’ performance, the percentage of special education students (“SE”), the percentage of ELLs, the admissions process, target organizational capacity, target utilization rate, total enrollment, and site accessibility.²¹ Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.²²

The available District 23 choice middle schools open to P.S. 298 students, along with their peers throughout the district, include:

DBN	School Name	Building Code	Address	Grade Span 2011-12	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
DISTRICT Choice											
23K392	I.S. 392	K356	104 SUTTER AVENUE	05-08	05-08	103%	A	4%	1%	Screened	Fully Programmatically accessible

¹⁸ Screened schools admit students based on specific criteria they designate for admission.

¹⁹ Unscreened schools admit all students who are eligible to apply to the school.

²⁰ Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

²¹ Target Organizational Capacity and Target Utilization Rates are from the 2010-2011 Blue Book.

²² <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

23K634	General D. Chappie James Middle School of Science	K183	76 RIVERDALE AVENUE	06-08	06-08	89%	D	4%	14%	Unscreened	Not functionally accessible
23K671	MOTT HALL BRIDGES MIDDLE SCHOOL	K263	210 CHESTER STREET	06-07	06-08	58%	N/A	2%	20%	Unscreened	Not functionally accessible
BOROUGH-WIDE Choice											
13K336 ²³	Academy of Business and Community Development	K258	141 MACON STREET	06-12	06-12	55%	D	13%	3%	Screened	Fully Programmatically accessible
13K527	Urban Assembly Institute of Math and Science for Young Women	K313	283 ADAMS STREET	06-11	06-12	100%	B	13%	1%	Screened	Not functionally accessible
13K592 ²⁴	Khalil Gibran International Academy	K287	50 NAVY STREET	07-08	09-12	55%	N/A	9%	21%	Screened	Not functionally accessible
14K614	Young Women's Leadership School of Brooklyn	K049	223 GRAHAM AVENUE	06-09	06-12	65%	A	10%	3%	Limited Unscreened	Not functionally accessible
17K543	Science, Technology and Research Early College High School at Erasmus	K465	911 FLATBUSH AVENUE	06-12	06-12	81%	B	2%	0%	Screened	Fully Programmatically accessible
17K590	Medgar Evers College Preparatory School	K590	1186 CARROLL STREET	06-12	06-12	114%	C	0%	0%	Screened	Fully Programmatically accessible
18K235	P.S. 235 Lenox School	K235	525 LENOX ROAD	0K-08	0K-08	88%	A	2%	1%	Screened	Partially Programmatically accessible
20K609	Urban Assembly School for Criminal Justice	K223	4200 16 AVENUE	06-10	06-12	66%	A	13%	15%	Unscreened	Not functionally accessible
22K381	I. S. 381	K197	1599 EAST 22 STREET	06-08	06-08	89%	C	11%	4%	Screened, Test Outcome	Not functionally accessible

²³ In a separate EIS, the DOE is proposing to close 13K336 at the end of the 2011-2012 school year:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

²⁴ Khalil Gibran International Academy will be re-sited to building K806 in District 15 beginning in the 2012-2013 school year.

23K493 ²⁵	Brooklyn Collegiate: A College Board School	K055	2021 BERGEN STREET	06-12	06-12	65%	F	5%	2%	Screened	Fully Programmatically accessible
23K518	Kappa V	K275	985 ROCKAWAY AVENUE	06-08	06-08	70%	A	2%	19%	Screened	Not functionally accessible
23K522	Mott Hall IV	K271	1137 HERKIMER STREET	06-08	06-08	52%	F	2%	5%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 HERKIMER STREET	06-09	06-12	52%	B	3%	16%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	K175	226 BRISTOL STREET	06-12	06-12	89%	B	2%	7%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	05-08	05-08	77%	B	1%	4%	Screened	Fully Programmatically accessible
CITY-WIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	0K-12	0K-12	99%	A	0%	0%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	06-12	06-12	146%	B	0%	0%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	06-12	06-12	97%	B	2%	0%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	04-08	04-08	60%	B	3%	0%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	0K-08	0K-08	103%	A	0%	0%	Screened	Fully Programmatically accessible
03M859	Special Music School	M932	129 WEST 67 STREET	0K-08	0K-08	57%	A	1%	0%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	0K-08	0K-08	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	06-08	06-08	79%	A	1%	2%	Test Outcome	Not functionally accessible

²⁵ In a separate EIS, the DOE is proposing to truncate grades six through eight at 13K493:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

As in the past, District 23 students may also apply to Borough-wide and Citywide middle schools.

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

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Thus, students who are ELLs are placed according to the same placement criteria as their English-speaking peers.

Admissions Impact for Over-the-Counter Middle School Students

Over-the-counter ("OTC") placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a 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; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);²⁶ or
- Students who did not participate in the Middle School Choice Process for some other reason.

When a middle school eligible student arrives for an OTC placement, his/her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option or unscreened. Should a zoned school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if the student so chooses.

If both this proposal and the proposal to open and co-locate 23K423 in building K298 are approved, P.S. 298 will serve students enrolled through an OTC placement in the grades it serves and 23K423 will serve students enrolled through an OTC placement in the grades it serves.

No students were admitted to sixth grade through the Middle School Choice process at P.S. 298 during the 2010-2011 school year for September 2011 enrollment. This is because P.S. 298 does not currently participate in the Middle School Choice Process. Approximately 11 sixth grade students were admitted to

²⁶ 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.

P.S. 298 through the OTC placement process. Similarly, 8 OTC students were admitted to P.S. 298 for seventh grade and 10 OTC students were admitted for eighth grade.

During the 2011-2012 school year, 20 schools in District 23 accepted a total of 590 students in grades 6-8 through the OTC placement process, reflecting an average of approximately 30 students per school. Since 23K423 will also accept OTC students, all OTC arrivals will continue to be accommodated.

In addition, District 23 students have several charter school options that serve middle school grade levels. The table below lists charter schools currently located in District 23 that serve middle school grades, admit students through a lottery application process, and provide a preference for District 23 students.²⁷ All students in District 23 will continue to have the opportunity to participate in these respective charter lotteries.

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment ²⁸	Admissions Method	Extracurricular Activities
84K626	Achievement First Brownsville Charter School	K-4	K-12	381	Lottery	After-school tutoring program, extended day and extended year
84K710	Brownsville Collegiate Charter School	5-8	5-12	219	Lottery	Girls and Boys Basketball
84K711	Leadership Prep Brownsville Charter School	K-3	K-8	245	Lottery	After-school program, music, art, dance, fitness
84K775	Leadership Prep Ocean Hill Charter School	K-2	K-8	211	Lottery	Dance
84K777	Ocean Hill Collegiate Charter School	5-6	5-12	137	Lottery	After-school tutoring, enrichment

In some cases, charter schools offer programs comparable to those currently offered at P.S. 298. Detailed information about charter schools will be published annually and will be available in print or on the DOE's website here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

B. Schools

P.S. 298 currently enrolls 461 kindergarten through eighth grade students in addition to the 51 students currently enrolled in its pre-kindergarten program.²⁹ As previously noted, if this truncation proposal and the proposal to open and co-locate 23K423 in building K298 are approved, the middle school seats lost as a result of the truncation would be replaced as 23K423 phases in to K298.

K298 has the capacity to accommodate 23K423 and P.S. 298 as P.S. 298 truncates its middle school grades and as 23K423 phases in. In 2014-2015, once P.S. 298 has truncated, and 23K423 is at full scale, there would be approximately 589-679 total students served in the building. The projected utilization for K298 at that point is approximately 72-83%.

There will also be sufficient space to accommodate an increase in student enrollment resulting from an

²⁷ For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's website: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

²⁸ Based on Charter Schools headcount as of October 1, 2011.

²⁹ 2011-2012 unaudited enrollment as of October 31, 2011.

increase in the number of families residing in the zone or an increase in the number of zoned students choosing to attend P.S. 298. The estimated enrollment for all organizations over a four year period is shown below:

P.S. 298:³⁰

	PK ³¹	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	51	52	53	53	53	36	42	52	60	60	512
2012-13 (proj.)	54	45 - 55	45 - 55	50 - 60	50 - 60	50 - 60	30 - 40	-	45 - 55	55 - 65	424 - 504
2013-14 (proj.)	54	45 - 55	45 - 55	45 - 55	50 - 60	50 - 60	50 - 60	-	-	45 - 55	384 - 454
2014-15 (proj.)	54	45 - 55	45 - 55	45 - 55	45 - 55	50 - 60	50 - 60	-	-	-	334 - 394

23K423:³²

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	-	-	-	-
2012-13 (proj.)	85-95	-	-	85-95
2013-14 (proj.)	85-95	85-95	-	170-190
2014-15 (proj.)	85-95	85-95	85-95	255-285

If this proposal to truncate P.S. 298 and the proposal to open and co-locate 23K423 in K298 are approved, there would be sufficient space to serve P.S. 298 and 23K423 in the building pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while P.S. 298 truncates and while 23K423 gradually phases in until 2014-2015. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a representative from the school.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

³⁰ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

³¹ Pre-kindergarten (“PK”) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

³² Enrollment projections are based on a standard phase-in plan for new district schools of 3 General Education sections and up to one Self Contained section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any excess space will be allocated by the Building Council.

As in other situations where schools are co-located, the schools would continue to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools.

If this proposal is approved, P.S. 298 would serve fewer grade levels and fewer students. As such, the baseline footprint for P.S. 298 would decrease accordingly. Similarly, as 23K423 continues to phase in and serves additional grade levels, its baseline footprint would increase accordingly. The details of the proposal to open and co-locate 23K423 in K298 are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

C. Community

P.S. 298 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, P.S. 298 would be truncated so that it serves only kindergarten through fifth grade, but the K298 building would offer new educational options that are intended to better support the learning needs of future middle school students in District 23. P.S. 298 is one of two schools in District 23 that the DOE has proposed to truncate middle school grades this year. The other school is Brooklyn Collegiate (23K493): <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

The DOE is proposing to open a new middle school in K298, which is intended to better serve the needs of the community by replacing the seats lost by the truncation of P.S. 298.

- Based on the October 31, 2011 unaudited enrollment register, P.S. 298 is currently serving 52 sixth-grade students.
- The proposed opening of 23K423 in K298 is projected to create 85-95 sixth grade seats in District 23.
- Excluding the seats currently available at P.S. 298, there are 1,655 total sixth-grade seats in District 23.
- In 2011-2012, there are only 1,393 sixth-grade students enrolled in District 23 schools serving middle school grades. Therefore, even after excluding the middle school seats that are offered at P.S. 298, there is still an excess in seat capacity in District 23 middle schools.
- In short, the proposal to truncate P.S. 298 is not expected to yield a net deficit of seats in K298 or in District 23. There will continue to be an excess seat capacity in District 23 middle schools.

P.S. 298 is one of two schools in District 23 that the DOE has proposed to truncate middle school grades this year:

- The DOE has proposed to truncate the middle school grades of Brooklyn Collegiate: A College Board School (23K493, “Brooklyn Collegiate”) located in building K055, beginning in 2012-2013.³³ There are no current plans to co-locate any organizations in K055 building at this time.

In total, if the proposals to truncate P.S. 298 and Brooklyn Collegiate are all approved, there will continue to be an excess in seat capacity in District 23 middle schools.

- As stated above, in 2011-2012, there are only 1,393 sixth-grade students enrolled in all District 23 schools.
- Excluding the sixth grade seats currently available at P.S. 298 and Brooklyn Collegiate, there are 1,555 total sixth-grade seats in District 23 schools. Therefore, even after excluding the sixth grade seats that would have been offered at P.S. 298 and Brooklyn Collegiate, there is still an excess in seat capacity in District 23 middle schools.
- Therefore, if the proposal to open and co-locate 23K423 in K298 is approved, approximately 85-95 sixth grade seats will be added to District 23.

Community residents may enroll in a District 23 middle school through the District 23 Middle School Choice Process or apply to other public charter schools in District 23 or City-wide.

There is one new District 23 middle school, and several charter schools are in the process of phasing in that will serve middle school grade at full scale. These schools are listed in the below table:

DBN	School	Grade Span 2011-12	Grade Span at Scale	Admissions Method	Extracurricular Activities
23K671	Mott Hall Bridges	06-07	06-08	District 23 MS Choice, Unscreened	Shine Society, Strategic Gaming, Robotics, Sports
84K626	Achievement First Brownsville Charter School	K-4	K-12	Lottery	After-school tutoring program, extended day and extended year
84K710	Brownsville Collegiate Charter School	5-8	5-12	Lottery	Girls and Boys Basketball
84K711	Leadership Prep Brownsville Charter School	K-3	K-8	Lottery	After-school program, music, art, dance, fitness
84K775	Leadership Prep Ocean Hill Charter School	K-2	K-8	Lottery	Dance
84K777	Ocean Hill Collegiate Charter School	5-6	5-12	Lottery	After-school tutoring, enrichment

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K298. This proposal is not expected to impact the site accessibility of K298.

³³ <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>

IV. Enrollment, Admissions and School Performance Information

P.S. 298

Admissions Data

Current Admissions	<p>Pre-kindergarten: Standard Universal Pre-k Admissions Process</p> <p>Grades K-5: Zoned</p> <p>Grades 6-8: School-based Application</p>
Admissions After the Proposal	<p>Pre-kindergarten: Standard Universal Pre-k Admissions Process</p> <p>Grades K-5: Zoned</p> <p>Grades 6-8: NA</p>

Enrollment Data

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	51	52	53	53	53	36	42	52	60	60	512
2012-13 (proj.)	54	45 - 55	45 - 55	50 - 60	50 - 60	50 - 60	30 - 40	-	45 - 55	55 - 65	424 - 504
2013-14 (proj.)	54	45 - 55	45 - 55	45 - 55	50 - 60	50 - 60	50 - 60	-	-	45 - 55	384 - 454
2014-15 (proj.)	54	45 - 55	45 - 55	45 - 55	45 - 55	50 - 60	50 - 60	-	-	-	334 - 394

Demographic Data

Percentage of Students Receiving ICT or SC Services ³⁴	14%
Percentage of Students with Individualized Education Plans ³⁵	23%
Percentage of English Language Learner Students ³⁶	4%
Percentage of Students Eligible for Free or Reduced Lunch ³⁷	82%

School Performance Data

³⁴ Students Receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

³⁵ Students with Individualized Education Plans as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

³⁶ English Language Learner students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

³⁷ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

P.S. 298³⁸	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	F
Quality Review Score	P	P	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	54%	19%	15%
Math % Proficient (Levels 3 and 4)	60%	19%	21%
Other Key Performance Indicators			
Attendance Rate	90.1%	88.8%	89.2%
2010-2011 State Accountability Status³⁹	In Good Standing		

³⁸ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

³⁹ <http://www.p12.nysed.gov/irs/accountability/>.

V. Initial Costs and Savings

Once the truncation of P.S. 298's grades 6-8 is fully implemented, the DOE will cease to allocate funds to P.S. 298, and repurpose all remaining funds previously allocated to the school for its middle school grade levels.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 298 roster as the truncation is implemented, the school is expected to receive approximately \$4,412.45 less in base per pupil funding annually for middle school students. 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.

As a result of the proposed truncation, the total number of students enrolled at P.S. 298 will decline each year, 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.

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. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve ("ATR"). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of 23K423 with P.S. 298.

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

A. Personnel Needs

Some teachers, administrative and non-pedagogical staff at P.S. 298 would be excessed⁴⁰ over the course of the truncation. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

⁴⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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 ATR pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher 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 regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in P.S. 298 may enroll in 23K423 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire no less than 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

There is no anticipated impact on the personnel needs of the other existing organizations in the building.

B. Cost of Instruction

As a result of the truncation, the total number of students enrolled at P.S. 298 will decline each year, meaning that the school 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 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 2011-2012 school year, middle schools received an additional \$2,043.69 per pupil for each ELL student they enrolled.

As with all other schools Citywide, P.S. 298 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. 298 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 students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. Even as P.S. 298 is truncating, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction for the other existing organizations in the building.

C. Administration

Some positions would likely be excessed as the school gradually truncates its middle school grade levels, as administrative needs may decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

There is no anticipated impact on the administration of the other existing organizations in the building.

D. Transportation

There will be no change to existing transportation practices at P.S. 298 throughout its truncation. 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 is no anticipated impact on the transportation of the other existing organizations in the building.

E. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information

Building		K298
Type of Building		K-8
Year Built		1960
Overall BCAS rating		2.66
2010-2011 Target Building Utilization		70%
2010-2011 Target Building Capacity		821
FY 2011 Maintenance Costs	Labor	\$24,413
	Materials	\$15,109
	Maintenance and repair contracts	\$116,921
	Service contracts	\$0
	Custodial operations costs—Materials	\$5,656
	Custodial operations costs—Custodial Allocation	\$232,285
FY2011 Energy Costs	Electric	\$89,109
	Gas	\$11,007
	Oil	\$55,666
Projects completed during the current or prior school year		N/A
Projects proposed in the capital plan		No projects identified
Accessibility of the building		1st floor functionally Programmatically accessible
Building attributes		Art room,Auditorium,Cafeteria,Computer room,Gymnasium,Library & Nurse's office