

## **EDUCATIONAL IMPACT STATEMENT:** **The Proposed Phase-out of I.S. 231 Magnetech 2000 (29Q231)**

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

I.S. 231 Magnetech 2000 (29Q231, “I.S. 231”) is an existing zoned middle school located at 145-00 Springfield Boulevard, Springfield Gardens, NY, 11413, in Community School District 29, in Building Q231 (“Q231”). It currently serves students in grades six through eight. An Alternative Learning Center (Q987, “ALC”) is also located at Q231.<sup>1</sup> The New York City Department of Education (“DOE”) is proposing to phase out and eventually close I.S. 231 based on its poor performance and the DOE’s assessment that the school lacks the ability to turn around quickly to better support student needs.

If this phase-out proposal is approved, I.S. 231 would no longer admit sixth-grade students after the conclusion of the 2010-2011 school year. Current students in grades six and seven will continue to be served by I.S. 231 and be supported as they progress toward completion of middle school.<sup>2</sup> Current students in grade eight will be supported in using the High School Admissions Process to select a high school, consistent with current practice. The school will serve one grade less each subsequent year until it completes phase-out in June 2013. In 2011-2012, students in grade six would be served in one of the new zoned middle schools proposed to be opened in Q231, as described in more detail below and proposed in a separate Educational Impact Statement (“EIS”) posted on December 17, 2010. Current fifth graders zoned to I.S. 231 would be accepted to sixth grade at the new schools based on a campus choice model: all students currently zoned to I.S. 231 would be zoned to the Q231 campus and would be guaranteed a seat in one of the two new schools proposed. These students would use a modified middle school choice model to apply to the proposed new schools.

In 2009-2010, Q231 had a target capacity to serve 1,226 students. I.S. 231 had a target capacity to serve 1,134 students and enrolled 931 students, yielding a target organizational utilization of 82%.<sup>3</sup> Currently, I.S. 231 enrolls 945 students.<sup>4</sup> Based on this, the target organizational utilization rate at I.S. 231 for the 2010-2011 school year is 83%. This means that the building is slightly “underutilized” and has extra space to accommodate additional students. Please note that building capacity and utilization figures are not always an exact indicator of whether a school is under- or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

In a separate EIS, the DOE has proposed the siting of two new unscreened, zoned middle schools in Q231, I.S. 355 (29Q355, “I.S. 355”) and I.S. 356 (29Q356, “I.S. 356”), which will both serve grades six through eight when fully phased in.

<sup>1</sup> ALCs are intended to provide an educational setting for students who are on a Superintendent’s suspension for up to 90 days and are designed to enroll a maximum of 80 students.

<sup>2</sup> Students who do not meet promotional requirements during the phase-out plan will continue to have access to appropriate courses to support their progress toward promotion at either I.S. 231 or the new school depending on the student’s grade level. More detail provided in the Student Impact section.

<sup>3</sup> 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 target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the “Blue Book”). Building enrollment figures do not include students who are Long Term Absences. Please note that because the Alternative Learning Center does not enroll any students for more than 90 days, the Blue Book does not report an enrollment number for the ALC. All remaining space in the building is currently allocated to I.S. 231. Thus, in this case, the DOE believes the organizational target capacity and utilization rate to be a more accurate assessment of available space within the building than the corresponding whole building utilization rates which don’t account for ALC enrollment.

<sup>4</sup> Current enrollment figures are based on the November 1, 2010 unaudited register on ATS.

### *Background on the DOE's Decision-Making Process*

Schools may be eligible for phase-out for 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 below Proficient on their most-recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.<sup>5</sup> 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-grade to twelfth-grade students. During Quality Reviews, which are also released by the DOE, experienced educators visit a school over several days, observing classrooms and talking 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 initially suggest a school should be considered for intervention, but no single criteria leads to a phase-out decision. To identify the kind of action that will be best for the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback. The DOE considers:

- Improvement strategies already in place that are showing promising results;
- Student performance data over time, including previous years’ performance;
- Demand and enrollment trends;
- School leadership;
- Teacher effectiveness;
- School culture; and
- Local and district needs.

I.S. 231 earned a D grade on its 2009-2010 Progress Report, including D grades in the Student Performance and Student Progress sub-sections and a B grade for School Environment. On its previous Progress Reports, I.S. 231 earned a C grade in 2008-2009, a D grade in 2007-2008 and a C grade in 2006-2007.<sup>6</sup>

Based on these low Progress Report scores, the DOE initiated a comprehensive review of I.S. 231 with the goal of determining what intensive supports and interventions would best benefit its students and the community. During that review, the DOE looked at recent and historical performance, as well as demand for the school, consulted with experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of I.S. 231—is the action we must take to best serve students and the community. It will allow for new school options to develop in Building Q231 that will provide the highest quality options to families.

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<sup>5</sup> Middle schools with average math and ELA proficiency rates higher than the district average, that earn a Well Developed rating on the quality review or are receiving a Progress Report for the first time are not considered for phase-out.

<sup>6</sup> <http://schools.nyc.gov/Accountability/tools/report/default.htm>

### *Performance and School Environment at I.S. 231*

I.S. 231 has struggled for years, and the DOE has determined that the school lacks the ability to turn around quickly to better support student needs.

- Student performance at I.S. 231 is low and has been declining over time. In 2009-2010, only 21% of I.S. 231 students were performing on grade level in math, putting I.S. 231 in the bottom 12% of all middle schools in New York City. It was the lowest performing middle school in District 29. That same year, only 25% of I.S. 231 students were on grade level in English, putting I.S. 231 in the bottom half of middle schools Citywide. In 2008-09, 64% of students performed on grade level in math, putting I.S. 231 in the bottom 27% of middle schools Citywide. In English, 56% of students performed on grade level in English, putting I.S. 231 in the bottom 37% of middle schools Citywide. In 2007-08, I.S. 231 was in the bottom 18% in Citywide math proficiency and in the bottom half for Citywide English proficiency, and the school had the lowest proficiency scores of all middle schools in District 29.
- I.S. 231 students have not shown signs of academic progress over the last three years. In 2009-2010, I.S. 231 was in the bottom 5% of middle schools in terms of learning growth in math and the bottom quarter of middle schools in terms of learning growth in English. In 2008-2009, I.S. 231 was in the bottom 11% of Citywide middle schools in terms of the percentage of students making one-year progress in math and the bottom 3% in English. In 2007-08, I.S. 231 was in the bottom 10% of Citywide middle schools in terms of the percentage of students making one-year progress in math and in the bottom 22% in English. If these low results persist, I.S. 231 students will continue falling further behind their peers.
- I.S. 231 earned a D grade on its 2009-2010 Progress Report, including D grades in the Student Performance and Student Progress sub-sections. On its previous Progress Reports, I.S. 231 earned a C grade in 2008-2009, a D grade in 2007-2008 and a C grade in 2006-2007.
- Safety has been a serious concern at I.S. 231. On the 2010 New York City School Survey, 33% of students reported feeling unsafe in the hallways, bathrooms and locker rooms at school. Parents also reported concerns about their children's safety at I.S. 231, with 24% indicating that they felt their children were unsafe at school.
- I.S. 231 was rated "Proficient" on its most recent Quality Review in 2008-2009. Quality Reviews evaluate schools based on the way that they are organized to support student learning.<sup>7</sup> While Proficient schools possess strengths and weaknesses, I.S. 231's 2009 Quality Review cited a number of serious concerns. Specifically, the reviewer indicated that students feel their teachers' responses to their work are not always specific enough to indicate to students where they can improve, and that many students are unaware of what they need to learn next, preventing them from taking responsibility for their own work. The report further indicated that while the school coaches struggling students, students who are doing well are not challenged, limiting the growth of higher-achieving students.

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<sup>7</sup> For more information about Quality Reviews, please visit the DOE's website at: <http://schools.nyc.gov/Accountability/tools/review>

The chart below summarizes key performance data for I.S. 231 over the past three years.

<b>I.S. 231 Magnetech 2000</b>	2007-2008	2008-2009	2009-2010 <sup>8</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	D
Performance Grade	B	A	D
Progress Grade	D	D	D
Environment Grade	D	C	B
Quality Review Score	P	P	P
<b>Performance Data<sup>9</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	44%	56%	25%
Math % Proficient (Levels 3 and 4)	46%	64%	21%
<b>Other Key Performance Indicators<sup>10</sup></b>			
Attendance Rate	90%	90%	92%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

### *Overview of Past Strategic Improvement Efforts at I.S. 231*

I.S. 231 staff members and families have worked hard to improve the school. The DOE also offered considerable support to I.S. 231 including the following:

#### Leadership Support:

- Providing the principal extensive training on using the Quality Review rubric as a tool for school improvement, formative assessments, Coordinated Early Intervention Services (CEIS), and ARIS, and on understanding New York State Education Department Differentiated Accountability (AYP) and essential learning outcomes.
- Helping the principal develop I.S. 231's Comprehensive Education Plan and set school-wide goals.
- Connecting administrators with other schools to learn best practices that could be replicated at I.S. 231.

<sup>8</sup> 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 a Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.

<sup>9</sup> Source: Progress Report

<sup>10</sup> Source: Progress Report

#### Instructional Support:

- Training for teachers on individualized instruction, comprehension strategies, strategies for teaching English Language Learners, analyzing data and using it to inform instructional decisions, aligning formative assessments to standards and classroom management strategies.
- Working with I.S. 231 to implement Action 100, a program that helps educators identify students' level of understanding in individual subjects and strategies to help students improve.
- Restructuring the school into small learning communities.
- Helping I.S. 231 reorganize its school day into double period time blocks in order to maximize the time students spend on lessons.

#### Operational Support:

- Guidance on implementing grant funding: \$62,000 was used for coaching arts teachers, integrating the arts into instruction, partnering with cultural groups, math tutoring programs, teacher training, and trips to Brookhaven National Science Laboratory and Calabro Airport; \$27,000 was given to the school to start a bilingual Haitian program; and a \$50,000 RESO-A grant was issued for upgrading technology.<sup>11</sup>
- Extensive budget guidance to help administrators align resources to meet school needs.
- Coaching for school staff on human resources, recruiting and retaining talented teachers, building management and operational compliance issues.

#### Student Support:

- Helping the school implement Reach for Tomorrow, which is a computer program that allows students to work independently on math skills, and peer mediation or conflict resolution programs such as the National Guard Program for at-risk boys and the Gifted Empowered Mature Scholars (GEMS) program for at-risk girls.
- Working with the school to secure student incentives for improved attendance; incentives included flights in single-engine planes with the Young Eagles at Calabro Airport, the opportunity to participate in a DNA extraction at the Brookhaven Laboratory and the chance for a free summer program at the University of California-San Diego.
- Supporting enrichment partnerships with the Lincoln Center Theatre, Manhattan Chamber of Dance, Flushing Arts Council, Center for Culture, Studio in a School, Classroom Inc. Chelsea Bank Program and Urban Advantage.

#### The DOE makes available the following supports to schools around safety and security:

- Providing Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the NYPD)
- Providing technical assistance when incidents occur via the Borough Safety Directors
- Providing professional development and support to CFN Safety Liaisons
- Providing professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

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<sup>11</sup> Resolution A (“Reso A”) funds are a capital funding allocation provided by the City Council or Borough President’s offices to schools and their communities.

Given I.S. 231's lack of success, despite the above supports—whether a part of centralized effort to support all schools or individualized plans for I.S. 231—it is apparent that I.S. 231 has failed to develop the proper infrastructure to meet the needs of its students and families.

### *Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the I.S. 231 community about strategies to better support students and improve outcomes at the school. In addition to soliciting community feedback via telephone and e-mail and creating a dedicated website to provide information to the public (available at <http://schools.nyc.gov/community/planning/changes/Queens/IS231>), the DOE met with the I.S. 231 community.

On October 27, 2010, District 29 Superintendent Lenon Murray held a School Leadership Team meeting and a parent meeting at the school to discuss what is and isn't working at I.S. 231 and how to work together to better serve students. Approximately 40 parents attended the parent meeting. While the community had some positive comments about the school's administration, they had concerns about a number of issues. Parents said:

- The school is not challenging or properly supporting its students; there is a lack of student motivation and encouragement.
- There is a lack of communication between parents and the school; as a result, parents do not have strong partnerships with teachers.
- Overall parent involvement must be improved.

The School Leadership Team expressed some similar concerns, but highlighted recent improvements in school culture and programs. However, the DOE believes these efforts are not enough to move I.S. 231 in the right direction. While many members of the I.S. 231 community objected to the possibility of phasing out the school, the DOE believes that decisive action must be taken given the school's longstanding performance struggles and the lack of evidence that the school is poised to quickly turn around to better support students. The DOE plans to incorporate community feedback as we continue to support current I.S. 231 students working toward promotion and as we develop plans to replace I.S. 231 with other schools that better meet student and community needs.

The DOE will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

## **II. Proposed or Potential Use of Building**

In 2009-2010, the building in which I.S. 231 is located, Q231, had the capacity to serve 1,226 students. I.S. 231 had a target organizational capacity to serve 1,134 students. In 2009-2010—the most recent year for which audited enrollment data is available—I.S. 231 only served 931 students, yielding a target organizational utilization rate of 82%.<sup>12</sup> This means that the building was "underutilized" and had extra space to accommodate additional students, even taking the ALC into account. In a separate EIS, the DOE

<sup>12</sup> 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 target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book"). Building enrollment figures do not include students who are Long Term Absences. Please also note that this figure does not include the ALC. Because the ALC does not enroll any students for more than 90 days, the Blue Book does not report an enrollment number for the ALC. All remaining space in the building is currently allocated to I.S. 231. Thus, in this case, the DOE believes the organizational target capacity and utilization rate to be a more accurate assessment of available space within the building than the corresponding whole building figures.

has proposed the siting of two new schools in Q231: I.S. 355 and I.S. 356. Both of these will be new zoned middle schools and would each serve grades 6-8 when fully phased-in.

Over the next three years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11	2011-12	2012-13	2013-14
I.S. 231	6-8	7-8	8	N/A
ALC	6-8	6-8	6-8	6-8
I.S. 355	N/A	6	7-8	6-8
I.S. 356	N/A	6	7-8	6-8

I.S. 355 and I.S. 356 would both open in Q231 in 2011-2012 and would both serve grade 6 with enrollments of approximately 140-160 students each. I.S. 355 would serve approximately 440-460 students when it achieves full scale and completes its expansion in the 2012-2013 school year, and I.S. 356 would serve approximately 440-460 students when it achieves full scale and completes its expansion in the 2013-2014 school year.

It is not anticipated that the proposed phase-out of I.S. 231 will impact the ALC, which is currently located in Q231. While most ALCs occupy five rooms in a school, one for administrative purposes and four for instruction, the ALC in Building Q231 currently occupies only four rooms, one administrative and three for instruction. The ALC made this change in response to a request by I.S. 231, which the ALC felt it could meet for the 2010-2011 school year. This decision will be revisited on a yearly basis. Officially, the ALC still has a capacity for 80 students, and if necessary it could use the fifth room that it gave up, but the current capacity is 60 students. Typically, ALCs have shown an average 50% attendance rate. The number of students enrolled in the ALC site at I.S. 231 as of October 31, 2010 was 38 students.

Once the two new schools have completed their expansions and I.S. 231 has completed its phase-out, there would be approximately 970-990 students served in the building, assuming maximum enrollment and attendance in the ALC. The utilization at this point of the two schools combined would be 79%, excluding the ALC, and 80% including the ALC at maximum enrollment.

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

#### A. Students

##### *Enrollment Options for Current I.S. 231 Students*

Under this proposal, all current I.S. 231 students would continue at I.S. 231 as they progress toward completion of middle school and transition to high school.

##### *Current sixth and seventh, grade students at I.S. 231*

Current sixth and seventh grade students would complete middle school at I.S. 231.

I.S. 231 students who do not meet promotional standards for grades that will no longer be offered at I.S. 231 the following school year will be supported in transitioning to either I.S. 355 or I.S. 356. This applies to current sixth graders in 2010-2011, seventh graders in 2011-2012 and eighth graders in 2012-2013.

### *Current eighth grade students at I.S. 231*

Current eighth grade students at I.S. 231 will complete middle school at I.S. 231 and participate in the high school admissions process consistent with current practice.

Any eighth graders who do not meet promotional requirements to move on to high school for the 2011-2012 school year would remain at I.S. 231.

### *Impact on Academic and Extracurricular Offerings at I.S. 231*

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at I.S. 231. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, I.S. 231 would continue offering 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.

I.S. 231 is participating in the Connected Learning program run by the DOE's Division of Instructional and Information Technology ("DIIT"). The program's goals are to improve achievement of low-income students by impacting family interaction around learning at home, enhancing educational resources available in children's homes, and helping teachers connect the classroom with students' homes. I.S. 231 is one of 100 City middle schools participating in the Connecting Learning program. As the school phases out, DIIT will determine the appropriate way to continue working with current I.S. 231 students. DIIT will also explore the possibility of continuing the program, as appropriate, with I.S. 355 and/or I.S. 356 as they phase in, or some combination of these options. The DOE will work with the school and community to support this transition.

The school would continue to offer student athletics and other extracurricular programs, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Currently, a Saturday Program focusing on academic improvement is offered to boys and girls who are at risk of not meeting academic standards. A National Guard liaison works with these students during his weekly visits to IS 231. The school also offers debate, basketball and step teams. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That same situation exists for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. As discussed previously, the DOE anticipates that two new schools would phase into the building, which are committed to providing students with a range of options based on student interest, community needs and school goals. As appropriate, the DOE will work with I.S. 355 and I.S. 356 to introduce or enhance programs that currently support I.S. 231 students.

I.S. 231 currently offers Collaborative Team Teaching ("CTT") classes, Self-Contained ("SC") classes and Special Education Teacher Support Services ("SETTS"). It also has an English as a Second Language program for English Language Learners ("ELLs"), as well as a Transitional Bilingual Education ("TBE") program in Haitian Creole. The existing CTT, SC and SETTS classes would continue to be provided as the school phases out, and students with disabilities would likewise continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Similarly, ELL students will continue to receive appropriate services, including the Haitian Creole Bilingual program as the school phases out. If community need for Haitian Creole Bilingual classes persists, either I.S. 355 or I.S. 356 will offer an equivalent program for their students.

Six themed academies were developed for the 2010-2011 school year. They include:

Academy	Grades Served	Theme
Exploratory A	6	Exploratory
Exploratory B	6	Exploratory
Shirley Chisolm	7-8	Community Service
Ben Carson	7-8	Science
Alvin Ailey	7-8	Dance
Thurgood Marshall	7-8	Law

As the school phases out, this academy structure will continue for students in grades seven and eight at I.S. 231 as appropriate and at the discretion of the principal.

During the proposed phase-out, the DOE will build on our past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teaching practices and tailoring instruction to individual student needs;
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students; and
- Facilitating partnerships with Community-based Organizations (“CBOs”) to support youth development initiatives at the school.

#### *Impact on Community Partnerships at I.S. 231*

The school has a School Arts Support Initiative (SASI) grant that supports professional development in the arts, coaching of arts teachers, integrating arts into core curriculum and partnering with cultural institutions, including with Lincoln Center Theatre, Flushing Arts Council, The Center for Culture and Studio in a School, and Manhattan Chamber Dance, the last of which provides residencies for students. The school also has a partnership with Urban Advantage. Additionally, sports and arts after-school activities are supported by the Hayden Foundation and the DOE’s Office of School and Youth Development.

Those partnerships will continue to support current students as I.S. 231 phases out, though it is possible that the nature and scope of those partnerships will change based on shifting need and resource availability as the school moves toward closure. The DOE will work with I.S. 231 staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. As appropriate, the DOE will work with I.S. 355 and I.S. 356 to introduce or enhance partnerships with the community organizations that currently support I.S. 231 students.

I.S. 231 applied at the beginning of the school year to participate in the C.H.A.M.P.S. Middle School Sport and Fitness League. The program is scheduled to start in March 2011 and is expected to continue as the school phases out.

*Admissions Impact for Future Middle School Students*

I.S. 231 is a zoned middle school. 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 website's School Search function <http://schools.nyc.gov/SchoolSearch>.

In a separate EIS also released on December 17, 2010, the DOE has proposed the creation of two new zoned middle schools—I.S. 355 and I.S. 356—that would serve the same zone as I.S. 231 currently serves, and which would be located in the same building that currently houses I.S. 231. If both this proposal and the proposals to create these two schools are approved, the 945 sixth through eighth grade seats eliminated by I.S. 231's phase-out and eventual closure will be recovered through the phase-in of the two new zoned schools at Q231. Incoming sixth-grade students who reside in the I.S. 231 zone would be guaranteed a seat in one of the new schools that would open next September in the building where I.S. 231 is located. This includes students who seek to enroll "over-the-counter," which includes:

- New students to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students seeking transfers.

The zone for the two schools sharing the Q231 campus would be the same as the current zone for I.S. 231. The two schools would admit students based on a campus choice model. Any student zoned to the campus would be guaranteed a seat on the campus, but could choose which school to attend through a choice middle school process unique to this campus to be run by the Office of Student Enrollment ("OSE"). The new schools would serve any over-the-counter students and students needing SC and CTT services who previously would have been admitted into I.S. 231. During the phase out, over-the-counter students would be served in either I.S. 231 or the new school depending on which school served the appropriate grade level.

There may be situations where students zoned for I.S. 231 consider applying to attend middle school in an unzoned K-8 school in District 29. However, these K-8 schools have very limited seat availability for new sixth grade students. There is also one 6-12 school located in District 29, which runs its own admissions process. In addition, male students can apply to Eagle Academy for Young Men III, which is a borough-wide school located in District 29. These District 29 unzoned, choice schools include:

School	DBN	Address	2009-2010 Progress Report Grade	% SE	% ELL	Admissions Process	Enrollment in Sixth Grade <sup>13</sup>	Organizational Capacity	Organizational Utilization	Site Accessibility
P.S. / I.S. 208	29Q208	74-30 Commonwealth Boulevard Queens, NY	B	6%	2%	Unzoned, Unscreened	93	870	84%	Functionally Accessible
P.S./I.S. 268	29Q268	92-07 175 <sup>th</sup> Street Queens, NY	B	10%	5%	Unzoned, Unscreened	68	636	89%	Functionally Accessible
The Gordon Parks School	29Q270	233-15 Merrick Boulevard, Queens, NY	C	7%	1%	Unzoned, Unscreened	87	634	102%	Functionally Accessible
Pathways College Preparatory School: A College Board School	29Q259	109-89 204 <sup>th</sup> Street Queens, NY	MS: C HS: A	6%	1%	MS: Unscreened, School-Based Admissions HS: Priority to continuing 8 <sup>th</sup> graders, then Limited Unscreened <sup>14</sup> with preference given to Queens students	95	658	81%	Not Accessible
Eagle Academy for Young Men III	29Q237	132-55 Ridgedale Street, Queens, NY	N/A	N/A	N/A	Limited Unscreened MS Choice Process <sup>15</sup>	86	1,330	62%	Functionally Accessible

District 29 students are also eligible to apply to any schools in other Districts in Queens with borough-wide admissions or any schools in the City with Citywide admissions. These are available to District 29 students through the middle school choice process.

Additional information regarding special programs and courses offered by the schools listed above are available in the online Middle School Directory:

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

The two new schools in Q231, I.S. 355 and I.S. 356, would replace the existing seats at I.S. 231. Current enrollment projections for the two new schools (440-460 each, 890-910 in total) are based on current sixth grade enrollment, which decreased from last year. If, as the DOE anticipates, the percentage of zoned students attending school in Building Q231 increases in the coming years in the two new, small schools (whose characteristics will be influenced by community input and based on community needs and demand), have the capacity to serve these students. Increased enrollment would not impact or be impacted by the ALC.

<sup>13</sup> Current enrollment figures are based on the November 1, 2010 unaudited register on ATS.

<sup>14</sup> Limited unscreened admissions give priority to students who have attended an information session.

<sup>15</sup> The Middle School Choice Process is a process run by OSE through which students can apply to unzoned, choice middle schools.

## B. Schools

As of November 1, 2010, there were 945 students enrolled at I.S. 231. The school typically admits about 31% of those students as new sixth-grade students each fall. If this proposal is approved, I.S. 231 will phase out gradually, but seats lost as a result of that phase-out will be replaced as new schools phase in to Q231 to replace capacity.

The overall plan for Q231 includes the phase-out of I.S. 231 and the phase-ins of I.S. 355 and I.S. 356. The proposed creation and co-location of those new schools in Q231 are addressed in a separate EIS also posted on December 17, 2010. When those two schools complete their expansions and achieve full scale in the 2013-2014 school year, they are projected to collectively enroll 890-910 students. At that point, I.S. 231 would have completed its phase-out. The projected organizational utilization for the two schools combined at that point is 79%. The building would also continue to house an ALC. Even if the ALC was at maximum enrollment, the total building utilization would only be 80%. Therefore, the building would have sufficient capacity to accommodate the full expansion of the two schools that would be located in Q231, as well as the ALC. The ALC is designed to serve a maximum of 80 students and on October 31, 2010 had 38 students enrolled.

If the proposals are approved, there would be sufficient space to serve I.S. 231, I.S. 355, I.S. 356 and the Alternative Learning Center students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while I.S. 231 phases out and while the other schools gradually phase in. Please visit the New York City Department of Education website to access the 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](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

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 classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. 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.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.<sup>16</sup> Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council, consisting of principals from all co-located schools, and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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<sup>16</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the 2009-2010 building walkthrough conducted by the Director of Space Planning, Q231 has 70 total rooms, including 51 full-size rooms, 11 half-size rooms and 3 quarter-size rooms. Q231 also has the following rooms, which will be shared by all schools during I.S. 231's phase-out and I.S. 355's and I.S. 356's phase-ins: a cafeteria, gymnasium (with partition), auditorium, bandroom and library, as well as a portion of a Joint Operated Playground run by the Parks Department.

At full scale, I.S. 355 would be allocated 16 full-size instructional classrooms, and I.S. 356 would be allocated 16 full-size instructional classrooms. The ALC will continue to be allocated 4 full-size instructional rooms, which would not change as a result of this proposal. This represents a total of 36 full-size classrooms when all schools are operating at full scale. There would be sufficient instructional space in Q231 for all schools to grow to scale, at which point the two new schools would have a collective utilization of 79%. While this figure does not include the ALC, there is sufficient space for all organizations at scale. As in other situations where other schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, gymnasium (with partition), auditorium, bandroom and library, as well as the Joint Operated Playground run by the Parks Department. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, in conjunction with the DOE Office of Space Planning.

Baseline Allocations of Full-Size Instructional Classrooms by Footprint:

School	2010-2011	2011-2012	2012-2013	2013-2014
I.S. 231	34	22	11	-
ALC	4	4	4	4
I.S. 355	-	6	11	16
I.S. 356	-	6	11	16

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms or as office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school's Footprint allocation, the DOE may allocate an additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or Self-Contained special education classrooms.

## C. Community

I.S. 231 was opened in 1963. It previously served students in grades seven and eight and only added sixth grade in the fall of 2008.

I.S. 231 has struggled for years to provide a high-quality education to its students. The DOE has offered considerable support to the school, but despite these efforts, I.S. 231's performance continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the I.S. 231 building will remain open but will offer new educational options that better support the learning needs of future students in District 29 and zoned to I.S. 231.

As noted elsewhere in this document, the 945 total middle school seats in District 29 eliminated by I.S. 231's phase-out and eventual closure would be recovered through the phase-in of new schools in the district. As a result, the proposal to phase out I.S. 231 is not expected to yield a net loss of zoned seats in Q231 or in District 29. Specifically, the DOE plans to phase in I.S. 355 and I.S. 356—to serve the same zone as I.S. 231 currently serves. If both this proposal and the proposals to create these two schools are approved, the 945 sixth through eighth grade seats eliminated by I.S. 231's phase-out and eventual closure will be recovered through the phase-ins of the two new zoned schools at Q231.

In 2009-2010, I.S. 231 had a utilization rate of 82%, and the building had a similar rate (due to the ALC, the exact building utilization rate listed in the Blue Book is not accurate. Please see footnotes 4 and 12). When I.S. 355 and I.S. 356 complete their phase-ins and achieve "full scale," the DOE projects the two schools will have a collective 79% utilization rate. As mentioned above, enrollment projections for the two schools are slightly lower than the current school size. This means that projected utilization is also slightly lower. This change is due to the recent decrease in sixth grade enrollment between the 2009-2010 and 2010-2011 school years. If demand for the schools in Building Q231 were to increase, the building and the two schools have capacity to serve these additional students.

In addition to the two schools to be co-located in Q231, one other new school serving students in grades 6-12 is currently in the process of being phased in in District 29.

School Name (DBN)	Address	Projected Enrollment in 2011-2012	Admissions Criteria
Eagle Academy for Young Men III <sup>17</sup>	132-55 Ridgedale Street Queens, NY	160-180	Limited Unscreened MS Choice Process <sup>18</sup>

The DOE estimates that Eagle Academy will add 245-265 middle school seats in Queens when it reaches a grade span of 6-8 in 2012-2013 (at full scale, the school will serve grades 6-12). The school added approximately 86 seats during the 2010-2011 school year and will add approximately 85 more in each of the two upcoming years.

The seats at Eagle Academy, in conjunction with the zoned seats at I.S. 355 and I.S. 356, will offset the 945 seats lost due to the phase-out of I.S. 231. This means that there will be more than enough new seats opened in September 2011 to replace the seats lost at I.S. 231 due to the phase-out proposal.

<sup>17</sup> The DOE recognizes that many community members in District 29 would like Eagle Academy to be re-sited to another location. The DOE has previously agreed to continue looking for an alternate location for the school, but has not found one for the 2011-2012 school year. As of this posting, Eagle Academy will continue to be located in District 29 for the 2011-2012 school year.

<sup>18</sup> The Middle School Choice Process is a process run by OSE through which students can apply to unzoned, choice middle schools. Limited unscreened admissions give priority to students who have attended an information session.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q231.

## IV. Enrollment, Admissions and School Performance Information

### I.S. 231

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8: Zoned</b>
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#### Enrollment Data

<b>Current Grades Served in 2010-2011</b>	6-8
<b>Current 2010-2011 Enrollment (11-1-2010)</b>	945
<b>Proposed Grades Served in 2011-2012</b>	7-8
<b>Projected 2011-2012 Enrollment</b>	610-630
<b>Proposed Grades Served in 2011-2012</b>	8
<b>Projected 2011-2012 Enrollment</b>	290-310

#### Demographic Data

<b>Percentage of Students Receiving Special Education Services<sup>19</sup></b>	11%
<b>Percentage of Students with an IEP<sup>20</sup></b>	17%
<b>Percentage English Language Learner Students<sup>21</sup></b>	4%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>22</sup></b>	78%

<sup>19</sup> Students with disabilities as percentage of Total students. Special Education count does not include SETSS or students receiving speech or language services.

<sup>20</sup> Students with Individualized Education Plans as percentage of total students from the 2009-2010 Audited Register

<sup>21</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register

<sup>22</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

## School Performance Data

I.S. 231 Magnetech 2000	2007-2008	2008-2009	2009-2010 <sup>23</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	D	C	D
Quality Review Score	P	P	P
<b>Performance Data<sup>24</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	44%	56%	25%
Math % Proficient (Levels 3 and 4)	46%	64%	21%
<b>Other Key Performance Indicators<sup>25</sup></b>			
Attendance Rate	90%	90%	92%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

## V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to I.S. 231 and will repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the I.S. 231 roster as the phase-out is implemented, the school is expected to receive approximately \$4,385 less 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 phase-out, the total number of students enrolled at I.S. 231 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 either case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is in line with 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 or incremental system costs. Potential additional costs to the system may occur, however,

<sup>23</sup> 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 a Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ scale scores on the tests remained largely unchanged relative to the prior year.

<sup>24</sup> Source: Progress Reports

<sup>25</sup> Source: Progress Reports

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 I.S. 231 with the new schools, I.S. 355 and I.S. 356.

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

### **A. Personnel Needs**

All teachers, administrative and non-pedagogical staff at I.S. 231 would be excessed over the course of the phase-out.<sup>26</sup> 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 United Federation of Teachers (UFT) contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving 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 and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in I.S. 231 will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools that have an impact on a school that is closing or phasing out, shall be required to hire up to 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.

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<sup>26</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

## **B. Cost of Instruction**

As a result of the phase out, the total number of students enrolled at I.S. 231 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 in line with 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, elementary schools received an additional \$2,031 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, I.S. 231 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. I.S. 231 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 Individualized Education Plans (IEPs). Even as I.S. 231 is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

## **C. Administration**

All school supervisor and/or administrator positions assigned to I.S. 231 would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

## **D. Transportation**

There would be no change to existing transportation practices at I.S. 231 throughout its phase-out. Transportation will be provided according to Chancellor’s Regulation A-801:  
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

## **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

<b>Type of Building</b>	Middle School
<b>Year Built</b>	1962
<b>Overall BCAS rating</b>	2.38
<b>Target Utilization</b>	76%
<b>Target Capacity</b>	1226
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$39,416.47 <b>Materials:</b> \$24,162.54 <b>Maintenance and repair contracts:</b> \$30,884.41 <b>Custodial operations costs—Materials:</b> \$11,486.40 <b>Custodial operations costs—Custodial Allocation:</b> \$351,748.92
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$133,727.00 <b>Gas:</b> \$89,714.00 <b>Oil:</b> N/A
<b>Projects completed during the current or prior school year</b>	PBX installation, FY08 Reso A Technology
<b>Projects proposed in the capital plan</b>	New / retrofit telephone / intercom systems
<b>Accessibility of the building</b>	Building is not functionally programmatic accessible
<b>Building attributes</b>	Art room, Auditorium, Cafeteria, Computer room (CR's), Gymnasium, Library, Multi-purpose room & Science Lab (CR's)