EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Truncation of I.S. 392 (23K392) to a 6-8 school in 2013-2014

I. Summary of Proposal

I.S. 392 (23K392, "I.S. 392") is an existing district middle school located in building K356 ("K356"), at 104 Sutter Avenue, Brooklyn, NY 11212, in Community School District 23. It currently serves students in fifth through eighth grades. I.S. 392 is currently co-located with P.S. 156 Waverly (23K156, "P.S. 156"), an existing zoned elementary school that currently serves students in kindergarten through fifth grades and offers a full-day pre-kindergarten program. 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.

The New York City Department of Education ("DOE") is proposing to implement a "grade truncation" at I.S. 392, meaning that the school would no longer offer the option to enroll fifth-grade students after the current 2012-2013 school year. Beginning in September 2013, I.S. 392 would only serve sixth through eighth-grade students. Although I.S. 392 was budgeted to serve 21 fifth graders during the 2012-2013 school year, no fifth graders actually chose to enroll at the school for the 2012-2013 school year.

Middle schools typically enroll students beginning in sixth grade, but I.S. 392 may enroll students starting in fifth grade. Currently, I.S. 392 is the only DOE-managed school in District 23 that serves an irregular grade span in the kindergarten through eighth grade span. Historically, the majority of I.S. 392's fifth-grade students articulated from P.S. 007 Abraham Lincoln (19K007, "P.S. 7") in District 19, where they were enrolled for fourth grade. At its meeting on February 9, 2012, the Panel for Educational Policy ("PEP") approved a proposal to expand P.S. 7 from a school that serves students in kindergarten through fourth grades to a school that serves students in kindergarten through fifth grades. P.S. 7 began enrolling fifth-grade students in the 2012-2013 school year. If I.S. 392's fifth grade is not truncated and historical enrollment patterns continue, the enrollment in any future I.S. 392 fifth grade class would be adversely affected by P.S. 7's expansion because P.S. 7's students will likely continue at P.S. 7 for fifth grade rather than enroll in I.S. 392 for fifth grade. Furthermore, because I.S. 392 is the only district school in District 23 that serves an irregular grade span in the kindergarten through eighth grade span, the enrollment in any future I.S. 392 fifth grade class would not likely be composed of District 23 students.

This proposed grade truncation will help standardize middle school entry grades in District 23. Additionally, having students start I.S. 392 through multiple entry grades (at both fifth and sixth grades) creates challenges for students and the school as a whole. Having students enter in multiple years is also challenging for teachers and leadership from an instructional perspective.

Changing I.S. 392's grade span from fifth through eighth grade to sixth through eighth grade will free up additional space that I.S. 392 could use to accommodate existing sixth-through eighth-grade students or to meet other needs (e.g., art room, resource center, etc.).

II. Proposed or Potential Use of Building

If this proposal is approved, the grade spans served by each of the co-located schools in K356 will be as follows:

		Grade Spans	
DBN	**School Name**	**2012-2013**	**2013-2014**
23K392	I.S. 392	5-8	6-8
23K156	P.S. 156	K-5	K-5

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the "Blue Book"), K356 has a target capacity of 1,094 students. In the 2012-2013 school year, I.S. 392 is projected to serve 301 students in fifth through eighth grades. As previously mentioned, I.S. 392 was budgeted to serve 21 fifth graders during the 2012-2013 school year, but changes in enrollment patterns at other schools resulted in fifth graders not enrolling at I.S. 392 for the 2012-2013 school year. P.S. 156 is projected to serve 771 students in kindergarten through fifth grade and 36 students in pre-kindergarten, yielding a combined projected enrollment for building K356 of 1,108 students[1] and an estimated building utilization rate of 101%.[2]

If this proposal is approved, and fifth-grade students are no longer given the option to enroll at I.S. 392 in 2013-2014, I.S. 392 is projected to serve approximately 290-320 students and P.S. 156 is projected to serve approximately 796-856 students in pre-kindergarten through fifth grade, yielding an estimated building utilization rate of 99%-107%.[3] Due to I.S. 392's increased demand in the community in its other grades, I.S. 392's enrollment is projected to remain stable after the truncation, despite the elimination of the fifth-grade class. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.

DBN	**School Name**	**2012-2013 Projected Enrollment**	**2013-2014 Projected Enrollment**
23K392	I.S. 392	301	290 - 320
23K156	P.S. 156	807	796 - 856
Total Building Enrollment		1,108	1,086 – 1,176
Utilization		101%	99% - 107%

As described in more detail in 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

[1] Based on the 2012-2013 budgeted projections.

[2] All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book and enrollment data from the 2012-2013 budgeted enrollment projections. 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 conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

[3] All projections referenced for 2012-2013 and beyond reflect the forward promotion of cohorts by grade using 2012-2013 budgeted projections as the base year.

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 goal 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 school year for which target capacity has been calculated for buildings is 2010-2011. 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, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for the 2012-2013 school year 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 administrative rooms are not assigned a capacity for high schools. 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 a 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 goal 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.

At this time, the DOE has no proposed additional uses for the building after the grade truncation takes place. As stated earlier, if this proposal is approved, the additional space made available by truncating I.S. 392's fifth grade could be used to provide additional classroom seats to sixth through eighth grade students or to meet other needs (e.g., art room, resource center, new or expanded programs for I.S. 392 students, etc.).

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

A. Students

The proposed grade truncation of I.S. 392 is not expected to impact current or future student enrollment or instructional programming at I.S. 392 or P.S. 156.

Impact on Academic, Extracurricular Programs, and Community Partnerships at I.S. 392

I.S. 392 currently offers self-contained ("SC") special education classes and Special Education Teacher Support Services ("SETSS"). I.S. 392 also has an English as a Second Language ("ESL") program for English Language Learner ("ELL") students. If this proposal is approved, SC classes and SETSS will continue to be provided and students with disabilities will continue to receive all mandated services in accordance with their Individualized Educational Programs ("IEPs"). ELL students at I.S. 392 will also continue to receive mandated services.

I.S. 392 offers several special programs, including ballroom dancing, visual arts, African dance, steel pan, ceramics, photography, African drumming, basketball, and a male student leadership program. The DOE does not anticipate that this proposal will impact I.S. 392's ability to continue to offer these special programs, subject to demand, resources, and availability.

I.S. 392 currently offers several extracurricular activities. These include an annual Olympics, Career Day, and talent show, school dances, a walk-a-thon, Mouse Squad, math pep rally, spelling bee, drama productions, crafts club, steppers club, art club, chess club, math club, technology club, poetry club, dance

club, violin, service learning club, track and field, flag rugby, football, floor hockey, developmental basketball , tennis, pottery, dance, photography, drumming, steel pan through the 21st Century After-School Program, and boys' mentoring through Boys2Men. This proposal is not expected to impact I.S. 392's ability to continue to offer these extracurricular activities, subject to demand, resources, and availability.

I.S. 392 currently has partnerships with Community Works, Pure Elements, Legal Lives, Teacher Center, Dancing Classrooms, Leadership Program, Teachers and Writers Collaborative, Learning Leaders, New York University, Brooklyn College, and 21st Century After-School Program. This proposal is not expected to impact the continuation of these partnerships.

The DOE does not anticipate that this proposal will impact I.S. 392's extracurricular activities and believes that I.S. 392 could continue to offer these extracurricular programs and sports based on student interests, available resources, and staff support for those programs. Students will continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Admissions Impact on Current I.S. 392 Students

As stated above, I.S. 392 was budgeted to enroll 21 fifth grade students during the 2012-2013 school year, but no fifth-grade students enrolled at the school for the 2012-2013 school year. Accordingly, this proposal will not have any enrollment impact on current I.S. 392 fifth graders.

Admissions Impact for Future Middle School Students

I.S. 392 currently admits fifth- and sixth-grade students through a school-based application. If this proposal is approved, I.S. 392 will continue to admit sixth-grade students through a school-based application process.

District 23 fifth-grade students who meet promotional standards are eligible to apply to the following District 23 middle school options:

- Choice middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle school;
- K-8 schools with an unscreened admissions method that have available seats for middle school students;
- 6-12 school with a limited unscreened method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

Students may also choose to apply to a number of schools that manage their own admissions process. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

In addition to the school-based application, I.S. 392 admits students through the over-the-counter ("OTC") admissions process and would continue to do so if this proposal is approved. 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 New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;

- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);[4] or
- Students who did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school needs an OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on 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 school year.

Students with IEPs recommending placement in a community school are admitted to middle school in the same manner as their non-disabled peers. The DOE will support schools by 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 environment to the greatest extent appropriate consistent with their IEPs. Students with IEPs will continue to receive mandated services.

ELL students are admitted to middle schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The table below outlines the range of additional middle school options available to current District 23 fifth-grade students for sixth grade. Additional information regarding special programs and courses offered by the schools listed here is available in the Middle School Directory, which is updated yearly.[5]

DBN	School Name	Address	Grade Span 2012-2013	Grade Span at Scale
23K041	P.S. 041 Francis White	411 Thatford Avenue	K-8	K-8
23K073	P.S. 073 Thomas S. Boyland	251 Mcdougal Street	K-8	K-8
23K137	P.S./I.S. 137 Rachel Jean Mitchell	121 Saratoga Avenue	K-8	K-8
23K155	P.S./ I.S. 155 Nicholas Herkimer	1355 Herkimer Street	K-8	K-8
23K165	P.S. 165 Ida Posner	76 Lott Avenue	K-8	K-8
23K178	P.S. 178 Saint Clair Mckelway	2163 Dean Street	K-8	K-8
23K184	P.S. 184 Newport	273 Newport Street	K-8	K-8
23K284	P.S. 284 Lew Wallace	213 Osborn Street	K-8	K-8
23K323	P.S./I.S. 323	210 Chester Street	K-8	K-8
23K327	P.S. 327 Dr. Rose B. English	111 Bristol Street	K-8	K-8
23K363	Brownsville Collaborative Middle School	85 Watkins Street	6	6-8
23K518	Kappa V	985 Rockaway Avenue	6-8	6-8
23K522	Mott Hall IV	1137 Herkimer Street	6-8	6-8
23K634	General D. Chappie James Middle School of Science	76 Riverdale Avenue	6-8	6-8
23K644	Eagle Academy for Young Men II	1137 Herkimer Street	6-10	6-12
23K671	Mott Hall Bridges Middle School	210 Chester Street	6-8	6-8
23K697	Teachers Preparatory High School	226 Bristol Street	6-12	6-12

[4] As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school within one calendar year following 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. Chancellor's Regulation A-101 can be accessed at: http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf.

[5] http://schools.nyc.gov/ChoicesEnrollment/Middle

In addition, the table below lists charter schools currently located in District 23 that admit students through the charter school lottery application process, providing a preference for District 23 students.[6] All students in District 23 will continue to have the opportunity to participate in the respective charter lotteries.

District Charter Options

DBN	School Name	Grade Span 2012-2013	Grade Span at Scale	Projected Enrollment 2012-2013[7]
84K710	Brownsville Collegiate Charter School	5-9	5-9	285
84K711	Leadership Prep Brownsville Charter School	K-4	K-8	351
84K737	Brownsville Ascend Charter School	K-4	K-12	541
84K775	Leadership Prep Ocean Hill Charter School	K-3	K-8	320
84K777	Ocean Hill Collegiate Charter School	5-7	5-12	201

In some cases, charter schools offer programs comparable to those currently offered at I.S. 392. Detailed information about charter schools will be published annually and will be available in print or on the DOE's Web site here: http://schools.nyc.gov/community/planning/charters/For+Parents.

[6] 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 Web site: http://schools.nyc.gov/community/planning/charters/For+Parents.
[7] Based on 2012-2013 Budget Register Projections

Impact on Students Currently Attending P.S. 156

P.S. 156 currently serves students in kindergarten through fifth grades and offers a full-day pre-kindergarten program. If this proposal is approved, it will continue to serve kindergarten through fifth grade students. It will continue to offer a pre-kindergarten program subject to funding and demand.

P.S. 156 currently offers Integrated Co-Teaching ("ICT") classes, SC special education classes, and SETSS. P.S. 156 also has an ESL program for ELL students. ICT and SC classes and SETSS will continue to be provided, and students with disabilities will continue to receive all mandated services in accordance with their IEPs. ELL students at P.S. 156 will also continue to receive mandated services.

P.S. 156 currently offers the following special programs: visual arts, African drumming, violin, steel pan, ceramics, basketball, extended day, parent workshops, knitting, Come Read with Me, and Target Reading Nights. This proposal is not expected to impact P.S. 156's ability to continue to offer these special programs.

P.S. 156 currently offers the following extracurricular activities: drumming, visual arts, ceramics, karate, and Wii fit program. This proposal is not expected to impact P.S. 156's ability to continue to offer these extracurricular activities.

P.S. 156 has partnerships with the following organizations: Legal Lives, Community Works, Pure Elements, NYC Learning Leaders, Food Bank NYC, and Leadership Program. This proposal is not expected to impact the continuation of these partnerships.

The DOE does not anticipate that this proposal will impact P.S. 156's extracurricular activities and believes that P.S. 156 could continue to offer these extracurricular programs and sports based on student interests, available resources, and staff support for those programs. Students will continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

Admissions Impact for Future Elementary School Students

The proposal to truncate fifth grade at I.S. 392 is not expected to impact the admissions process at P.S. 156. P.S. 156 will continue to give priority to students who live in its zone, as it has in the past and in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm.

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

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

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

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

d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
e. Students other than those in (c) above who are residents of that district;
f. Students without siblings in the school who are residents of another district.

Students with IEPs (with the exception of those recommended for a District 75 or a non-public school placement) will follow the same process as their non-disabled peers. The DOE will support schools by 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 environment to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at their zoned elementary school.

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

Future Pre-kindergarten Students

This proposal is not anticipated to impact P.S. 156's full-day pre-kindergarten program. As with all pre-kindergarten programs, the continuation of the program at P.S. 156 depends on continued funding availability and demand.

B. Schools

I.S. 392's projected enrollment in 2012-2013 is 301 fifth through eighth-grade students. As previously mentioned, I.S. 392 was budgeted to serve 21 fifth graders during the 2012-2013 school year, but no fifth graders enrolled at the school for the 2012-2103 school year due to changes in enrollment patterns at other schools. P.S. 156's projected 2012-2013 enrollment is 771 kindergarten through fifth-grade students and 36 pre-kindergarten students. If this proposal is approved, I.S. 392 will serve only students in sixth through eighth grades beginning in the 2013-2014 school year. Due to I.S. 392's increased demand in the community at its other grade levels, I.S. 392's enrollment is projected to remain stable after the truncation, despite the elimination of the option to enroll fifth-grade students.

If this proposal is approved, in 2013-2014, approximately 1,086-1,176 total students will be served in K356. The projected utilization rate for K356 at that point will be approximately 99%-107%. The estimated enrollment for both schools is show in Section IV, below.

This proposal is not expected to significantly impact P.S. 156's enrollment even though it is currently co-located with I.S. 392 because, historically, few of the students who enrolled in I.S. 392's fifth grade resided in P.S. 156's zone. Therefore, the truncation of I.S. 392's fifth grade should not significantly increase enrollment at P.S. 156's fifth grade.

In addition, this proposal is not expected to significantly impact P.S. 7's enrollment. Historically, the majority of students enrolling in I.S. 392's fifth grade attended P.S. 7 for fourth grade. However, as stated above, the PEP approved a proposal to expand P.S. 7 to serve students in kindergarten through fifth grade beginning in the 2012-2013 school year. Therefore, a significant number of P.S. 7's students who would have attended I.S. 392 for fifth grade in 2012-2013 are likely already remaining at P.S. 7 for fifth grade, thereby minimizing the impact of I.S. 392's proposed truncation in 2013-2014.

If the proposal is approved, there will continue to be sufficient space in K356 to serve I.S. 392 and P.S. 156 pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the DOE's Web site 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. A representative from the Office 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 school's representative or through a detailed desk survey of the building.

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 classroom for each general education or Integrated Co-Teaching 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 cluster or specialty classrooms 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.

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 space remaining beyond the baseline shall be allocated equitably among any co-located schools. 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.

There are no other proposed uses or plans for K356.

C. Community

I.S. 392's grade truncation would eliminate a capacity of approximately 114[8] fifth-grade seats in District 23.

This proposal serves the needs of the I.S. 392 community because:

- Truncating the fifth-grade class at I.S. 392 will align the school's grade span with all other district middle schools in District 23. I.S. 392 is the only DOE-managed middle school with an irregular grade span, with the exception of schools currently phasing in grades.

- Creating a single entry grade helps schools build and foster stronger school communities.

- There is sufficient capacity in District 23 without I.S. 392's fifth grade:
    - Approximately 1,084 fifth-grade students are projected to need seats in District 23 in the 2013-2014 school year.[9]
    - There are currently 1,644 fifth-grade seats available across the district, yielding a projected excess capacity of 560 fifth-grade seats during the 2012-2013 school year.[10]
    - If this proposal is approved, I.S. 392's 114-seat fifth grade capacity would be eliminated, bringing District 23 fifth grade capacity down to 1,530.[11] This means that, even if I.S.

[8] Although I.S. 392 has the capacity to serve 114 fifth-grade students, they historically enroll 15-25 fifth-grade students.
[9] Based on fourth-grade 2012-2013 budgeted enrollment projections
[10] The fifth grade seat capacity is derived by multiplying the weighted fifth grade projected enrollment (%) by the 2010-2011 Blue Book organization capacity.
[11] I.S. 392's truncation will go into effect for the 2013-2014 school year and therefore its fifth grade capacity is excluded from the projected capacity figures.

392's fifth grade seats are eliminated, District 23 elementary schools will still be able to serve the 1,084 fifth grade students projected to need seats for the 2013-2014 school year.

- Therefore, even after excluding the seats that would have been offered at I.S. 392, there is still an excess of 446 fifth-grade seats in District 23 during the 2013-2014 school year.[12]

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K356.

IV. Enrollment, Admissions and School Performance Information

I.S. 392

Admissions Data

Current Admissions	**5-8:** School-based application
Admissions in 2013-2014 after Grade Reconfiguration	**6-8:** School-based application

Enrollment Data

	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (proj.)	21	107	96	77	301
2013-14 (proj.)	-	100-110	100-110	90-100	290-320

Demographic Data[13]

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with IEPs	5%
Percentage of ELL Students	1%
Percentage of Students Eligible for Free or Reduced Price Lunch	45%

School Performance Data

I.S. 392	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	A
Progress Report Progress Grade	A	B	A
Progress Report Performance Grade	A	B	A
Progress Report Environment Grade	B	B	B

[12] Based on fourth grade 2012-2013 budgeted enrollment projections
[13] All figures are as a percentage of total students from the 2011-2012 audited register.

Quality Review Score[14]	N/A[15]	N/A	N/A
Performance Data[16]			
English Language Arts % Proficient (Levels 3 and 4)	99%	86%	88%
Math % Proficient (Levels 3 and 4)	100%	94%	96%
Other Key Performance Indicators			
Attendance Rate	96.2%	96.1%	95.5%
2010-2011 State Accountability Status[17]	In Good Standing		

P.S. 156

Admissions Data

Current Admissions	**Pre-kindergarten**: Standard universal pre-kindergarten admissions process **K-5**: Zoned
Admissions in 2013-2014 after Grade Reconfiguration	**Pre-kindergarten**: Standard universal pre-kindergarten admissions process **K-5**: Zoned

Enrollment Data

	PK[18]	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (proj.)	36	115	132	135	144	123	122	807
2013-14 (proj.)	36	110-120	135-145	125-135	130-140	140-150	120-130	796-856

Demographic Data

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with IEPs	12%
Percentage of ELL Students	4%
Percentage of Students Eligible for Free or Reduced Price Lunch	79%

[14] Quality Reviews rate school on the following four-point scale: "Underdeveloped" or "U" (the lowest possible rating), "Developing" or "D," "Proficient" or "P," and "Well Developed" or "WD" (the highest possible rating). For more information about Quality Reviews, please visit the DOE's Web site at: http://schools.nyc.gov/Accountability/tools/review.
[15] Not all schools receive a Quality Review every year.
[16] 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 Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City's students' raw scores on the tests remained largely unchanged relative to the prior year.
[17] http://www.p12.nysed.gov/irs/accountability/
[18] Pre-kindergarten is a program that can be offered either half-day or full-day; the projection figures represent the full-day equivalency.

School Performance Data

P.S. 156	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	C
Progress Report Progress Grade	A	D	C
Progress Report Performance Grade	B	D	D
Progress Report Environment Grade	A	B	B
Quality Review Score	P	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	60%	33%	36%
Math % Proficient (Levels 3 and 4)	78%	39%	42%
Other Key Performance Indicators			
Attendance Rate	92.7%	91.3%	90.6%
2010-2011 State Accountability Status	In Good Standing		

V. Initial Impact on Budget and Cost of Instruction

Please refer to the Fair Student Funding Guide ("FSF") and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at I.S. 392. The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf. The FY13 School Allocation Memoranda is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact initial costs or allocations at I.S. 392 or P.S. 156 in building K356.

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

A. Personnel Needs

Because I.S. 392's projected enrollment is expected to remain stable after the truncation despite the elimination of the fifth-grade class, it is unlikely that the school's personnel needs will be impacted by this proposal. If, however, any current I.S. 392 staff positions have to be excessed due to the elimination of the fifth-grade class it 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. Most teachers working in grades one through six hold a "Common Branch" license, regardless of their students' age.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teachers who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school consistent with applicable contract provisions regarding teachers' seniority.

This proposal is not expected to impact the personnel needs at P.S. 156.

B. Administration

No change in school supervisory or administrator positions at P.S. 156 or I.S. 392 is expected as a result of the grade truncation at I.S. 392.

C. Transportation

There will be no change to existing transportation practices at I.S. 392 or P.S. 156 due to this proposal. Transportation will continue to be provided according to Chancellor's Regulation A-801: http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf.

D. Other Support Services

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

VII. Building Information

Building		K356
Type of Building		PS
Year Built		2002
Overall BCAS rating		1.73
2010-2011 Target Building Utilization		103%
2010-2011 Target Building Capacity		1094
FY 2011 Maintenance Costs	**Labor**	$0
	Materials	$0
	Maintenance and repair contracts	$1,648
	Service contracts	$0
	Custodial operations costs—Materials[19]	N/A
	Custodial operations costs—Custodial Allocation[20]	$699,601
FY 2012 Energy Costs	**Electric**	$284,991
	Gas	$83,897
	Oil	N/A
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		Functionally Fully Programmatically Accessible

[19] Custodial operations - material allocations costs reflect fiscal year 2012 data.
[20] Custodial operations - custodial allocations costs reflect fiscal year 2012 data.

Building attributes	Art Rooms, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab