

# **EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of I.S. 195 Roberto Clemente (05M195)**

## **I. Summary of Proposal**

I.S. 195 Roberto Clemente (05M195, “I.S. 195”) is an existing choice middle school serving students in grades six through eight located at 625 West 133 Street, Manhattan, 10027, in Community School District 5, in Building M195 (“M195”). It is currently co-located with KIPP Infinity Charter School (84M336, “KIPP Infinity”) in building M195. 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 phase-out and eventually close I.S. 195 based on its poor performance and the DOE’s assessment that the school lacks capacity to turn around quickly to better support student needs.

If this phase-out proposal were approved, I.S. 195 would no longer admit sixth-grade students after the conclusion of the 2010-2011 school year. One grade would be phased out each subsequent year. During the 2011-2012 school year, I.S. 195 would serve students in grades seven and eight. In 2012-2013, I.S. 195 would serve students in grade eight. The school would close after June 2013.<sup>1</sup>

I.S. 195 currently enrolls 400 students,<sup>2</sup> with 74 sixth grade, 126 seventh grade and 200 eighth grade students. KIPP Infinity currently enrolls 398 students in kindergarten and grades 5-8 in M195, and it also serves students in grades 9 through 12 in a separate location. KIPP Infinity will serve grades kindergarten through eight in M195 when at full scale.

In 2009-2010, M195 had a target building capacity to serve 1,386 students. In that year, the high school grades of both KIPP Infinity and KIPP S.T.A.R. (84M726, “KIPP S.T.A.R.”) were also co-located in the building, and the total combined enrollment was 1,038 students, yielding a building utilization of 75% of target capacity.<sup>3</sup> The number of students served in M195 decreased significantly this year: as of November 1, 2010, I.S. 195 and KIPP Infinity had a combined enrollment of 798 students, yielding a building utilization of 58% of target capacity. The decrease in enrollment and utilization was driven by the fact that KIPP Infinity and KIPP S.T.A.R.’s high school grades moved to the Mott Haven Educational Campus (Building X790) in the South Bronx for the 2010-11 school year. This means that M195 is currently “underutilized” and has extra space to accommodate additional students.

In a forthcoming Educational Impact Statement (“EIS”), the DOE intends to propose the co-location of a new school in M195, which would serve middle school students.

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<sup>1</sup> Students who do not meet promotional requirements during the phase out will continue to have access to appropriate courses to support their progress toward promotion at either I.S. 195 or at another school depending on the student’s grade level. More detail is provided in the Student Impact section.

<sup>2</sup> Current enrollment figures are based on the November 1, 2010 unaudited register on ATS and do include “Long Term Absences” (“LTAs”).

<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”). This report accounts for students who are LTAs. The building enrollment figures quoted do not include students who are Long Term Absences.

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

The DOE considers the phase-out option for schools which fall into one or more of three categories: (1) schools which received poor grades on their annual Progress Report; (2) schools which received a poor rating on their annual Quality Review; and (3) schools which 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>4</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. Quality Reviews involve experienced educators visiting 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, and those ratings are also released by the DOE.

I.S. 195 earned a D grade on its 2009-2010 Progress Report, including D grades in the School Environment, Student Performance and Student Progress sub-sections. This placed the school in the bottom 7% of schools citywide.

In addition, all schools identified by SED as PLA are considered for more intensive support or intervention, including the possibility of phase-out. In December 2010, SED identified 67 PLA schools across the State, including 43 in New York City. Schools are identified based upon their Grade 3-8 ELA and math test scores and graduation rates for high schools. In December 2010, the State identified I.S. 195 as a PLA school.

Based on its low Progress Report score, the DOE initiated a comprehensive review of I.S. 195 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. 195—is the action we must take to best serve students and the community. It will allow for new school options to develop in Building M195 that will provide the highest quality options to families.

### *Performance and School Environment at I.S. 195*

DOE evaluations indicate that I.S. 195 lacks the capacity to turn around quickly to better support student needs.

- In 2009-2010, only 13% of students were on grade level in English Language Arts (“ELA”), and only 17% were on grade level in math—putting I.S. 195 in the bottom 10% of middle schools citywide in ELA and in the bottom 6% in math.

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<sup>4</sup> Elementary schools with average math and ELA proficiency rates higher than the district average, 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.

- In 2009-2010, I.S. 195 ranked in the bottom 5% of all K-8 schools citywide in terms of learning growth in ELA and in the bottom 8% of K-8 schools citywide in terms of learning growth in math. If such poor performance continues, I.S. 195 students will fall even further behind their peers in other schools.
- While I.S. 195 scored well on the annual Progress Reports in 2007-2008 and 2008-2009, overall performance has been declining relative to other middle schools citywide. In ELA in 2007-2008, I.S. 195 performed better than 30% of middle schools, in 2008-2009 performance was better than only 22% of middle schools, and in 2009-2010 it was better than only 10% of middle schools citywide.
- I.S. 195's performance trend in math is similar: In 2007-2008 its students scored better than 29% of all middle schools Citywide, in 2008-2009 this declined to only 22%, and in 2009-2010 it declined again to only 6%.
- The school's attendance rate has been persistently low. The 2009-10 attendance rate was 88%, below the Citywide average of 92% for middle schools. This ranked I.S. 195 in the bottom 10% of middle schools Citywide for attendance that year. In both 2007-2008 and 2008-2009, I.S. 195's attendance rate was below 90% and ranked in the bottom 20% Citywide.
- Safety issues have been a concern at the school. On the 2009-2010 School Survey, more than one in three students—35%—reported feeling unsafe in the hallways, bathrooms, and locker rooms at I.S. 195. In addition, 74% of teachers reported that discipline and order are not maintained at the school.
- Parents and students are not satisfied with the learning environment at I.S. 195. Parents rated I.S. 195 in the bottom 10% of middle schools Citywide on the 2009-2010 School Survey. Parents and students gave I.S. 195 the lowest ratings among all middle schools within one mile of the school, and student and teacher ratings were in the bottom 20% of all middle schools Citywide.
- Demand for seats at I.S. 195 is low and declining. Between 2006-2007 and 2010-2011, the number of students enrolled at I.S. 195 fell by 499 students or 56%. Sixth grade enrollment between 2006-2007 and 2010-2011 decreased by 28%. This decline is partially driven by the fact that several District 5 elementary schools have converted to K-8 schools, which would reduce the total pool of families applying for middle schools in District 5. However, the presence of K-8s would not explain the fact that only 48 of the 204 students offered 6<sup>th</sup> grade seats at I.S. 195 through the Middle School Choice process in 2009-2010 actually enrolled at the school (additional students enrolled through the “Over-the-Counter” or “OTC” process<sup>5</sup>).
- I.S. 195 was rated “Proficient” on its most recent Quality Review in 2009-2010. Quality Reviews evaluate schools based on the way that they are organized to support student learning.<sup>6</sup> Proficient schools possess strengths and weaknesses. I.S. 195's 2009 Quality Review indicated improvements in several areas, but also cited a number of serious concerns. Specifically, the reviewer indicated that teacher feedback to students is not precise or constructive enough to enable students to take appropriate next steps. The report further indicated that there is little instructional differentiation and insufficient support for English Language Learners in many classrooms, despite a large ELL student population.

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<sup>5</sup> “Over-the-counter” (“OTC”) placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started.

<sup>6</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. 195 over the past three years.

I.S. 195 Roberto Clemente	2007-2008	2008-2009	2009-2010 <sup>7</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	D
Progress Report Performance Grade	B	A	D
Progress Report Progress Grade	B	B	D
Progress Report Environment Grade	B	C	D
Quality Review Score	WD	P	P
<b>Performance Data<sup>8</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	36%	50%	13%
Math % Proficient (Levels 3 and 4)	52%	61%	17%
<b>Other Key Performance Indicators<sup>9</sup></b>			
Attendance Rate	89.1%	89.1%	88.4%
<b>2010-2011 State Accountability Status</b>			
Restructuring (advanced) - Comprehensive			

*Overview of Past Strategic Improvement Efforts at I.S. 195*

I.S. 195 staff members and families have worked hard to improve the school. As detailed below, the DOE also offered considerable support to I.S. 195. Unfortunately, these efforts have not turned the school around.

Supports and school improvement strategies previously implemented at I.S. 195 include:

**Leadership Support:**

- Extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school, develop the school’s Comprehensive Education Plan and Language Allocation Plan, and create strategies to increase student achievement.
- Created opportunities for administrators to connect with colleagues in other schools to observe successful practices.
- Worked with school leaders to understand the results of the school’s Quality Review and what could be done to improve practices.

<sup>7</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 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 students’ raw scores on the tests remained largely unchanged relative to the prior year.

<sup>8</sup> Source: Progress Report

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

**Instructional Support:**

- Trained teachers on how to analyze student data and use it to make instructional decisions.
- Supported teacher teams in using data analyses to improve instruction for targeted student populations such as English Language Learners, students with disabilities, and students performing below grade level.
- Helped customize I.S. 195's science, math, and ELA curriculum to better meet students' needs. Worked with the school to develop a legal studies curriculum with one of the school's enrichment partners, the law firm of Latham & Watkins.
- Held monthly meetings with data specialists to help school staff collect and analyze data.
- Trained school leadership in establishing instructional walkthroughs and routine reviews of student work.

**Operational Support:**

- Provided guidance on implementing \$290,000 in grant funds: the school received a School In Need of Improvement grant from the New York State Education Department (NYSED) worth \$65,000 per year and a \$225,000 District In Need of Improvement grant, also from NYSED.
- Coached school staff on budgeting, human resources issues, teacher recruitment, building management, and other compliance issues.

**Student Support:**

- Hired attendance coordinators who call families and visit students' homes to improve student attendance. Provided staff training on how to identify attendance patterns.
- Facilitated after school partnerships with General Electric, Columbia Teacher's College, Latham & Watkins, and Beacon after school program
- Provided additional funding to enable I.S. 195 families to participate in Computers for Youth.

*Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the I.S. 195 community about strategies to better support students and improve outcomes at the school. The DOE also solicited community feedback via telephone and e-mail and created a dedicated website to provide information to the public: <http://schools.nyc.gov/community/planning/changes/manhattan/IS195>.

On October 28, 2010, District 5 Superintendent Gale Reeves held a meeting with the School Leadership Team and on October 29, 2010 with parents at the school to discuss what is and isn't working at I.S. 195 and how to work together to better serve students. Approximately 40 parents attended the parent meeting. While they expressed support for the school, they had concerns about several issues. Parents said:

- The school has a history of trouble with student discipline.
- The lack of parent involvement has hurt the school community.
- There is a lack of communication between the school and parents.
- There is a lack of respect shown among members of the school community.

The School Leadership Team expressed similar concerns. However, they also said they believe that staff members have been working to help the school make progress. Unfortunately, these improvement efforts have not moved I.S. 195 in the right direction.

The DOE believes there is not sufficient evidence that the school is poised to quickly turn around to better support students. This, coupled with the poor performance and low demand for seats at the school, led the DOE to conclude that the community would be better served by phasing out I.S. 195 and replacing it with a school that would better serve the students in the community. We do plan to incorporate community feedback as we continue to support current I.S. 195 students working toward promotion and as we develop plans to replace I.S. 195 with another school.

We 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

The building in which I.S. 195 is located, M195, has the capacity to serve 1,386 students. In 2009-2010—the most recent year for which audited enrollment data is available—the building served only 1,038 students, yielding a utilization rate of just 75% of target capacity.<sup>10</sup> As of November 1, 2010, M195 served 798 students, yielding a building utilization of 58% of target capacity.<sup>11</sup> The decrease in enrollment and utilization is driven by the fact that KIPP’s high school grades moved to the Mott Haven Educational Campus in the South Bronx (Building X790). This means that the building is “underutilized” and has extra space to accommodate additional students.

KIPP Infinity currently serves kindergarten and grades five through eight in building M195. KIPP Infinity’s current enrollment in M195 is 398 students.<sup>12</sup> KIPP Infinity is expanding its elementary school and will add one grade level per year until it serves grades kindergarten through eight in this location. At full scale, KIPP Infinity is projected to enroll 760-780 students in M195. This grade expansion proposal was approved by the PEP on February 24, 2010.

In a forthcoming EIS (which will be separately voted on by the PEP), the DOE intends to propose the co-location of a new school in M195 that would serve grades six through eight when fully phased in. If the proposal to co-locate this new school in M195 were approved, it would serve grade six in 2011-2012 with an enrollment of approximately 100-125 students. The new school would add one grade per year until it served grades six through eight. The new school would enroll approximately 300-375 students when it achieved full-scale and completed its expansion in the 2013-2014 school year.

Once the two schools have completed their expansions and I.S. 195 has completed its phase-out, there would be approximately 1,060 to 1,155 students served in the building, and building utilization would be approximately 76-83%. The DOE will consider what other type of program would best fit in the remaining space in the building and serve the community.

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<sup>10</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”). This report accounts for students who are “Long Term Absences”. The building enrollment figures quoted do not include students who are Long Term Absences.

<sup>11</sup> Current enrollment figures are based on the November 1, 2010 unaudited register on ATS and do include “Long Term Absences” (“LTAs”).

<sup>12</sup> Current enrollment figures are based on the November 1, 2010 unaudited register on ATS and do include “Long Term Absences” (“LTAs”).

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

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
<b>I.S. 195</b>					
Grades	6	7, 8	8	N/A	N/A
Projected Enrollment	400	200	74	0	0
<b>KIPP Infinity Charter School (84M336)</b>					
Grades	K, 5-8	K-1, 5-8	K-2, 5-8	K-3, 5-8	K-8
Projected Enrollment	398	481-501	574-594	667-687	760-780
<b>New Middle School</b>					
Grades	N/A	6	6, 7	6-8	6-8
Projected Enrollment	N/A	100-125	200-250	300-375	300-375
Total Enrollment	798	781-826	848-918	967-1,062	1,060-1,155

Please note that building capacity and utilization figures are not always a precise 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.

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

#### A. Students

##### *Enrollment Options for Current I.S. 195 Students*

- If this proposal is approved, I.S. 195 would no longer enroll sixth-grade students after the conclusion of the 2010-2011 school year.
- Current sixth, seventh, and eighth grade students would complete middle school at I.S. 195. Students who do not meet promotional requirements during the phase-out period would continue to have access to appropriate courses to support their progress toward promotion. For example, if a current sixth grader does not meet promotional standards to enter seventh grade in 2011-12, he or she may continue his or her enrollment at I.S. 195. The school may offer bridge classes which combine students from two different grade levels or other supports to students who do not meet promotional requirements.
- At the end of 2012-2013, there may be students who do not meet the promotional requirements to graduate from eighth grade. The DOE would arrange a new placement for eighth grade students who are not promoted to high school by June 2013.

*Impact on Academic and Extracurricular Offerings at I.S. 195*

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at I.S. 195. 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. 195 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 listed below. It is difficult to predict how those changes might be implemented as decisions would rest with school administrators and be made based on student demand as well as staff and budget conditions at the school.

I.S. 195 is a “screened” school. This means the school reviews attendance, punctuality, test scores and grades and ranks the candidates the school wishes to accept. I.S. 195 currently offers a Spanish Bilingual academic program and an English as a Second Language (“ESL”) program that serves recent immigrants. These programs are expected to continue throughout the course of the phase-out in order to meet the needs of remaining students.

With respect to student athletics and other extracurricular programs, I.S. 195 would continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. It is again 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. This is true 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 a new school would phase into the building, which would develop extracurricular activities based on student interest, community needs and school goals. It may be possible for I.S. 195 students to participate in these activities if mixed grade level participation is appropriate.

I.S. 195 currently offers Collaborative Team Teaching (“CTT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). The existing CTT, SC, and SETSS classes would continue to be provided as the school phases out and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”).

Among the SC classes, I.S. 195 offers a program for students who are cognitively impaired, primarily due to mental retardation (“MR”). This program will continue to be offered to at I.S. 195 through the phase-out period, and a comparable program will be offered to District 5 students and parents within either the new school proposed to phase into M195 or another District 5 middle school. Again, as mentioned above, these resources will continue to be provided to I.S. 195 students as the school phases out.

I.S. 195 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 student 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. 195 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. 195 students. DIIT will also explore the possibility of continuing the program, as appropriate, with the new school as it phases in, or some combination of these options. The DOE will work with the school and community to support this transition.

As a school identified as PLA, I.S. 195 is eligible for School Improvement funds to support the Turnaround model. In most cases schools undergoing a Turnaround model must replace the principal and at least 50%

of the staff. In New York State, the Turnaround model also allows for a school to be phased out and replaced by a new school over time.

If I.S. 195 was selected by the State to implement the Turnaround model, School Improvement funds for implementing its Turnaround plan would be shared between I.S. 195 and the proposed new middle school to be co-located in M195 and would be available to support programs at both schools that would actively advance students towards graduation (e.g. on-line credit recovery programs, additional youth development and guidance support to struggling students).

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.
- Facilitating partnerships with Community-based Organizations (“CBOs”) to support youth development initiatives at the school.

#### *Impact on Community Partnerships at I.S. 195*

I.S. 195 currently has partnerships with several community-based organizations:

**Teacher’s College/Columbia University** works with I.S. 195 on their STEM initiative (Science, Technology, Engineering, Math) to improve instruction and student achievement in these subjects. Columbia also provided reading and math buddies and provides individual and small group tutoring. This partnership is supported financially by General Electric.

**Per Scholas** donated computers for I.S. 195 families.

**Graham Windham** provided the Beacon program, but it is no longer at M195 as of this school year.

I.S. 195 also has had some corporate partnerships, including the Latham & Watkins law firm, which supports students who were interested in legal careers, and McKinsey & Company, which had worked with the school in the past on plans to improve school performance.

Social and emotional services are provided to I.S. 195 students through TurnAround, Harlem Hospital, Mount Sinai, Alianza Dominican, and City University.

Those partnerships would continue to support current students as I.S. 195 phases out, though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with I.S. 195 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. In addition, the DOE would work with other school organizations in the building to foster opportunities for them to work with the CBOs that have supported I.S. 195 students in the past. As appropriate, the DOE would work with the new school to introduce or enhance partnerships with the CBOs that currently support I.S. 195 students.

*Admissions Impact for Future Middle School Students*

I.S. 195 admits students through the District 5 middle school choice process. As of November 1, 2010, there were 74 sixth grade students enrolled at I.S. 195. Thus, if this proposed phase-out were approved, approximately 74 sixth grade seats in District 5 would be projected to be eliminated for next year. However, as noted above, in a separate proposal the DOE plans to introduce a new middle school into the M195 building which would add 100-125 sixth grade seats next year and 300-375 middle school seats over the course of the proposed phase-in. This new school would offset the projected loss of sixth grade and overall middle school seats at I.S. 195 and other District 5 schools proposed for phase-out or closure.<sup>13</sup> The new school is intended to serve the same student demographics that currently attend I.S. 195, although it will not have an academic screen.

In order to best anticipate the future needs of students, the DOE utilizes historical data to best predict the volume and demographic of students it will need to serve as a result of a phase-out decision. For the 2010-2011 school year, approximately 23 sixth-graders and 48 seventh- and eighth-grade students were admitted to I.S. 195 over-the-counter (“OTC”).

Over-the-counter placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of three categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101).<sup>14</sup>

When a middle school eligible student arrives for an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In District 5, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

All other students currently enrolled at I.S. 195 arrived through the District 5 Middle School Choice process which offers students the opportunity to apply to a range of middle schools within their district and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district’s Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

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<sup>13</sup> In separate EISs the DOE is proposing the closure of A.C.E and KAPPA II

<sup>14</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

The list below outlines capacity and utilization rates at District 5 middle schools, including public charter schools that give preference to District 5 students:

School	DBN	Address	Grades Served in 2010-2011	Building Utilization	2009-2010 Progress Report Grade	% SE	% ELL	Admissions Process	Site Accessibility
P.S./M.S. 46 Arthur Tappan	05M046	2987 Frederick Douglass Boulevard	PK, K-8	75%	C	7%	10%	Limited Unscreened <sup>15</sup>	Functionally Accessible
P.S./M.S. 123 Mahalia Jackson	05M123	301 West 140 Street	PK, K-8	89%	C	10%	17%	Limited Unscreened	Not Accessible
P.S./M.S. 129 John H. Finley	05M129	425 West 130 Street	PK, K-8	79%	B	9%	10%	Limited Unscreened	Not Accessible
P.S./M.S. 161 Pedro Albizu Campos	05M161	499 West 133 Street	K-8	102%	B	9%	36%	Limited Unscreened	Not Accessible
Renaissance Leadership Academy	05M286	509 West 129 Street	6-8	80%	C	8%	9%	Screened	Not Accessible
KAPPA IV	05M302	6 Edgecombe Avenue	6-8	84%	B	13%	8%	Screened	Not Accessible
Academy for Social Action: A College Board School	05M367	509 West 129 Street	6-12	133%	B	13%	9%	Screened	Not Accessible
The Urban Assembly Institute for New Technologies	05M410	509 West 129 Street	6, 7	30%	N/A	15%	7%	Limited Unscreened	Not Accessible
Wadleigh Secondary School for the Performing & Visual Arts	03M415	215 West 114 Street	6-12	62%	C	9%	6%	Screened	Functionally Accessible
Choir Academy of Harlem	05M469	2005 Madison Avenue	6-12	51%	C	7%	4%	Audition	Not Accessible
Frederick Douglass Academy	05M499	2581 Seventh Avenue	6-12	93%	C	6%	1%	Screened	Not Accessible
Thurgood Marshall Academy for Learning and Social Change	05M670	200 West 135 Street	6-12	84%	D	6%	2%	Screened	Functionally Accessible
Columbia Secondary School for Math, Science and Engineering	05M362	425 West 123 Street	6-9	106%	C	0%	0%	School-Based Application <sup>16</sup> – Screened	Partially Accessible
<b>Public Charter Schools in District 5</b>									
Democracy Prep Charter School	84M350	207 West 133 Street	6-10	294%*	A	0%	5%	Lottery	Not Accessible*
KIPP Infinity Charter School	84M336	625 West 133 Street	K, 5-10	120%	A	0%	9%	Lottery	Functionally Accessible
Democracy Prep Harlem Charter School	84M481	222 West 134 Street	6	81%	N/A	N/A	N/A	Lottery	Functionally Accessible
KIPP S.T.A.R. Charter School	84M726	433 West 123 Street	5-10	42%**	B	0	6%	Lottery	Partially Accessible

\* This school houses grades 8-10 at a different location; capacity at the other location, which is a private facility, is not included in the target capacity or utilization rate. This other location is fully accessible.

\*\* This school is sited in two separate locations. Capacity and enrollment in the two locations have been combined in this chart.

<sup>15</sup> Limited unscreened schools give preference to students who have attended an information session at the school or spoken with school staff at a middle school fair.

<sup>16</sup> Students apply directly to the school, rather than 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>.

Among these various options, it is the selection criteria that most impacts similarity of program. Limited unscreened schools are most similar to I.S. 195. Although I.S. 195 was a screened program, it accepted students at the lower range of academic achievement, who typically attend unscreened schools. Public charter school lotteries are also unscreened. Public charter schools typically admit most of their students at the initial entry grade. Most also fill seats made available in other grades that result from attrition.

If a student lists I.S. 195 on his or her middle school application, and this proposal is approved, I.S. 195 would be skipped in the middle school matching process, and the next highest ranked program on the student's application would take its place. Students are matched to the school they ranked the highest on their application that also ranked the student for admission.

Students with IEPs participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will develop a program to meet the students' needs. This process will apply to students with IEPs transitioning to middle school who might otherwise have attended I.S. 195, as well as to students attending the school or program that will replace I.S. 195, in the same manner as it applies to all other students.

I.S. 195 currently meets special education needs through SC classes, CTT classes, and SETTS. All District 5 middle schools provide SETTS services. This year, CTT and/or SC classes are available at the following other District 5 middle schools:

School	DBN	CTT students enrolled <sup>17</sup>	SC students enrolled <sup>12</sup>
P.S./M.S. 46 Arthur Tappan	05M046	10	11
P.S./M.S. 123 Mahalia Jackson	05M123	24	11
P.S./M.S. 129 John H. Finley	05M129	0	30
P.S./M.S. 161 Pedro Albizu Campos	05M161	36	18
Renaissance Leadership Academy	05M286	0	25
KAPPA IV	05M302	28	0
Academy for Social Action: A College Board School	05M367	27	0
The Urban Assembly Institute for New Technologies	05M410	9	21
Wadleigh Secondary School for the Performing & Visual Arts	03M415	0	14
Choir Academy of Harlem	05M469	0	18
Frederick Douglass Academy	05M499	7	36
Thurgood Marshall Academy for Learning and Social Change	05M670	0	0
Columbia Secondary School for Math, Science and Engineering	05M362	0	0
<b>Charter Schools in District 5</b>			
Democracy Prep Charter School	84M350	9	0
KIPP Infinity Charter School	84M336	0	0
Democracy Prep Harlem Charter School	84M481	10	0
KIPP S.T.A.R. Charter School	84M726	0	0
Total		160	184

Among the SC classes, I.S. 195 offers a program for students who are cognitively impaired, primarily due to mental retardation (MR). This program will continue to be offered to District 5 students and parents within either the new school proposed to phase into M195 or another District 5 middle school.

In accordance with DOE policy, ELLs participate in the middle school admissions processes in the same manner as their peers who are not ELLs. Information regarding the type(s) of ELL programs historically offered by the middle schools in District 5 can be found in the Middle School Directory: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Manhattan/default.htm>. Please note this directory is updated yearly. Students who are English Language Learners are placed according to the same placement criteria as their English-speaking peers and will receive appropriate services in any school to which they are placed, including any school which replaces I.S 195 in the M195 building.

P.S./I.S. 161 offers a Spanish Dual-Language program. This is the most comparable program to the program at I.S. 195. There is also an ESL class at I.S. 195 that currently serves primarily Arabic and

<sup>17</sup> Middle school grades only

French speaking students (specific languages change as immigration patterns shift). Students who would have received these services at I.S. 195 would instead receive ESL services at any District 5 school to which they are assigned via the middle school choice process.

M195 is a barrier-free building, which means that the building is fully accessible to physically handicapped individuals. As discussed above, the DOE intends to propose that a new middle school be phased in to the building to replace I.S. 195. This new school would also serve middle school grades in the M195 building for students requiring a barrier-free environment. In addition, there are two middle school choices in one other barrier-free building in District 5, the M030 building located at 144-176 East 128<sup>th</sup> Street.

Both this year and in previous years, I.S. 195 also admitted students at seventh and eighth grades. Students seeking admission to these grades apply at the Manhattan Enrollment Office located at 388 West 125<sup>th</sup> Street. Students are assigned to a school or provided with a referral based on student interest, parent priorities and seat availability. The student must meet the admission requirements for the school where he or she is assigned. Seat availability is based on a maximum class size for Title 1 middle schools of 30 students per class; District 5 is a Title 1 district.

## B. Schools

If this proposal were approved, I.S. 195 would phase out gradually, but seats lost as a result of that phase-out would be replaced by the new middle school which the DOE plans to propose for co-location in M195 and by the unused middle school capacity that currently exists in District 5.

In 2014-2015, when KIPP Infinity and the new middle school will complete their expansions and achieve “full scale,” KIPP Infinity is projected to enroll 760-780, and the new middle school is projected to enroll 300-375, for a combined total enrollment of 1,060-1,155 students. At that point, I.S. 195 would have completed its phase-out, and the projected utilization for M195 will be 76-83%. This means that the building has adequate capacity to accommodate an additional program or school. The DOE would evaluate the space and need in the community prior to determining the most appropriate use of this space.

If the proposal to phase-out I.S. 195 and the proposal to co-locate a new middle school in the M195 building were approved, there would be sufficient space to serve I.S. 195, the new middle school, and KIPP Infinity Charter School students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while I.S. 195 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>18</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.

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 a building walk-through conducted by the Director of Space Planning on December 13, 2010, M195 has 60 full-size rooms and 10 half-size rooms. In addition, there are designed administrative rooms equivalent to 7.5 full-size rooms, plus 45 small administrative spaces under 240 square feet, which can be used for resource rooms student or administrative services. M195 also has the following rooms, which would be shared by all schools during I.S. 195’s phase-out and the new middle school’s phase-in: a cafeteria, gymnasium, auditorium, and a library. The proposed creation and co-location of the new middle school in M195 will be addressed in a separate EIS.

There would be sufficient instructional space in M195 for all schools to grow to scale and to accommodate an additional program or school organization in the future. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council in conjunction with the DOE Office of Space Planning. Given the large number of resource and administrative spaces in the building, the chart below focuses on the potential allocation of full-size classrooms. I.S. 195 would continue to have room in excess of the baseline allocation throughout the phase-out period.

School	2010-11		2011-12		2012-13	
	Baseline Allocation	Actual Allocation	Baseline Allocation	Potential Allocation	Baseline Allocation	Potential Allocation
I.S. 195	19	34	11	25	4	10
New middle school	N/A	N/A	5	10	9	20
KIPP Infinity Charter School	16	25	21	25	25	30
Total	35	59	37	60	34	60
Building Total		60*		60		60

\*one room currently not allocated due to facilities issues

<sup>18</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.

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 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. 195 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. Under this proposal, the M195 building will remain open but will offer a new educational option that better supports the learning needs of future students in District 5.

This year, in addition to I.S. 195, the DOE is proposing to phase-out two other District 5 middle schools: Knowledge and Power Preparatory Academy II (05M317, "KAPPA II") and Academy of Collaborative Education (05M344, "A.C.E."). Both KAPPA II and A.C.E. were proposed for phase-out and were approved in January 2010 by the PEP, but a lawsuit prevented the DOE from implementing these plans. Based on the November 1, 2010 enrollment register, IS 195, KAPPA II and A.C.E. are serving a combined total of 100 new 6th grade students.<sup>19</sup>

In a forthcoming EIS, the DOE intends to introduce a new middle school into the M195 building which would add 100-125 sixth grade seats next year and 300-375 middle school seats over the course of the proposed phase-in. This new school alone will almost entirely offset the projected loss of District 5 middle school grade seats. Increasing enrollment in other District 5 schools will also help meet the needs of the community

Additionally:

- Excluding the seats currently available at I.S. 195 or other District 5 middle schools proposed for phase-out or closure, there are 4,632 total sixth through eighth grade seats in District 5, including District and public charter schools.
- In 2009-2010, there were only 3,471 sixth through eighth grade students enrolled in District 5 schools, including those at A.C.E., KAPPA II and I.S. 195. This means that there is extra space in existing District 5 schools in the sixth through eighth grade after the proposed closure of A.C.E., KAPPA II, and I.S. 195.
- There are currently 1,371 fifth grade students enrolled in District 5 elementary and public charter schools. Including new school capacity expected to open in September 2011, there are projected to be approximately 1,644 sixth grade seats for District 5 students in 2011-2012, yielding a potential sixth grade utilization rate of 83%.
- The DOE will propose a new middle school to open in M195 for September 2011, with a capacity of approximately 100-125 students per grade and 300-375 students overall. This capacity is included in the projected capacity above.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M195.

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<sup>19</sup> Current enrollment figures are based on the November 1, 2010 unaudited register on ATS and do include "Long Term Absences" ("LTAs").

## IV. Enrollment, Admissions and School Performance Information

### I.S. 195

#### Admissions Data

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

<b>Current Grades Served</b>	6-8
<b>Enrollment (as of November 1, 2010)</b>	400
<b>Grades Served 2011-2012</b>	7, 8
<b>Projected 2011-2012 Enrollment:</b>	200
<b>Grades Served 2012-2013</b>	8
<b>Projected Enrollment 2012-2013</b>	74
<b>Grades Served 2013-2014</b>	N/A
<b>Projected Enrollment 2013-2014</b>	N/A

#### Demographic Data

<b>Percentage of Students Receiving CTT or SC Services<sup>20</sup></b>	16%
<b>Percentage of Students with an Individual Education Plan<sup>21</sup></b>	23%
<b>Percentage English Language Learner Students<sup>22</sup></b>	22%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>23</sup></b>	88.8%

<sup>20</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register

<sup>21</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register

<sup>22</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register

<sup>23</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. 195 Roberto Clemente	2007-2008	2008-2009	2009-2010 <sup>24</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	D
Progress Report Performance Grade	B	A	D
Progress Report Progress Grade	B	B	D
Progress Report Environment Grade	B	C	D
Quality Review Score	WD	P	P
<b>Performance Data<sup>25</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	36%	50%	13%
Math % Proficient (Levels 3 and 4)	52%	61%	17%
<b>Other Key Performance Indicators<sup>26</sup></b>			
Attendance Rate	89.1%	89.1%	88.4%
<b>2010-2011 State Accountability Status</b>			
Restructuring (advanced) - Comprehensive			

<sup>24</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 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>25</sup> Source: Progress Report

<sup>26</sup> Source: Progress Report

**KIPP Infinity**

**Admissions Data**

<b>Current Admissions</b>	<b>Grades K, 5-10: Lottery</b>
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**Enrollment Data**

<b>Current Grades Served<sup>27</sup></b>	K, 5-8
<b>Current Enrollment (as of November 1, 2010)</b>	398
<b>2011-2012 Grades</b>	K-1, 5-8
<b>Projected 2011-2012 Enrollment:</b>	481-501
<b>2012-2013 Grades</b>	K-2, 5-8
<b>Projected 2012-2013 Enrollment:</b>	574-594
<b>2013-2014 Grades</b>	K-3, 5-8
<b>Projected 2013-2014 Enrollment:</b>	667-687
<b>2014-2015 Grades</b>	K-8
<b>Projected 2014-2015 Enrollment:</b>	760-780

**Demographic Data**

<b>Percentage of Students Receiving CTT or SC Services<sup>28</sup></b>	0%
<b>Percentage of Students with an Individual Education Plan<sup>29</sup></b>	14%
<b>Percentage English Language Learner Students<sup>30</sup></b>	9%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>31</sup></b>	90%

<sup>27</sup> In Building M195

<sup>28</sup> Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register

<sup>29</sup> Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register

<sup>30</sup> English Language Learner students as percentage of total students from the 2009-2010 Audited Register

<sup>31</sup> Charter Schools are not included in the School Allocation Memorandum put forth by the DOE. This percentage representing students qualifying for Free or Reduced Price Lunch according to the November 1, 2010 unaudited register on ATS. Please also note that depending on the fidelity with which records were kept by the school on November 1, 2010, the school itself may report a different, more current number.

**School Performance Data**

<b>KIPP Infinity Charter School</b>	2007-2008	2008-2009	2009-2010 <sup>32</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	A
Performance Grade	A	A	A
Progress Grade	A	A	A
Environment Grade	A	A	A
Quality Review Score			
<b>Performance Data<sup>33</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	86%	88%	52%
Math % Proficient (Levels 3 and 4)	99%	99%	85%
<b>Other Key Performance Indicators<sup>34</sup></b>			
Attendance Rate	97%	97%	97%
<b>2010-2011 State Accountability Status</b>			
In Good Standing			

**V. Initial Costs and Savings**

Once the phase-out is fully implemented, the DOE would cease to allocate funds to I.S. 195 and 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. 195 roster as the phase out is implemented, the school is expected to receive approximately \$4,384.81 less per pupil funding annually for elementary grade 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. 195 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

<sup>32</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 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>33</sup> Source: Progress Report

<sup>34</sup> Source: Progress Report

school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net or incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of I.S. 195 with the new school.

## 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. 195 would be excessed over the course of the phase-out.<sup>35</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. 195 would 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 hiring 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>22</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. 195 would decline each year, meaning that the school would need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per-pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, middle schools received an additional \$2031.00 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, I.S. 195 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. 195 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 Individual Education Plans (“IEPs”). Even as I.S. 195 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. 195 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. 195 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>	I.S.
<b>Year Built</b>	1975
<b>Overall BCAS rating</b>	2.84
<b>Target Utilization</b>	75%
<b>Target Capacity</b>	1,386
<b>FY 2009 Maintenance Costs</b>	<b>Labor:</b> \$36,423.17 <b>Materials:</b> \$30,720.50 <b>Maintenance and repair contracts:</b> \$81,029.34 <b>Custodial operations costs—Materials:</b> \$11,127.45 <b>Custodial operations costs—Custodial Allocation:</b> \$330,898.16
<b>FY 2009 Energy Costs</b>	<b>Electric:</b> \$229,984.00 <b>Gas:</b> \$1,525.00 <b>Oil:</b> \$93,468.00
<b>Projects completed during the current or prior school year</b>	PLANYC Boiler conversion/Climate control, CTF room conversion, Science demo room upgrade, Paved areas blacktop
<b>Projects proposed in the capital plan</b>	Educational Enhancements-science lab upgrades, building upgrade- boiler conversion, climate control and system replacements- paved area-blacktop, site: drainage system for asphalt
<b>Accessibility of the building</b>	Fully Programmatic Accessible
<b>Building attributes</b>	Auditorium, Cafeteria, Computer room, Gymnasium, Library, & Science Lab (CR's)