

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Grade Truncation of P.S. 174 William Sidney Mount (28Q174) to a K-5 School in 2013-2014**

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

P.S. 174 William Sidney Mount (28Q174, “P.S. 174”) is an existing zoned elementary school located in buildings Q174 and Transportable Classroom Unit (“TCU”, also commonly known as a “trailer”) Q935, at 65-10 Dieterle Crescent, Rego Park, NY 11374, in Community School District 28. It currently serves students in kindergarten through sixth grade and offers a pre-kindergarten program. P.S. 174 is currently the only school located in buildings Q174 and TCU Q935.

This is a proposal to implement a “grade truncation,” meaning that the school would no longer offer the option to enroll sixth grade students after the current 2012-2013 school year. Beginning in September 2013, P.S. 174 would only serve students in kindergarten through fifth grade and would continue to offer a pre-kindergarten program (subject to funding and demand). If this proposal is approved, at the close of the 2012-2013 school year, all fifth grade students who meet promotional standards from P.S. 174 would enter middle school as sixth graders. During the 2011-2012 school year, the majority of fifth grade students at P.S. 174 opted to participate in the Middle School Choice Process, as described in Section III below. All of the remaining students who initially chose to stay at P.S. 174 for the 2012-2013 school year later opted to attend District 28 middle schools for the sixth grade. As a result, in September 2012 there were no remaining sixth graders at P.S. 174.

Students in District 28 apply to middle school using the “Middle School Choice” process. Middle School Choice is discussed below in Section III. Under Middle School Choice, zoned students still have priority for admission to the zoned school for the zone in which they reside. However, students are also eligible to attend a zoned school outside of the zone in which they reside, to the extent that space is available after students residing within the zone in which the school is located have been admitted. Students are also eligible to attend choice schools.

Currently, fifth grade students attending P.S. 174 who are zoned to J.H.S. 190 Russell Sage (28Q190, “J.H.S. 190”) are given priority to J.H.S. 190. Similarly, students attending P.S. 174 who are zoned to other District 28 middle schools are given priority to their respective zoned middle school. P.S. 174 students may also apply to other middle schools within District 28 through the Middle School Choice process, or they may apply to the borough or Citywide options that are available to District 28 students through the choice process. This will all continue to be true if this proposal is approved.

The New York City Department of Education (“DOE”) strives to ensure that all students in New York City have access to high-quality schools at every stage of their education. The proposed grade truncation offers benefits to the students currently in fifth grade at P.S. 174.

Middle schools typically enroll students beginning in sixth grade, and P.S. 174 students already have had the option to apply to middle school as fifth graders. For the 2012-2013 school year, there are no remaining sixth graders enrolled at P.S. 174. However, as discussed in Section III below, if P.S. 174 continues to offer the option of remaining for sixth grade, the students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh grade seats. In particular, there are several choice middle schools in District 28 that rarely have open seventh grade seats because seats become available only if sixth-grade students leave the school. As a result, students who would remain at P.S. 174 through sixth grade, if this proposal is not implemented, would have fewer opportunities to enter those

choice middle schools than their peers who start middle school a year earlier.<sup>1</sup>

As discussed in Section III below, this proposed grade truncation will provide P.S. 174 students access to the same range of middle school options as their peers throughout District 28. In addition, it addresses problems that exist for middle school students and the middle school as a whole when students start middle school through multiple entry grades (sixth and seventh).

Further, as discussed in Section III below, the proposal addresses some disadvantages that students may be experiencing while they remain at P.S. 174 for sixth grade after their grade size has been reduced by the number of students who exercised the option to enter middle school in sixth grade. Also, as discussed in Section III below, by entering middle school in sixth grade rather than in seventh grade, students at P.S. 174 will have more opportunities to take advantage of the enriching, high-school preparatory experiences offered at middle schools.

Finally, as discussed in Section II below, changing P.S. 174's grade span from K-6 to K-5 would reduce the school's enrollment by approximately 29 seats, freeing up additional space that P.S. 174 could use to accommodate additional lower-grade students or to meet other instructional and programming needs.<sup>2</sup> P.S. 174 is also overcrowded, and truncating P.S. 174's sixth grade will reduce the building's utilization rate and alleviate overcrowding.

## II. Proposed or Potential Use of Building

The buildings in which P.S. 174 is located, Q174 and Q935, have the capacity to serve 521 students.<sup>3</sup> In 2011-2012, they served 589<sup>4</sup> students in kindergarten through sixth grade and 32 students in 2 half-day pre-kindergarten programs, which yields a total estimated building utilization rate of 116%.<sup>5</sup> In 2012-2013, the current school year, P.S. 174 is projected to serve a total of 612 students,<sup>6</sup> yielding a building utilization rate of 117%. If this proposal is approved and fifth graders are no longer given the option of staying for sixth grade at P.S. 174 in 2013-2014, P.S. 174 would serve approximately 568-628 students in kindergarten through fifth grade and pre-kindergarten, which would yield an estimated building utilization rate of 109-121%. The concept of "utilization rate", is discussed below. Changing P.S. 174's grade span from K-6 to K-5 would reduce the school's enrollment by approximately 29 students and free up additional space that P.S. 174 could use to accommodate additional lower-grade students or to meet other instructional and programming needs. P.S. 174 is also overcrowded. Truncating P.S. 174's sixth grade will reduce the building's utilization rate and alleviate overcrowding.

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<sup>1</sup> A "choice school" is one that admits students living in a defined catchment area, which may be district-wide, borough-wide or citywide, depending on the nature of the school.

<sup>2</sup> The number of sixth grade seats eliminated as a result of the P.S. 174 truncation is based on the 2012-2013 Budget Register Projections.

<sup>3</sup> The official target capacity and utilization rates for the 2012-2013 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"). As discussed below, utilization rates referenced herein are based on the 2012-2013 budgeted register projections.

<sup>4</sup> Based on the 2011-2012 Audited Register.

<sup>5</sup> 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.

<sup>6</sup> Based on the 2012-2013 Budget Register Projections.

<b>Target Capacity and Utilization</b>	
<b>Total Capacity<sup>7</sup></b>	<b>521</b>
Main Building	441
TCU	80
<b>Projected Enrollment (2012-13)</b>	<b>612</b>
<b>Projected Utilization (2012-13) %<sup>8</sup></b>	<b>117%</b>

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

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

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded 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, as described above. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number rooms in a building to provide a more complete picture of the availability of space in a building.

<sup>7</sup>The target capacity is based on the 2010-11 Blue Book.

<sup>8</sup> Utilization rates referenced for the 2012-2013 school year are based on the 2012-2013 budgeted register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

At this time, The DOE currently has no proposed additional uses for the building after the grade truncation takes place. If this proposal is approved, the additional space made available by truncating the school's sixth grade could be used to provide additional classroom seats to kindergarten to fifth grade students or to meet other instructional and programming needs.

Any future proposals for the use of the space that involve a significant change in school utilization would begin with community engagement to discuss the community's needs and would be addressed in a separate proposal and Educational Impact Statement.

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

#### A. Students

If this proposal is approved, beginning in the 2013-2014 school year, P.S. 174 will serve students in kindergarten through fifth grade only and will also continue to offer a pre-kindergarten program (subject to funding and demand).

All P.S. 174 fifth grade students this year will apply to middle school and those who meet promotional requirements will graduate from P.S. 174 and start middle school in 2013-2014 as sixth grade students. That would mean they would be applying at the first entry point for middle school seats, which gives P.S. 174 students the same access as their peers graduating fifth grade to enter their top-choice schools. If a P.S. 174 fifth grade student does not meet the promotional standards at the conclusion of the 2012-2013 school year, then the student will be retained at P.S. 174.

In the 2011-2012 school year, some P.S. 174 fifth grade students opted to remain at the school through sixth grade for the 2012-2013 school year, while the majority of fifth grade students opted to participate in the Middle School Choice process, which is described below, and articulate to sixth grade at a District 28 middle school. This left a small number of remaining prospective sixth grade students at P.S. 174, which was not enough for a full section of sixth grade for the 2012-2013 school year. In June, all of these remaining students opted to enroll in District 28 middle schools for the sixth grade rather than attend P.S. 174.

#### *Enrollment Impact on Future Students—Middle School Choice Process*

District 28 has a Middle School Choice Process, which means that fifth-grade students who meet promotional standards are eligible to apply to any District 28 middle school. Students rank their preferences from among the District 28 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- 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 schools and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- 6-12 schools with an unscreened, limited unscreened or screened admissions method for middle school students.

- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened or screened admissions method.

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 Middle School Choice Process, District 28 middle schools admit 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);<sup>9</sup> 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.

Middle school students with IEPs and ELLs are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELLs is the same as described above.

Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found on the DOE’s Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Queens/default>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Through the Middle School Choice process, students receive priority admission into their zoned middle school when they rank that school on their District 28 Middle School Choice application. If students do not rank their zoned school at all, they lose their zoned-student priority status. After a zoned school admits all zoned students matched during the middle school choice process, the school’s remaining spaces are open to out-of-zone District 28 students who indicated a preference for that school. Students are also eligible to attend a zoned school outside of the zone in which they reside, to the extent that space is available after students within the zone in which the school is located have been admitted.

Currently, P.S. 174 fifth or sixth grade students who are zoned to J.H.S. 190 Russell Sage (28Q190, “J.H.S. 190”) are given priority to J.H.S. 190. Similarly, P.S.174 students who are zoned to other District 28 middle schools are given priority to their respective zoned middle school. This will continue to be true if

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<sup>9</sup> 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>.

this proposal is approved. A table showing the additional middle school options within District 28 available to P.S. 174 students appears below. P.S. 174 students may apply to these other middle schools within District 28 through the Middle School Choice process, and they may also apply to borough and citywide options that are available to District 28 students through the choice process. This will also continue to be true if this proposal is approved.

Middle schools typically enroll students beginning in sixth grade, and P.S. 174 students already have the option to apply to middle school as fifth graders. However, P.S. 174 students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh grade seats. As a result, students who would remain at P.S. 174 through sixth grade if this proposal is not implemented would have fewer opportunities to enter those choice middle schools than their peers who start middle school a year earlier.

Very few, if any, spaces would be available to P.S. 174 students wishing to enter seventh grade in an out-of-zone school. Such seats would only be available if spaces open up due to students leaving the school. P.S. 174 students would also have difficulty entering choice middle schools<sup>10</sup> in District 28 as seventh graders. These schools admit students through an academic screen, and generally only accept students as entering sixth grade students. Again, it is only in rare cases when a space opens due to a student leaving the school that choice middle schools admit new students into seventh grade or higher.

This proposal should be particularly beneficial to current and future fifth grade students at P.S. 174. The proposal addresses some disadvantages that students may be experiencing while they remain at P.S. 174 for sixth grade after their grade size has been reduced by the number of students who exercised the option to enter middle school in sixth grade. Elementary schools have fewer resources to provide the types of extracurricular activities and enrichment opportunities for sixth grade students that are available to sixth grade students (and other students) in a full size middle school. Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. Middle schools' space and facilities are also better aligned than those of elementary schools to support these programs. By entering middle school in sixth grade rather than seventh grade, students at P.S. 174 will have more opportunities to take advantage of these enriching, high-school preparatory experiences.

P.S. 174 students who start middle school in seventh grade may also face transitional challenges related to entering middle school a year later than most of their classmates. Moreover, unless they attend a 6-12 school, students who enter middle school in seventh grade will remain in their new middle school for only two years before moving on to high school, leaving them with very little time to adjust to a new school environment and new academic expectations before facing another transition and adjustment. Multiple transitions in such close succession can have the effect of depersonalizing the school experience when adolescents tend to need more personal and supportive environments. Having students enter at multiple grade levels is also challenging for teachers and administrators from an instructional perspective. All current 83 fifth grade students at P.S. 174 will participate in the Middle School Choice process during the 2012-2013 school year.<sup>11</sup>

The available District 28 choice middle schools open to P.S. 174 students, along with their peers throughout the district, include:

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<sup>10</sup> A "choice school" is one that admits students living in a defined catchment area, which may be district-wide, borough-wide or citywide, depending on the nature of the school.

<sup>11</sup> Based on the 2012-2013 Budget Register Projections.

DBN	School Name	Address	Grade Span 2012-13	Grade Span at Scale	Admissions Method <sup>12</sup>
<b>DISTRICT Options</b>					
28Q008	J.H.S. 008 Richard S. Grossley	108-35 167 STREET	6-8	6-8	Unscreened
28Q072	Catherine & Count Basie Middle School 72	133-25 GUY R BREWER BOULEVARD	6-8	6-8	Unscreened
28Q157	J.H.S. 157 Stephen A. Halsey	63-55 102ND STREET	6-9	6-9	Screened, Unscreened
28Q167	Metropolitan Expeditionary Learning School	91-30 METROPOLITAN AVENUE	6-9	6-12	Limited Unscreened
28Q190	J.H.S. 190 Russell Sage	68-17 AUSTIN STREET	6-8	6-8	Unscreened
28Q217	J.H.S. 217 Robert A. Van Wyck	85-05 144 STREET	6-8	6-8	Unscreened
28Q284	York Early College Academy	108-35 167 STREET	6-12	6-12	Limited Unscreened
28Q310	Queens Collegiate: A College Board School	167-01 GOTHIC DRIVE	6-12	6-12	Limited Unscreened
28Q680	Queens Gateway to Health Sciences Secondary School	160-20 GOETHALS AVENUE	6-12	6-12	Screened
28Q896	Young Women's Leadership School, Queens	150-91 87 ROAD	6-12	6-12	Screened

As in the past, District 28 students may also apply to borough-wide and citywide middle schools. The list of these schools can be found in the Middle School Directory distributed to schools or online at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Queens/default>.

<sup>12</sup> Admission Method data exists for all programs that utilize the MS Choice admission process and are listed for every program at the school.

If this proposal is accepted, P.S. 174 will continue to serve elementary students in grades kindergarten through five in its zone. A student's zoned school is determined by his or her home address. Families seeking to enroll their children in P.S. 174 for kindergarten can visit the following website to learn more about eligibility and the DOE's sibling priority policy: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/Enrollment+Information.htm>

### *Students with Disabilities and English Language Learners*

P.S. 174 will continue to meet the needs of students with disabilities and English Language Learners ("ELLs"). Current students with Individualized Educational Programs ("IEPs") or those requiring ELL services will continue to receive appropriate services at P.S. 174.

P.S. 174 students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing the students' IEPs to focus on addressing the needs of students with disabilities by providing individualized special education services models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will provide individualized special education services to meet the student's needs.

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Information regarding the type(s) of ELL programs historically offered by the middle schools that are available to impacted students can be found in the Middle School Directory for District 28 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>).

The student support staff at P.S. 174, in consultation with the Office of Student Enrollment ("OSE") and the Office of English Language Learners, will assist students with identifying services for English Language Learners offered at middle school(s) as they select programs that will meet their specific needs.

### *P.S. 174's Programs*

The DOE does not anticipate that the proposed truncation of P.S. 174 would impact its pre-kindergarten program, partnerships, or school programs.

P.S. 174 currently offers two half-day sections of a pre-kindergarten program. P.S. 174 currently partners with several organizations including New Victory Theater, New York Historical Society, The Joyce Theater, The Queens Botanical Gardens and Dancing Classrooms.

Students at P.S. 174 participate in Common Cents' Penny Harvest program through which they raise money for community charities. Students also participate in Math-a-Thon for St. Jude's research and "Daffodil Days" for the American Cancer Society. P.S. 174 offers clubs and extra-curricular activities including Student Council, Math Olympiad, and Scripps Spelling Bee.<sup>13</sup> The DOE anticipates that P.S. 174 would continue to offer these programs as well as any special programs and initiatives, extracurricular activities and partnerships. However, the implementations of these programs are decisions that will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extracurricular offerings annually based on student demand and available resources.

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<sup>13</sup> <http://ps174.org/index.html>

### *P.S. 174's Gifted and Talented Program*

P.S. 174 currently offers a district-wide Gifted and Talented program. Gifted and Talented programs typically follow the grade span of the school. If this truncation is approved, the Gifted and Talented program at P.S. 174 will serve students in grades K-5.

### **B. Schools**

P.S. 174 is the only school located in buildings Q174 and Q935; therefore, P.S. 174 is the only organization impacted by this proposal in the building. As shown in section IV, this proposal would impact the enrollment at P.S. 174.

If the proposal is approved, there will continue to be sufficient space to serve P.S. 174 students pursuant to the Citywide Instructional Footprint (the "Footprint"). Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf/](http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf/)

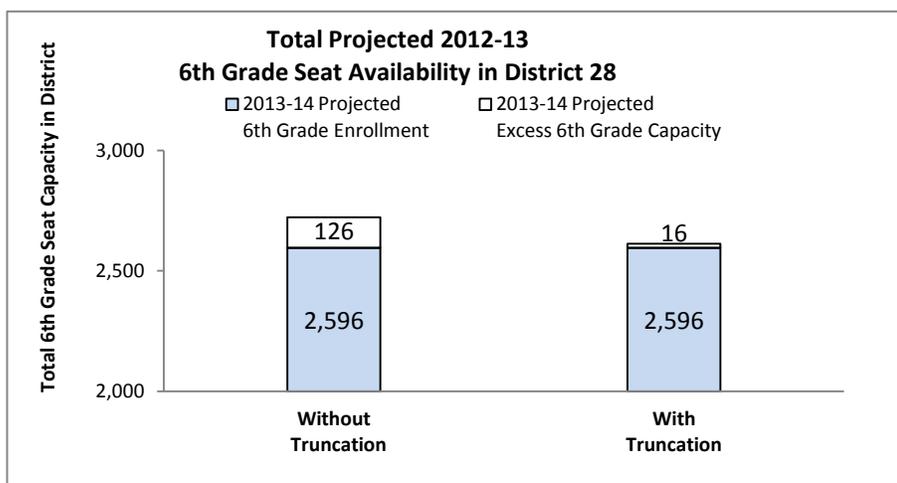
### **C. Community**

This proposal addresses the following needs of the P.S. 174 community:

- Truncating the sixth-grade class at P.S. 174 will align the school's grade span with the majority of other schools in District 28.
- There are currently 25 schools serving elementary students in District 28 with 3 of those schools terminating in sixth grade. Since November 2010, the Panel for Educational Policy ("PEP") has approved proposals for 11 District 28 schools to truncate their sixth grades. The following list summarizes the 11 proposals to truncate elementary schools serving grades K-6 in District 28:
  - The proposal to truncate P.S. 144 Col Jeromus Remsen and P.S. 121 was approved by the PEP on November 17, 2010.
  - The proposals to truncate P.S. 139 Rego Park, P.S. 161 Arthur Ashe School, P.S. 50 Talfourd Lawn Elementary School, P.S. 55 Maure, and P.S. 140 Edward K Ellington were approved by the PEP on December 14, 2010.
  - The proposal to truncate P.S. 86 was approved by the PEP on January 19, 2011.
  - The proposal to truncate P.S. 40 Samuel Huntington was approved by the PEP on February 1, 2011.
  - The proposal to truncate P.S. 160 Walter Francis Bishop was approved by the PEP on June 27, 2011.
  - The proposal to truncate P.S. 117 J. Keld Briarwood was approved by the PEP on November 17, 2011.
- Creating a single entry grade helps schools build and foster stronger school communities. Taken collectively, District 28's adoption of Middle School Choice and the proposed truncation would enable schools to better support students throughout District 28.
- If this proposal is approved, District 28 will have sufficient middle school capacity to accommodate the sixth grade students who would have otherwise enrolled at P.S. 174 for sixth grade.

- Approximately 2,596 sixth-grade students in District 28 are projected to need seats in the 2013-2014 school year.
- Without the proposed truncation, in 2013-2014, there will be approximately 2,722 sixth grade seats available across the district, yielding a projected excess capacity of 126 seats.
- If this proposal is approved, in 2013-2014 the projected sixth grade seat capacity would be 2,612. This means that District 28 middle schools would still be able to serve the 2,596 sixth grade students projected for the 2013-2014 school year, which includes the projected 29 students who would have been served by P.S. 174’s sixth grade.
- With the proposed truncation of P.S. 174, District 28 would have a projected excess capacity of 16 seats during the 2013-2014 school year.

The chart below outlines projected enrollment<sup>14</sup> and seat capacity<sup>15</sup> to show sixth grade seat availability with and without the proposed truncation in District 28, and illustrates the information described above. It is also important to note that the excess capacity is based on sixth grade seats that are currently available in the district. There are several middle schools in the district that have the capacity to serve additional sections of sixth grade students should the need arise.<sup>16</sup>



This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q174.

<sup>14</sup> Based on projected fifth grade enrollment projections as of July 26, 2011.

<sup>15</sup> The sixth grade seat capacity was derived by multiplying the weighted projected sixth grade enrollment (%) by the 2010-11 Blue Book org capacity. Total projected sixth grade seat capacity with truncation excludes school closures and K-6 schools: the latter because historical trends indicate that 5<sup>th</sup> graders that attended a truncated K-6 school would not articulate into another K-6 for 6<sup>th</sup> grade. The projected sixth grade seat capacity with truncation based on the 2010-2011 Blue Book suggests a deficit of 50 sixth grade seats. However, this figure is misleading because it does not account for new capacity in schools that were phasing in. An adjusted calculation based on the actual capacity of schools serving sixth grade students in 2012-2013 yields an excess of 16 seats.

<sup>16</sup> <http://schools.nyc.gov/NR/rdonlyres/6EBA8731-4A23-4E36-A528-157D795BA9CE/117487/UnderutilizedSpaceMemorandumUpdated011212.pdf>

**IV. Enrollment, Admissions and School Performance Information**

The impacted school in this proposal is P.S. 174, the only school located in buildings Q174and TCU Q935. P.S. 174 is the only school directly impacted by this proposal.

**Admissions Data**

<b>Current Admissions</b>	Pre-K: Standard Universal Pre-K Admissions K-6: Zoned
<b>Admissions after Grade Reconfiguration in 2012-2013</b>	Pre-K: Standard Universal Pre-K Admissions (subject to funding and demand) K-5: Zoned

**Enrollment Data**

	PK <sup>17</sup>	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
2012-13 (projections)	18	99	102	95	97	89	83	29	612
2013-14 (projections)	18	95-105	95-105	95-105	90-100	90-100	85-95	-	568-62
2014-15 (projections)	18	95-105	95-105	95-105	95-105	90-100	90-100	-	578-638
2015-16 (projections)	18	95-105	95-105	95-105	95-105	95-105	90-100	-	583-643
2016-17 (projections)	18	95-105	95-105	95-105	95-105	95-105	95-105	-	588-648

**Demographic Data<sup>18</sup>**

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with Individualized Education Programs	10%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	41%

<sup>17</sup> Pre-kindergarten (“PK”) is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

<sup>18</sup>All figures are as a percentage of total students from the 2011 audited register.

### School Performance Data

<b>P.S. 174 William Sidney Mount</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	C
Quality Review Score			WD
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	81%	60%	69%
Math % Proficient (Levels 3 and 4)	86%	69%	75%
<b>Other Key Performance Indicators</b>			
Attendance Rate	95.5%	95.1%	95.4%
<b>2010-2011 State Accountability Status</b>		In Good Standing	

#### IV. Initial Impact on Budget and Cost of Instruction

Please refer to the FSF Guide 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 28Q174. The FSF Guide is available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy12\\_13/FY13\\_PDF/FSF\\_Guide.pdf](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](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 P.S. 174 in building Q174.

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

##### A. Personnel Needs

Some current P.S. 174 staff positions may be excessed due to declining enrollment associated with the elimination of the sixth-grade classes at P.S. 174. It is difficult to precisely predict the number of affected positions.

Any excessing that might be necessary would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (“UFT”) contract would require excessing to take place in reverse seniority order within each given teaching license area. Most teachers working in grades one through six hold a “common branches” license, regardless of their students’ age.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any 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 as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers’ seniority.

When addressing the proposal’s impact on personnel, it is important to recognize that the sixth-grade students who would otherwise have enrolled in P.S. 174 will now be enrolled in other District 28 middle schools and those schools might need to hire new teachers to serve their larger student populations. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

**B. Administration**

No change in school supervisory or administrator positions is expected as a result of the grade truncation at P.S. 174.

**C. Transportation**

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>. There will be no change to existing transportation practices at P.S. 174 due to this proposal.

**D. Other Support Services**

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

**VI. Building Information<sup>19</sup>**

<b>Building</b>		Q174
<b>Type of Building</b>		PS
<b>Year Built</b>		1949
<b>Overall BCAS rating</b>		2.66
<b>2010-2011 Target Building Utilization</b>		123%
<b>2010-2011 Target Building Capacity</b>		441
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$30,094
	<b>Materials</b>	\$16,548
	<b>Maintenance and repair contracts</b>	\$44,000
	<b>Service contracts</b>	\$0
	<b>Custodial operations costs—Materials<sup>20</sup></b>	\$5,175
	<b>Custodial operations costs—Custodial Allocation<sup>21</sup></b>	\$234,159

<sup>19</sup> This chart contains information related to the main building only (Q174) and does not include the TCU (Q935).

<sup>20</sup> Custodial operations - material allocations costs reflect fiscal year 2012 data.

<sup>21</sup> Custodial operations - custodial allocations costs reflect fiscal year 2012 data.

<b>FY 2012 Energy Costs</b>	<b>Electric</b>	\$0
	<b>Gas</b>	\$0
	<b>Oil</b>	\$0
<b>Projects completed during the current or prior school year</b>		None
<b>Projects proposed in the capital plan</b>		None
<b>Accessibility of the building</b>		Building is not Functionally Programmatically Accessible
<b>Building attributes</b>		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office