

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of I.S. 355 (29Q355) and I.S. 356 (29Q356) with I.S. 231 Magnetech 2000 (29Q231) in School Building Q231

I. Summary of Proposal

The New York City Department of Education (“DOE”) proposes to site two new zoned middle schools, I.S. 355 (29Q355, “I.S. 355”) and I.S. 356 (29Q356, “I.S. 356”) in school building Q231 (“Q231”), located at 145-00 Springfield Boulevard, Springfield Gardens, NY, 11413 in Community School District 29. If this proposal is approved, these two schools would be co-located with an existing middle school, I.S. 231 Magnetech 2000 (29Q231, “I.S. 231”). Q231 also houses an Alternative Learning Center (Q987, “ALC”) that would remain in the building and be co-located with the new schools until June 2012.¹ In a separate Educational Impact Statement (“EIS”) also published on December 18, 2010 and amended on January 25, 2011, the DOE has proposed that I.S. 231 gradually phase-out because of its low performance. I.S. 231 is currently a zoned middle school serving grades six through eight. I.S. 355 and I.S. 356 would be new DOE zoned middle schools serving sixth through eighth graders in the I.S. 231 zone.

This amended EIS corrects typographical and formatting errors, clarifies the methodology for calculating utilization rates, updates the projected enrollments of P.S. 355 and P.S. 356, and updates the plans for the siting of the ALC currently located in Q231.

As noted above, in a separate amended EIS also published on January 25, 2011, the DOE has proposed to gradually phase out and eventually close I.S. 231. If that proposal is approved, I.S. 231 would no longer admit sixth grade students after the conclusion of the 2010-2011 school year. One grade would then be phased out at I.S. 231 each year. Students currently in grades six and seven would complete middle school at I.S. 231 while the phase-out plan is implemented. During the 2011-2012 school year, I.S. 231 would only serve students in grades seven and eight.² In 2012-2013, I.S. 231 would serve only students in grade eight. The school would close after June 2013.

I.S. 355 and I.S. 356 would open as zoned district middle schools in the 2011-2012 school year, serving students only in sixth grade. Both would then grow to serve seventh graders in 2012-2013 and reach full scale in 2013-2014, serving students in grades six through eight.

These two new zoned schools would admit students based on a campus choice model. This means that zoned students would be guaranteed a seat in at least one of the two schools, but would be able to use a modified middle school choice process in order to rank the two schools in order of preference. I.S. 355, I.S. 356 and the ALC would be “co-located” with I.S. 231 as I.S. 231 phases out and would continue to be co-located with each other after the I.S. 231 phase-out is complete. 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. Once I.S. 355 and I.S. 356 have completed their expansions and I.S. 231 has completed its phase-out, there would be approximately 840-960 students served in the building.

In 2009-2010, Q231 had a target capacity to serve 1,226 students. I.S. 231 had a target organizational

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

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

capacity to serve 1,134 students and enrolled 931 students, yielding a target organizational utilization rate for I.S. 231 of 82%, excluding the ALC.^{3,4,5} Currently, I.S. 231 enrolls 945 students.⁶ Based on this, the target organizational utilization rate at I.S. 231 for the 2010-2011 school year is 83%. This means that the building is “underutilized” and has extra space to accommodate additional students. 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.

Background on the DOE’s Decision-Making Process

As detailed in the separate amended EIS, which was also posted on January 25, 2011 and is available on the DOE’s website: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>, the Chancellor has concluded that phasing out I.S. 231 is appropriate due to this school’s history of poor performance.

I.S. 231 earned a D grade on its 2009-2010 Progress Report, including D grades in the Student Performance and Student Progress sub-sections. On its three previous Progress Reports, I.S. 231 earned a C grade in 2008-2009, a D grade in 2007-2008 and a C grade in 2006-2007.

Based on those low Progress Report scores—particularly the most recent D grade the school received in 2009-2010—the DOE initiated a comprehensive review of I.S. 231 with the goal of determining which supports and interventions would best benefit its students and the community. During that review, the DOE looked at recent and historical performance and demand data from the school, consulted with superintendents and other experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of I.S. 231—will address the school’s longstanding struggles and allow for new school options to develop in School Building Q231 that will better serve future students and the broader community.

The replacement process would be gradual; the new zoned middle schools would be opened in I.S. 231’s building and would begin enrolling zoned sixth grade students in September 2011. The new zoned middle schools would gradually grow as I.S. 231’s enrollment decreases. The new zoned middle schools would serve the same area as I.S. 231 and would be located in the same building that currently houses I.S. 231.

³ The official target capacity and utilization rates for the 2010-2011 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 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences (LTAs).

⁴ Because the Alternative Learning Center does not enroll any students for more than 90 days, the Blue Book does not report an enrollment number for the ALC. All remaining space in the building is allocated to I.S. 231. Thus, in this case, the DOE believes the organizational target capacity and utilization rate to be a more accurate assessment of available space within the building than the corresponding whole building figures.

⁵ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the projected number of students who are actually projected to attend the school and do not include LTAs. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁶ Current enrollment figures are based on the November 1, 2010 unaudited register on ATS.

If the proposal to phase out and close I.S. 231 is approved, the space made available by the phase-out of I.S. 231 will be used to house I.S. 355 and I.S. 356. If the separate phase-out proposal is not approved, the DOE would review the plan to site these schools in Q231 and potentially revise the plan and issue a revised EIS.

The DOE will seek 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. 231 is located, Q231, has the capacity to serve 1,226 students. I.S. 231 has a target organizational capacity to serve 1,134 students. In 2009-2010—the most recent year for which audited enrollment data is available—I.S. 231 only served 931 students, yielding a target organizational utilization rate of just 82%, which does not include the ALC.⁷ This means that the building was “underutilized” and had extra space to accommodate additional students, even taking the ALC into account. If the proposals to phase out I.S. 231 and co-locate I.S. 355 and I.S. 356 are approved, over the next three years the proposed grade spans for the schools in Q231 would be as follows:

The DOE is also planning to re-site the ALC currently housed in Q231. ALCs serve students on superintendents’ suspensions up to 90 days. The ALC is designated five rooms, four of which are used for instructions and one of which is used for administrative purposes. As of October 31, 2010, the ALC, which serves students in grades six through eight, had 38 students on its register, with a capacity for 80 students.

The ALC would remain co-located in Building Q231 during the 2011-2012 school year alongside I.S. 231 as well as I.S. 355 and I.S. 356, should those schools’ proposals be approved by the PEP on February 1. The DOE is planning to re-site the ALC in 2012-2013, in Building Q883, located at 90-36 150 Street, Queens, NY 11435 in District 28. This building is within the same larger geographic area of Jamaica. Building Q883 is being vacated by P.S. 182 Samantha Smith (“P.S. 182,” 28Q182) which will be moving into a new building for the 2012-2013 school year. Once it moves into Building Q883, the ALC will be the only organization in the building – there are no plans to co-locate the ALC with another school. Q883 is connected to another building, Q882, in the basement level through a cafeteria and auditorium, but both buildings have separate entrances. No plans have been made yet for the use of Q882 in 2012-2013 and beyond, and the Office of Planning will engage with community and community leaders in the coming months to discuss potential uses for the building.

School Year	2010-11	2011-12	2012-13	2013-14
I.S. 231	6,7,8	7, 8	8	N/A
ALC	6-8	6-8	N/A	N/A
29Q355	N/A	6	6,7	6,7,8
29Q356	N/A	6	6,7	6,7,8

During the 2011-2012 school year, I.S. 231 would serve students in grades seven and eight, with students in grades six being served at either I.S. 355 or I.S. 356. In 2012-2013, I.S. 231 would serve only students in grade eight. The school would close after June 2013.

I.S. 355 would open in Q231 in 2010-2011 and would serve grade six with an enrollment of approximately

⁷ Because the Alternative Learning Center does not enroll any students for more than 90 days, the Blue Book does not report an enrollment number for the ALC. All remaining space in the building is currently allocated to I.S. 231. Thus, in this case, the DOE believes the organizational target capacity and utilization rate to be a more accurate assessment of available space within the building than the corresponding whole building figures.

140-160 students. It would serve grades six through eight with approximately 420-480 students when it achieves full scale and completes its expansion.

I.S. 356 would open in Q231 in 2010-2011 and would serve grade six with an enrollment of approximately 140-160 students. It would serve grades six through eight with approximately 420-480 students when it achieves full scale and completes its expansion.

It is not anticipated that the proposed phase-out of I.S. 231 will impact the ALC while it continues to be located in Q231 for the 2011-2012 school year. As discussed above, the ALC will no longer be sited in Q231 beginning in September 2012. While most ALCs occupy five rooms in a school, one for administrative purposes and four for instruction, the ALC in Building Q231 currently occupies only four rooms, one administrative and three for instruction. The ALC made this change in response to a request by I.S. 231, which the ALC felt it could meet for the 2010-2011 school year, and the decision will be revisited for the 2011-2012 school year. Officially, the ALC still has a capacity for 80 students, and if necessary could use this fifth room which it gave up, but current capacity for the ALC is 60 students. Typically, ALCs have shown an average 50% attendance rate. The number of students enrolled in the ALC site at I.S. 231 as of October 31, 2010 was 38 students.

The building has adequate capacity to accommodate the full expansion of the two schools that will be located in Q231.

Once the two new schools have completed their expansions and I.S. 231 has completed its phase-out, there will be approximately 840-960 students served in the building. The utilization at this point of the two schools combined would be 78%.

In the event that the phase-out of I.S. 231 is not approved, the DOE would re-examine the availability of space in the building, and may, as appropriate, revise its proposal to co-locate I.S. 355 and/or I.S. 356 in Q231. Such a revised proposal would be described in a revised EIS.

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

A. Students

Current I.S. 231 Students

The proposed co-location of I.S. 355 and I.S. 356 in Q231 is part of the replacement strategy for I.S. 231. The proposal to phase out and close I.S. 231 and its impact on current I.S. 231 students are outlined in a separate amended EIS, which was also posted on January 25, 2011. Please visit the DOE's website to view that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

If this proposal approved, students currently enrolled in grades six through eight at I.S. 231 would have the opportunity to attend I.S. 231 through eighth grade while the phase-out is implemented. Students who do not meet promotional requirements during the phase-out process would continue to have access to instructional support to assist their progress toward promotion. For example, if a current sixth grader does not meet promotional standards to enter seventh grade in 2011-2012, he or she will be supported in transitioning to P.S. 355 or P.S. 356. If a current seventh or eighth grader does not meet promotional standards to enter eighth or ninth grade in 2011-2012, he or she will repeat the grade in I.S. 231. If a seventh grader in 2011-2012 does not meet promotional standards to enter eighth grade in 2012-2013, he or she will be supported in transitioning to either P.S. 355 or P.S. 356. Any students who have not met promotional requirements to move on to ninth grade by June 2013 would be supported in transitioning to either I.S. 355 or I.S. 356 for the following fall.

Future Middle School Students

I.S. 231 is a zoned middle school. A student's zoned school is determined by his or her home address. For more information about school zoning and related admission processes, please visit the DOE website's School Search function: <http://schools.nyc.gov/schoolsearch>. In a separate amended EIS also released on January 25, 2011, the DOE has proposed to phase out and close I.S. 231. If both this proposal and the proposal to phase out and close I.S. 231 are approved, the 6-8 seats eliminated by I.S. 231's phase-out and eventual closure will be recovered through the phase-in of I.S. 355 and I.S. 356 at Q231. In that case, I.S. 355 and I.S. 356 would become zoned middle schools serving students who currently reside in the Q231 zone. Beginning September 2011, fifth grade students residing in the current I.S. 231 zone will be enrolled for grade 6 in either I.S. 355 or I.S. 356, both of which would be located in the same building that currently houses I.S. 231.

Students would be admitted to one of the new schools based on a campus choice model. Campus choice is an admissions model in which zoned students maintain their guaranteed seat while gaining increased options. Students in the zone are guaranteed a seat on the campus. Within this, the students use a choice process to rank their preferences between the schools located on the campus. In this case, students zoned to I.S. 231 would continue to be zoned for middle school to the Q231 building. Through a choice process run by the Office of Student Enrollment ("OSE"), students would rank their preferences from among the two schools. OSE would then work to match students according to their preference.

I.S. 231 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"). Similarly, as I.S. 355 and I.S. 356 phase-in, their students with IEPs will receive appropriate services. The need for CTT, SC and SETSS classes is reevaluated yearly at each school as it changes depending on the needs of that year's student body. I.S. 355 and I.S. 356 would provide all three services as needed to the students attending the schools.

In accordance with DOE policy, the student support staff at I.S. 231, in consultation with the Office of English Language Learners, will continue to assist students with identifying services for English Language Learners ("ELLs") that will meet their specific needs. Due to a recent influx of Haitian immigrants to the community, I.S. 231 has begun to offer Transitional Bilingual Education ("TBE") in Haitian-Creole this year. I.S. 231 will continue to offer this program as needed by I.S. 231 students during the course of its phase-out. If student need for this program persists, either I.S. 355 or I.S. 356 will develop an equivalent program for their students. All other ELL students at I.S. 355 and I.S. 356 will receive appropriate services.

The chart below demonstrates the proposed changes in zoned middle school options for new students who move into the current Q231 zone:

School Year	Sixth grade	Seventh Grade	Eighth Grade
2010-11 Enrollment Option	Zoned to I.S. 231	Zoned to I.S. 231	Zoned to I.S. 231
2011-12 Enrollment Option	Zoned to I.S. 355 and I.S. 356	Zoned to I.S. 231	Zoned to I.S. 231
2012-13 Enrollment Option	Zoned to I.S. 355 and I.S. 356	Zoned to I.S. 355 and I.S. 356	Zoned to I.S. 231
2013-14 Enrollment Option	Zoned to I.S. 355 and I.S. 356	Zoned to I.S. 355 and I.S. 356	Zoned to I.S. 355 and I.S. 356

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

School	DBN	Address	2009-2010 Progress Report Grade	% SE	% ELL	Admissions Process	Enrollment in Sixth Grade ⁸	Organizational Capacity	Organizational Utilization	Site Accessibility
P.S. / I.S. 208	29Q208	74-30 Commonwealth Boulevard Queens, NY	B	6%	2%	Unzoned, Unscreened	93	870	84%	Functionally Accessible
P.S./I.S. 268	29Q268	92-07 175 th Street Queens, NY	B	10%	5%	Unzoned, Unscreened	68	636	89%	Functionally Accessible
The Gordon Parks School	29Q270	233-15 Merrick Boulevard, Queens, NY	C	7%	1%	Unzoned, Unscreened	87	634	102%	Functionally Accessible
Pathways College Preparatory School: A College Board School	29Q259	109-89 204 th Street Queens, NY	MS: C HS: A	6%	1%	MS: School Based Admissions HS: Priority to continuing 8 th graders, then Limited Unscreened ⁹ with preference given to Queens students	95	658	81%	Not Accessible
Eagle Academy for Young Men III	29Q237	132-55 Ridgedale Street, Queens, NY	N/A	N/A	N/A	Limited Unscreened MS Choice Process ¹⁰	86	1,330	62%	Functionally Accessible

Note: Eagle Academy is a new school currently phasing in one grade at a time. The school will reach full scale in September of 2016 with grades 6-12.

A more detailed description of the potential impact that the phase-out of I.S. 231's middle school grades would have on District 29 middle school seats is outlined in a separate amended EIS, also posted on January 25, 2011. Please visit the DOE's website to access that EIS:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

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

I.S. 231 has several special programs, including six themed academies developed for the 2010-2011 school year. A Saturday Program focusing on academic improvement is offered to boys and girls who are at risk of not meeting academic standards. A National Guard liaison works with these students during his weekly visits to IS 231. The school also offers debate, basketball and step teams.

⁸ Current enrollment figures are based on the November 1, 2010 unaudited register on ATS.

⁹ Limited unscreened admissions give priority to students who have attended an information session.

¹⁰ The Middle School Choice Process is a process run by OSE through which students can apply to unzoned, choice middle schools.

The DOE does not anticipate that these programs will be affected as a result of the proposed co-location with I.S. 355 and I.S. 356. A more detailed description of the impact of the proposed phase-out of I.S. 231 on these programs is available in a separate amended EIS available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

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

Impact on Community Partnerships at I.S. 231

I.S. 231 partners with the Manhattan Chamber Dance, Urban Advantage and the Hayden Foundation. The school has a School Arts Support Initiative (SASI) grant through which it works with Lincoln Center Theatre, Flushing Arts Council, The Center for Culture and Studio in a School. I.S. 231 applied at the beginning of the school year to participate in the C.H.A.M.P.S. Middle School Sport and Fitness League. It is scheduled to start in March 2011.

The DOE does not anticipate that these programs will be affected as a result of the proposed co-location with I.S. 355 and I.S. 356. A more detailed description of the impact of the proposed phase-out of I.S. 231 on these programs is available in a separate amended EIS available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>. As appropriate, the DOE will work with I.S. 355 and I.S. 356 to introduce or enhance partnerships with the community organizations that currently support I.S. 231 students.

B. Schools

I.S. 231 currently enrolls 945 students, with the school typically admitting about 31% of those students as new sixth graders each fall. If this proposal is approved, I.S. 231 will phase out gradually, but seats lost as a result of that phase-out will be replaced as new schools phase in to Q231 to replace capacity lost at I.S. 231.

The openings of I.S. 355 and I.S. 356 are intended to replace the zoned middle seats that would be lost by the phase-out and eventual closure of I.S. 231. The building would also continue to house an ALC for the 2011-2012 school year, which is designed to serve a maximum of 80 students. As of October 31, 2010, the ALC enrolled approximately 38 students in Q231. Q231 has enough capacity to accommodate I.S. 355 and I.S. 356 after each of the schools has completed its expansion and achieved full scale. Collectively, they are projected to enroll 840-960 students with the two new schools at full scale in 2013-2014. At that point, I.S. 231 would have completed its phase-out, and the projected utilization for the two new schools at that point would be 78%. This means that the building has adequate capacity to accommodate the full expansion of the two schools that will be located in Q231.

As of November 1, 2010, I.S. 231 served a total of 945 students in grades six through eight. Below are the enrollment projections for the school as it phases out.

	Grade 6	Grade 7	Grade 8	Total Estimated Enrollment
2010-11 (current)	297	321	327	945
2011-12	-	290-300	320-330	610-630
2012-13	-	-	290-300	290-300
2013-14	-	-	-	-

I.S. 355 is projected to serve a total of 420-480 students in grades six through eight.

	Grade 6	Grade 7	Grade 8	Total Estimated Enrollment
2010-11 (current)	-	-	-	-
2011-12	140-160	-	-	140-160
2012-13	140-160	140-160	-	280-320
2013-14	140-160	140-160	140-160	420-480

I.S. 356 is projected to serve a total of 420-480 students in grades six through eight.

	Grade 6	Grade 7	Grade 8	Total Estimated Enrollment
2010-11 (current)	-	-	-	-
2011-12	140-160	-	-	140-160
2012-13	140-160	140-160	-	280-320
2013-14	140-160	140-160	140-160	420-480

If this proposal is approved, there will be sufficient space to serve I.S. 231, I.S. 355, I.S. 356 and the ALC students pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout I.S. 231’s phase-out while other schools gradually phase in. Once each school is at its intended scale, there will also be sufficient space to serve students in I.S. 355 and I.S. 356 . Please visit the DOE’s 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.

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.¹¹ 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. However, the DOE will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

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

At full scale, I.S. 355 would be allocated 16 full-size instructional classrooms, and I.S. 356 would be allocated 16 full-size instructional classrooms. This represents a total of 32 full-size classrooms when all schools are operating at full scale. There would be sufficient instructional space in Q231 for all schools to grow to scale, at which point the two new schools would have a collective utilization of 78%. As in other situations where other schools are co-located, the schools would need to share large common and specialty rooms in the building, namely the cafeteria, gymnasium (with partition), auditorium, bandroom and library, as well as the Joint Operated Playground run by the Department of Parks. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council in conjunction with the DOE Office of Space Planning.

¹¹ 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.

Baseline Allocations of Full-Size Instructional Classrooms by Footprint:

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

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

Building Safety and Security

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

- Best Practice Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Review and monitor school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitor and certify School Safety Plans annually

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of I.S. 355 and I.S. 356 is intended to increase the number of high-quality middle schools in District 29.

As noted elsewhere in this document, the 945 total middle school seats in District 29 eliminated by I.S. 231's phase-out and eventual closure would be recovered through the phase-in of new schools in the district. Specifically, the DOE plans to phase in I.S. 355 and I.S. 356. As noted elsewhere in this document, the projected enrollment at these two schools is less than the current enrollment at I.S. 231, owing to the decreased sixth grade enrollment between the 2009-2010 and 2010-2011 school years. However, if demand within the zone to attend I.S. 355 and/or I.S. 356 were to increase over current demand for I.S. 231, the two schools have sufficient capacity to serve additional students. Therefore, the proposal to phase out I.S. 231 is not expected to yield a net loss of zoned seats in Q231 or in District 29. In 2009-2010, I.S. 231 had an organizational utilization rate of 82%, which does not include the ALC. When I.S. 355 and I.S. 356 complete their phase-in and achieve "full scale," the DOE projects the two schools will collectively have a 78% utilization rate.

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

School Name (DBN)	Address	Projected Enrollment in 2011-2012	Admissions Criteria
Eagle Academy for Young Men III ¹²	132-55 Ridgedale Street Queens, NY	160-180	Unzoned, Unscreened MS Choice Process

The DOE estimates that Eagle Academy will add 245-265 middle school seats in Queens when it reaches a grade span of 6-8 in 2012-2013 (at full scale, the school will serve grades 6-12). The school added approximately 86 seats during the 2010-2011 school year and will add approximately 85 more in each of the two upcoming years. This will also add to how the two new schools, I.S. 355 and I.S. 356, will offset the 945 seats lost due to the phase-out of I.S. 231. This means that there will be more than enough new seats opened in September 2011 to replace the seats lost at I.S. 231 due to the phase-out proposal.

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

IV. Enrollment, Admissions and School Performance Information

I.S. 231

Admissions Data

Current Admissions	Grades 6-8: Zoned
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Enrollment Data

Current Grades Served in 2010-2011	6-8
Current 2010-2011 Enrollment (11-1-2010)	945
Proposed Grades Served in 2011-2012	7-8
Projected 2011-2012 Enrollment	610-630
Proposed Grades Served in 2012-2013	8
Projected 2012-2013 Enrollment	290-300

¹² The DOE recognizes that many community members in District 29 would like Eagle Academy to be re-sited to another location. The DOE has previously agreed to continue looking for an alternate location for the school, but has not found one for the 2011-2012 school year. As of this posting, Eagle Academy will continue to be located in District 29 next school year.

Demographic Data

Percentage of Students Receiving Special Education Services ¹³	11%
Percentage of Students with an IEP	17%
Percentage English Language Learner Students	4%
Percentage of Students Eligible for Free or Reduced Lunch	78%

School Performance Data

I.S. 231 Magnetech 2000	2007-2008	2008-2009	2009-2010 ¹⁴
School Performance and Progress			
Overall Progress Report Grade	D	C	D
Quality Review Score	P	P	P
Performance Data¹⁵			
English Language Arts % Proficient (Levels 3 and 4)	44%	56%	25%
Math % Proficient (Levels 3 and 4)	46%	64%	21%
Other Key Performance Indicators¹⁶			
Attendance Rate	90%	90%	92%
2010-2011 State Accountability Status			
In Good Standing			

¹³ Students Receiving CTT and SC services as percentage of total students from the 2009-2010 Audited Register

¹⁴ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve a Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students’ scale scores on the tests remained largely unchanged relative to the prior year.

¹⁵ Source: Progress Report

¹⁶ Source: Progress Report

I.S. 355**Admissions Data**

Admissions	Grades 6-8: Zoned – Campus Choice
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Enrollment Data

Proposed 2011-2012 Grades Served	6
Projected 2011-2012 Enrollment	140-160
Proposed 2012-2013 Grades Served	6-7
Projected 2012-2013 Enrollment	280-320
Proposed 2013-2014 Grades Served	6-8
Projected 2013-2014 Enrollment	420-480

Demographic Data

Percentage of Students Receiving Special Education Services¹⁷	N/A
Percentage of Students with an IEP¹⁸	N/A
Percentage English Language Learner Students¹⁹	N/A
Percentage of Students Eligible for Free or Reduced Lunch²⁰	N/A

I.S.356**Admissions Data**

Admissions	Grades 6-8: Zoned – Campus Choice
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Enrollment Data

Proposed 2011-2012 Grades Served	6
Projected 2011-2012 Enrollment	140-160
Proposed 2012-2013 Grades Served	6-7
Projected 2012-2013 Enrollment	280-320
Proposed 2013-2014 Grades Served	6-8
Projected 2013-2014 Enrollment	420-480

¹⁷ Students with disabilities as percentage of Total students. Special Education count does not include SETSS or students receiving speech or language services.

¹⁸ Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register

¹⁹ English Language Learner students as percentage of total students from the 2009-2010 Audited Register

²⁰ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

Demographic Data

Percentage of Students Receiving Special Education Services ²¹	N/A
Percentage of Students with an IEP ²²	N/A
Percentage English Language Learner Students ²³	N/A
Percentage of Students Eligible for Free or Reduced Lunch ²⁴	N/A

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate or repurpose all funds currently allocated to I.S. 231.

New district schools are provided with a fixed per-school allocation and a variable per pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, I.S. 355 and I.S. 356 will each receive a fixed allocation of \$80,000 during their first year. In addition, each school will receive approximately \$657,721.50 in per pupil allocations. Beginning in their second year of operation, I.S. 355 and I.S. 356 will each receive approximately \$225,000 in annual fixed Fair Student Funding foundation allocations to fund administrative costs and an additional \$85,000 in Children First supplemental funding. This estimate is based on current Fair Student Funding (FSF) per capita allocations and related grade level weights. The student achievement and need-based allocations are not taken into account in this estimate because incoming students' achievement levels and needs cannot be predicted (although the schools will serve the same zone, the campus choice model allows students choice between which school they attend, and this prevents using I.S. 231 demographics to predict precise demographics at the two new schools). All money allocated through FSF can be used at the principal's discretion. All dollar amounts are based on FY10 allocations and are subject to change based on adjustments to the DOE's overall operating budget.

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

A. Personnel Needs

It is not anticipated that the proposed co-location will have any impact on pedagogical, administrative and non-pedagogical personnel at P.S. 231. A more detailed description of the potential impact that the phase-out of I.S. 231 would have on I.S. 231 pedagogical, administrative and non-pedagogical personnel is outlined in a separate amended EIS that was also posted on January 25, 2011. Please visit the DOE's website to access that Educational Impact Statement:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

I.S. 355 and I.S. 356 would need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. Similarly, the number of new positions created to serve

²¹ Students with disabilities as percentage of Total students. Special Education count does not include SETSS or students receiving speech or language services.

²² Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register

²³ English Language Learner students as percentage of total students from the 2009-2010 Audited Register

²⁴ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

students in sixth through eighth grade would be determined based on annual enrollment projections available as the school grows to serve those grades.

All new district schools opening in campuses where an existing school is phasing-out must adhere to Article 18-D of the United Federation of Teachers contract. Article 18-D requires that if a sufficient number of displaced staff from the closing or phasing-out school apply, at least 50% of the new schools' pedagogical positions shall be selected from among the appropriately licensed most senior applicants from the closing or phasing-out school – in this case, I.S. 231-- who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary and paraprofessional positions are also subject to Article 18-D.

New administrative staff and non-pedagogical positions will be created at I.S. 355 and I.S. 356 over the course of the schools' phase-ins. I.S. 355 and I.S. 356 are expected to hire additional teachers as each new grade is added.

B. Cost of Instruction

A more detailed description of the potential impact that the phase-out of I.S. 231 would have on cost of instruction at I.S. 231 is outlined in a separate amended EIS that was also posted on January 25, 2011. Please visit the DOE's website to access that Educational Impact Statement:
<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

I.S. 355 and I.S. 356 are expected to receive \$4,384.81 in total additional per pupil funding annually based on projected increases in total enrollment. 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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population.

In addition, FSF awards supplemental allocations on a per pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, schools received an additional \$2,031 per pupil for each English Language Learner they enrolled. It is difficult to project the total supplemental funding that I.S. 355 and I.S. 356 will receive as it phases in because future students' achievement levels and needs cannot be predicted for each of the next five years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools citywide, I.S. 355 and I.S. 356 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. If I.S. 355 or I.S. 356 is a Title I school and the school continues to meet Title I criteria, the school's Title I funding award would grow as the school population grows.

While schools do receive supplemental support for students with disabilities through Fair Student Funding, 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"). As I.S. 355 and I.S. 356 expand, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

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. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

It is not anticipated that the proposed co-location will result in any changes to the administration of I.S. 231. A more detailed description of the potential impact that the phase-out of I.S. 231's will have on the administration is outlined in a separate amended EIS that was also posted on January 25, 2011. Please visit the DOE's website to access that EIS: <http://schools.nyc.gov/AboutUs/Leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>. I.S. 355 and I.S. 356 are expected to hire school supervisors and/or administrator personnel on an as needed basis throughout the course of the school's phase-in.

D. Transportation

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

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

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