

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Grade Truncation of P.S. 45 Clarence Witherspoon (27Q045) from a K-6 School to a K-5 School in the 2017-2018 School Year**

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

The New York City Department of Education (“DOE”) is proposing to truncate the grades served by P.S. 45 Clarence Witherspoon (27Q045, “P.S. 45”) beginning in the 2017-2018 school year so that it will no longer serve sixth grade. P.S. 45 is an existing zoned district elementary school currently serving students in kindergarten through sixth grade and also offering a pre-kindergarten (“pre-k”) program in building Q045 (“Q045”). P.S. 45 is located at 126-28 150<sup>th</sup> Street, Queens, NY 11436 in Community School District 27 (“District 27”). If this proposal is approved by the Panel for Educational Policy (“PEP”), P.S. 45 will no longer serve sixth grade students after the 2016-2017 school year. Beginning in the 2017-2018 school year, P.S. 45 will only serve students in kindergarten through fifth grade, and the school is expected to continue offering a pre-k program.

As discussed further in Section III of this Educational Impact Statement (“EIS”), this proposal was developed in collaboration with the District 27 Community Superintendent and P.S. 45 leadership, who believe that the truncation of the sixth grade will benefit P.S. 45 and District 27 families.

If this proposal is approved, P.S. 45 will have the opportunity to focus exclusively on its elementary school grades. The proposed truncation of the sixth grade will bring P.S. 45 into alignment with the standard kindergarten through fifth grade elementary school model and also result in its students entering middle school at the standard sixth grade entry level.

Given the low demand for sixth grade at P.S. 45, the school community has requested the truncation of its middle school grade by the DOE. In the 2014-2015 school year, approximately 60% of P.S. 45’s fifth grade students did not remain at P.S. 45 for sixth grade. As a result, P.S. 45 only served one section of sixth grade (31 students) in the 2015-2016 school year. In the 2016-2017 school year, according to 2016-2017 Budget Register Projections, P.S. 45 also serves one section of sixth grade, but with fewer students (25). This decline in enrollment was due in large part to students opting to attend stand-alone middle schools in and outside of the district. P.S. 45’s zoned middle schools are J.H.S. 226 Virgil I. Grissom (27Q226, “J.H.S. 226”) and Hawtree Creek Middle School (27Q297, “Hawtree”) located at 121-10 Rockaway Boulevard in District 27. Although between J.H.S. 226 and Hawtree there is sufficient excess capacity to accommodate future students who may have otherwise attended the sixth grade at P.S. 45, most families exercise choice and elect to attend other middle schools in and outside of the district.

The students who remain at P.S. 45 for sixth grade and then apply to middle school are limited to only those middle schools that have available seventh grade seats. P.S. 45 students who enter middle school in the seventh grade may also face transitional challenges as they adjust to a middle school curriculum designed as preparation for rigorous high school instruction. From a pedagogical perspective, continuity of instruction is adversely impacted when students begin middle school at multiple entry grade levels (sixth and seventh). If this proposal is approved, the truncation will allow the school community to focus exclusively on the elementary school grades as it will no longer offer seats to sixth grade students.

If this proposal is approved, P.S. 45 will no longer enroll sixth grade students beginning in the 2017-2018 school year. Current sixth grade students who meet promotional criteria may continue on to the middle

school to which they are matched in the middle school admissions process, described in greater detail in Appendix C below. If current sixth grade students do not meet promotional criteria and must repeat the sixth grade, which will no longer be offered at P.S. 45, they will receive individualized enrollment support from the Superintendent's staff and Family Welcome Center counselors, with a focus on each student's interests to find an alternative seat in a school that is aligned to his or her needs. Similarly, current fifth grade students who meet promotional criteria and receive offers to attend P.S. 45 for sixth grade through the middle school admissions process, will receive individualized enrollment support and be provided a seat at their zoned middle school or to the middle school with an available sixth grade seat to which they receive an offer.

This proposal is also expected to help reduce the excess of middle school seats in District 27. Future students who may have otherwise attended middle school at P.S. 45 will now be supporting the enrollment at other middle schools in the district and throughout Queens.

### *Community Engagement*

Engagement was conducted over the course of creating this proposal. This engagement includes the following:

- Superintendent Barton led a meeting with P.S. 45's staff and leadership on September 21, 2016, at which the Superintendent discussed the proposed truncation.

The DOE will provide other public engagement opportunities following this posting, including:

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at Q045. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-7621 or emailing [D27Proposals@schools.nyc.gov](mailto:D27Proposals@schools.nyc.gov).
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/December212016PanelMeeting.htm>.

## II. Proposed or Potential Use of Building

According to the 2015-2016 Enrollment Capacity Utilization Report, Q045 has the capacity to serve 439 students.<sup>1</sup> In the current 2016-2017 school year, Q045 serves 405 total students, yielding an estimated utilization rate of 92%.<sup>2</sup> If this proposal is approved, P.S. 45 is projected to serve approximately 366-426 students in the 2017-2018 school year, yielding an estimated building utilization rate of 83%-97%. P.S. 45 will be serving kindergarten through fifth grade and will continue to offer pre-k at Q045. More details about building utilization rate are available in Appendix B of this EIS.

The two tables below show enrollment and utilization for building Q045:

DBN	School Name	Grade Spans	
		2016-2017	2017-2018
27Q045	P.S. 45 <sup>3</sup>	K-6	K-5

DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment <sup>4</sup>
27Q045	P.S. 45	405	366 - 426
<b>Total Building Enrollment</b>		405	366 - 426
<b>Utilization</b>		92%	83% - 97%

More information on target capacity and utilization rate is available in Appendix B of this EIS. If this proposal is approved, P.S. 45 will receive its baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III and Appendix D of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

<sup>1</sup> According to the 2015-2016 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

<sup>2</sup> All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and 2016-2017 Budget Register projections for district schools. 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/or space analysis of the building to assess the amount of space available in the building.

<sup>3</sup> P.S. 45 offers pre-k programming in the 2016-2017 school year.

<sup>4</sup> Projected enrollment figures are based on the 2016-2017 Budget Register Projections.

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

#### A. Students

If this proposal is approved, beginning in the 2017-2018 school year, P.S. 45 will no longer serve sixth grade students. In the 2017-2018 school year, P.S. 45 will only serve kindergarten through fifth grade and offer pre-k. There is a sufficient number of middle school seats between J.H.S. 226 and Hawtree, P.S. 45's zoned middle school options, as well as throughout District 27, to accommodate any P.S. 45 students who are required to repeat the sixth grade in the 2017-2018 school year, as well as any rising fifth grader. Similarly, there is a sufficient number of middle school seats to accommodate any future sixth grade students who would have been served at P.S. 45. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 27.

If this proposal is approved, students being served in kindergarten through fifth grade will no longer be able to attend sixth grade at P.S. 45. They will, however, continue to have access to a broad range of middle school options.

#### *Impact on Current and Future Students at P.S. 45*

With respect to instruction, P.S. 45 will continue offering all classes to support current students as they work to meet mandated articulation requirements for the remainder of the 2016-2017 school year.

P.S. 45 currently serves general education students and students requiring special education services, including students currently enrolled in Self-Contained ("SC") Special Education classes, Integrated Co-Teaching ("ICT") classes, and students receiving Special Education Teacher Support Services ("SETSS"). If this proposal is approved, students with disabilities will continue to receive services in accordance with their Individualized Education Programs ("IEPs") and this proposal will not result in any reduction in the school's ability to provide special education services to students who need them. IEP services may vary from year to year, as they are tailored to meet the individual needs of the students currently enrolled in a school.

In addition, students classified as English Language Learners ("ELLs") who are enrolled at P.S. 45 receive English as a New Language ("ENL") services. All current and future students enrolled at P.S. 45 will continue to receive all their mandated special education and/or ENL services if this proposal is approved.

P.S. 45 currently admits zoned students, described in greater detail in Appendix C. Rising sixth graders at P.S. 45 were given preference based on their zoned elementary school. If this proposal is approved, P.S. 45 will no longer admit sixth grade students as of the 2017-2018 school year, however its students will continue to have access to a broad variety of middle school options, described further below.

P.S. 45 currently offers the following extra-curricular activities and partnerships:<sup>5</sup>

**Extra-curricular activities and partnerships:** Chess, Chess In Schools, Dancing Classrooms, Little Kids Rock, National Dance Institute, Studio In A School

**Athletic Sports:** N/A

If this proposal is approved, P.S. 45 will no longer offer extra-curricular activities for sixth grade as of the 2017-2018 school year; however, the DOE does not anticipate that the proposed truncation of P.S. 45 will impact programming and extra-curricular activities for kindergarten through fifth grade students. Students

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<sup>5</sup> School-reported data as of October 2016.

will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change based on student interests, available resources, and staff support for those programs. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources.

Students currently attending P.S. 45 will continue to be served at P.S. 45 for the remainder of the 2016-2017 school year. However, if the proposed truncation of P.S. 45's sixth grade is approved, P.S. 45 will no longer serve sixth grade students after the conclusion of the 2016-2017 school year.

Current fifth grade students who meet promotional criteria and receives a placement offer to P.S. 45 for sixth grade will receive individualized enrollment support and be provided a seat at their zoned middle school or to the middle school with an available sixth grade seat to which they receive an offer. If students do not meet promotional requirements and must repeat the sixth grade, which is no longer offered by P.S. 45, those students will be provided a seat at their zoned middle school, or a Queens middle school with an available sixth grade seat. Please see Appendix C of this EIS for more information regarding the middle school admissions process.

#### *Impact on the Pre-Kindergarten Program*

This proposal is not expected to impact the pre-k program at P.S. 45. Incoming pre-k students can apply to the pre-k program through the centralized pre-k admissions process. As with all pre-k programs, the availability of pre-k at P.S. 45 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-k programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Please see Appendix C of this EIS for more information on pre-k admissions.

#### *Impact on Future Elementary Students in District 27*

This proposal is not expected to impact the admissions process for district elementary schools in District 27. Through the elementary school admissions process, students are offered the opportunity to apply to a range of elementary 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 admissions process. Please see Appendix C of this EIS for more information on elementary school enrollment.

#### *Impact on Future Middle School Students in District 27*

Only continuing fifth graders are given priority to attend sixth grade at P.S. 45. This proposal to truncate the sixth grade of P.S. 45 is expected to have minimal impact on the admissions process at other District 27 middle schools. P.S. 45 currently serves only one section of sixth grade students (25 students). The majority of its fifth grade students apply to the middle schools admissions process and transition to stand-alone middle schools for sixth grade. If this proposal is approved, P.S. 45's current fifth grade students will no longer have the opportunity to attend P.S. 45 for sixth grade. They will, however, continue to have access to a broad range of middle school options. As described in greater detail in Section C below, there are a sufficient number of sixth grade seats in District 27 to accommodate future students who may have otherwise enrolled in P.S. 45 for sixth grade.

Through the middle school admissions process, students are offered 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 admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at:

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

General information about the middle school admissions process can also be found in Appendix C of this EIS.

### *Impact on Over-the-Counter Students*

In addition to admitting students through the elementary school admissions process, P.S. 45 also admits some students through the over-the-counter (“OTC”) placement process. This proposal will not impact P.S. 45’s ability to continue to do so in the remaining grades. However, if this proposal is approved, beginning in the 2017-2018 school year, P.S. 45 will no longer enroll OTC students in the sixth grade.

Please see Appendix C of this EIS for more information on the OTC process.

## **B. Schools**

Although P.S. 45 will no longer serve sixth grade students as of the 2017-2018 school year if this proposal is approved, P.S. 45 will continue to serve students in Q045. Q045 has adequate capacity to accommodate P.S. 45 students. If this proposal is approved, P.S. 45 is projected to enroll an estimated 366-426 students in 2017-2018 and P.S. 45 will no longer admit sixth grade students. At that point, the projected utilization rate for Q045 would be approximately 83%-97%.

The estimated enrollment and building utilization figures for P.S. 45 in Q045 over a two-year period are shown in Sections II and IV of this EIS.

If P.S. 45’s sixth grade truncation is approved, pursuant to the Footprint, there will be sufficient space to accommodate its kindergarten through fifth grade, as well as its pre-k program. Please see Appendix D of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE’s website to access the Footprint:

<http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

### *Building Safety and Security*

P.S. 45 will develop a safety and security plan for Q045 prior to the first day of school in September 2017.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

### C. Community

As noted above, this proposal was developed in collaboration with the District 27 Community Superintendent and P.S. 45's school leadership, who believe that the truncation of the sixth grade will benefit the P.S. 45 and District 27 communities. The DOE believes that the proposed truncation of the sixth grade at P.S. 45 will provide P.S. 45 with the opportunity to focus exclusively on its elementary school grades and allow its students to enter middle at the standard sixth grade entry point.

J.H.S. 226 and Hawtree are P.S. 45's zoned middle school options, but families in District 27 have historically exercised choice and elected to attend middle schools in and outside of the district. The DOE believes that given the number of available excess middle school seats between J.H.S. 226 and Hawtree, as well as the seats available across the district, this truncation will not unduly burden middle schools in District 27 or elsewhere. As described above, in the 2014-2015 school year, P.S. 45 enrolled only 42 sixth grade students and this decreased to 31 students in the 2015-2016 school year. According to 2016-2017 Budget Register Projections, P.S. 45 is projected to serve one section of sixth grade, but with fewer students (25). There are 25 schools in District 27 that serve middle school grades and can provide seats to students who would have applied to P.S. 45's sixth grade.

District 27 district schools currently have the capacity to serve approximately 4,000 students in sixth grade, while only 3,673 such students are projected to be enrolled in 2016-2017. This means that District 27 currently has an excess of over 300 middle school seats in district schools. If the truncation of P.S. 45 is approved, District 27 schools will still have the capacity to serve approximately 4,000 students in grade six and will still have an excess of nearly 300 sixth grade seats. Therefore, the DOE believes that there is sufficient capacity in District 27 schools to accommodate the students who would otherwise have enrolled in the middle school grades of P.S. 45.

There is also one charter school in District 27 serving approximately 100 sixth grade students. Students in District 27 can also apply to this school. More information can be found on the DOE website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

If this proposal is approved, the grade truncation of P.S. 45 may have a small impact on enrollment at other district and the charter schools serving middle school grades in District 27, as students who may have attended P.S. 45 for sixth grade may enroll in these schools. As described above, this is not expected to substantially impact any particular school given the volume of excess middle school seats in the district.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q045. This proposal is not expected to impact the accessibility of Q045, which is not accessible.

## IV. Enrollment, Admissions and School Performance Information

*P.S. 45*

### Admissions Data

<b>Current Admissions</b>	<p><b>Pre-k:</b> Standard Pre-k admissions process</p> <p><b>Grades K-5:</b> Zoned</p> <p><b>Grade 6:</b> Zoned</p>
<b>Admissions if Proposal is Approved</b>	<p><b>Pre-k:</b> Standard Pre-k admissions process</p> <p><b>Grades K-5:</b> Zoned</p> <p><b>Grades 6:</b> N/A</p>

### Enrollment Data<sup>6</sup>

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
2016-2017 (budget register projections)	36	67	61	53	54	60	49	25	405
2017-2018 (projected)	36	60-70	60-70	55-65	50-60	50-60	55-65	-	366-426

### Demographic Data<sup>7</sup>

% Students with Disabilities (any student receiving an IEP)	18%
% English Language Learners	8%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	90%

<sup>6</sup> Projected enrollment figures are based on 2016-2017 Budget Register Projections.

<sup>7</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

### School Performance Data

	2013-14	2014-15	2015-16
<b>School Quality Indicators<sup>8</sup></b>			
1.1 Curriculum	N/A <sup>9</sup>	Proficient	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Developing	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Performance Data<sup>10</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	15%	20%	21%
Math % Proficient (Levels 3 and 4)	26%	27%	15%
<b>Other Key Performance Indicators</b>			
Attendance Rate	92%	93%	N/A <sup>11</sup>
<b>2016-2017 State Accountability Status</b>	Focus School <sup>12</sup>		

<sup>8</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

<sup>9</sup> Not all schools receive Quality Reviews every year. P.S. 45 did not have a Quality Review for the 2013-2014 and 2015-2016 school years.

<sup>10</sup> Performance data for the 2013-2014 school year and the 2014-2015 school year is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Because School Quality Reports are not available for the 2015-2016 school year, 2015-2016 performance data is from the New York State data available at: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

<sup>11</sup> Attendance data for the 2015-2016 school year is not yet available.

<sup>12</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

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

If this proposal is approved, once the truncation of P.S. 45's sixth grade is fully implemented, the DOE will cease to allocate funds to P.S. 45 for the sixth grade. Therefore, the DOE expects this proposal to reduce the school's budget, although this may be offset by any future increases in enrollment in the elementary school grades.

Most funding in schools' budgets is allocated on a per-pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ENL students, and those with other supplemental academic needs. 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 truncation, the total number of students enrolled at P.S. 45 may decline beginning in the 2017-2018 school year, meaning that the school's budget may decrease, and it will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the city, with budgets increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide<sup>13</sup> and FY17 School Allocation Memoranda<sup>14</sup> 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 P.S. 45. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

### A. Personnel Needs

If this proposal is approved, some current P.S. 45 staff may be excessed due to the elimination of the sixth grade. It is difficult to precisely predict the number of affected positions.

Any excessing that may be necessary would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

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.

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<sup>13</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/FY17\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/FY17_PDF/FSF_Guide.pdf).

<sup>14</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/FY17\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/FY17_PDF/FSF_Guide.pdf).

Students who would otherwise have enrolled in P.S. 45's sixth grade would now be enrolled in other middle schools and those schools might need to hire additional staff. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

### **B. Administration**

If this proposal is approved, some administrative positions may be excessed as the school truncates its sixth grade, as administrative needs may decrease as the school serves a decreasing student population. Again all excessing will take place in accordance with existing labor contracts.

### **C. Transportation**

There will be no change to existing transportation practices at P.S. 45 during the current school year (2016-2017). This proposal is not expected to affect transportation practices at P.S. 45 for the 2017-2018 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending P.S. 45 and according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

### **D. 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>Building</b>		Q045
<b>Type of Building</b>		PS
<b>Year Built</b>		1914
<b>Overall BCAS rating</b>		2.45
<b>2015-16 Blue Book Target Building Utilization</b>		89%
<b>2015-16 Blue Book Target Building Capacity</b>		439
<b>Maintenance Costs</b>	<b>Labor (FY 2015)</b>	\$37,950
	<b>Materials (FY 2015)</b>	\$16,870
	<b>Maintenance, repair, and service contracts (FY 2015)</b>	\$41,062
	<b>Custodial operations costs—Materials (FY 2016)</b>	\$3,986
	<b>Custodial operations costs—Custodial Allocation (FY 2016)</b>	\$226,960
<b>FY 2016 Energy Costs</b>	<b>Electric</b>	\$35,829
	<b>Gas</b>	\$15,892
	<b>Steam</b>	n/a
	<b>Oil</b>	n/a
<b>Projects completed during the current or prior school year</b>		INTERIOR:STRUCTURAL: Foundation Walls; SITE: Playground: Mating; SITE: Playground: Play Equipment; EXTERIOR: Exterior Walls EXTERIOR: Parapets; SITE: Drainage System
<b>Projects proposed in the capital plan</b>		FY15 RESO A AUDITORIUM UPGRADE - Pending Construction
<b>Accessibility of the building</b>		No Accessibility
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Nurse's Office

## Appendix A: District 27 Middle School Options

The table below lists all district and charter schools currently serving middle school grades in District 27:

DBN	School Name	Address	Grade Span 2016-2017	Grade Span at Scale	Admissions Method	2016-2017 Enrollment <sup>15</sup>	2015-2016 School Capacity <sup>16</sup>	2016-2017 School Utilization
<b>Zoned Options</b>								
27Q042	P.S./M.S 042 R. Vernam	488 BEACH 66 STREET	K-8	K-8	Unscreened	706	984	72%
27Q043	P.S. 043	160 BEACH 29 STREET	K-8	K-8	Zoned	1005	1118	90%
27Q045	P.S. 045 Clarence Witherspoon <sup>17</sup>	126-28 150 STREET	K-6	K-6	Unscreened	405	439	92%
27Q047	P.S. 047 Chris Galas	9 POWER ROAD	K-8	K-8	Zoned	217	173	125%
27Q053	M.S. 053 Brian Piccolo	10-45 NAMEOKE STREET	6-8	6-8	Unscreened	312	785	40%
27Q105	P.S. 105 The Bay School	420 BEACH 51 STREET	K-8	K-8	Zoned	914	730	125%
27Q114	P.S./M.S. 114 Belle Harbor	134-01 CRONSTON AVENUE	K-8	K-8	Zoned	666	649	103%
27Q124	P.S. 124 Osmond A Church	129-15 150 AVENUE	K-8	K-8	Zoned	1252	919	136%
27Q137	M.S. 137 America's School of Heroes	109-15 98 STREET	6-8	6-8	Zoned	1899	1568	121%
27Q146	P.S. 146 Howard Beach	98-01 159 AVENUE	K-8	K-8	Zoned	705	538	131%
27Q183	P.S. 183 Dr. Richard R. Green	2-45 BEACH 79 STREET	K-8	K-8	Zoned	601	680	88%
27Q202	J.H.S. 202 Robert H. Goddard	138-30 LAFAYETTE STREET	6-8	6-8	Zoned	1104	1040	106%
27Q207	P.S. 207 Rockwood Park	159-15 88 STREET	K-8	K-8	Zoned	680	860	79%
27Q210	J.H.S. 210 Elizabeth Blackwell	93-11 101 AVENUE	6-8	6-8	Zoned	1886	2042	92%

<sup>15</sup> Enrollment is based on the 2016-17 Budget Register projections for district schools and the charter invoice projections as of August 17, 2016 for charter schools. It reflects the enrollment for all grades served by the school

<sup>16</sup> School capacity is based on target capacity from the 2015-2016 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

<sup>17</sup> If this proposal is approved, P.S. 45 will no longer admit middle school students as of the 2016-2017 school year.

27Q226	J.H.S. 226 Virgil I. Grissom	121-10 ROCKAWAY BOULEVARD	6-8	6-8	Unscreened	919	1186	77%
27Q232	P.S. 232 Lindenwood	153-23 83 STREET	K-8	K-8	Zoned	1020	773	132%
27Q297	Hawtree Creek Middle School	121-10 ROCKAWAY BOULEVARD	6-8	6-8	Unscreened	351	413	85%
27Q318	Waterside School For Leadership	190 BEACH 110 STREET	6-8	6-8	Screened For Language, Zoned	233	262	89%
<b>District-wide Choice Options</b>								
27Q262	Channel View School for Research	100-00 BEACH CHANNEL DRIVE	6-12	6-12	Screened	762	1184	64%
27Q309	Academy of Medical Technology: A College Board School	8-21 BAY 25 STREET	6-12	6-12	Limited Unscreened	598	688	87%
27Q319	Village Academy	10-45 NAMEOKE STREET	6-8	6-8	Unscreened	304	459	66%
<b>City-wide Choice Options</b>								
27Q282	Knowledge and Power Preparatory Academy VI	8-21 BAY 25 STREET	6-8	6-8	School-based	262	339	77%
27Q323	Scholars' Academy	320 BEACH 104TH STREET	6-12	6-12	School-based	1383	1265	109%
27Q333	Goldie Maple Academy	3-65 BEACH 56 STREET	K-8	K-8	School-based	505	1024	49%
<b>Charter Options</b>								
84Q340	Challenge Preparatory Charter School	710 HARTMAN LANE	K-7	0	Lottery	696	N/A	N/A <sup>18</sup>

<sup>18</sup> The DOE does not have capacity and utilization data for charter schools located in private space.

## Appendix B: Target Capacity and Utilization Rate

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69> 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 goals for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 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 2016-2017 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 will 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 will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal 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 will decrease.

## Appendix C: School Admissions

### *Elementary School Admissions*

The DOE offers zoned, non-zoned, and choice elementary schools.<sup>19</sup> A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to kindergarten at zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

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

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

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<sup>19</sup> District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district;
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to kindergarten at non-zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

- a. Students who reside in the school's district whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- b. Students who reside outside the school's district whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. Students other than those in (a) and (c) above who are residents of that district;
- f. Students other than those in (b) and (d) above who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>20</sup> a Non-Public School Placement, or specialized programs,<sup>21</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will be also admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services to receive appropriate services in accordance with DOE policy.

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<sup>20</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 349 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>21</sup> Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

Pre-kindergarten applicants are considered for placement in zoned schools based on standard admissions priorities, as outlined below and in accordance with Chancellor’s Regulation A-101:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of applications submission and will be in grades K-5 in the school at the start of the following September;  
 In some cases, dependent upon the timing of the approval of a rezoning plan, a student’s zoned district school may change during the application period. In such cases, the student continues to have priority to the original zoned school.
- b. Zoned students other than those in (a);
- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;
- d. Out-of-district students whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- e. In-district students;
- f. Out-of-district students

Pre-kindergarten applicants are considered for placement in non-zoned schools based on standard admissions priorities, as outlined below and in accordance with Chancellor’s Regulation A-101:

- a. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;
- b. Out-of-district students, whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- c. In-district students;
- d. Out-of-district students.

For both kindergarten and pre-kindergarten, if there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

### *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to 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 Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE’s website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student’s customized middle school application. These options may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school) or composite score admissions method (a combination of factors are used to create one score for each applicant);

- 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;
- K-8 schools with a zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 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 methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2017-2018 school year is in December 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year will be available for students to consider in early 2017. Eligible students will have the opportunity to submit a “new schools” application in at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

### *Pre-kindergarten School Admissions*

Pre-kindergarten applicants are considered for placement in schools based on standard admissions priorities, as outlined below and in accordance with Chancellor’s Regulation A-101:

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.<sup>22</sup>
- b. Students residing in the zone, who do not have a sibling at the school.
- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-k program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-k program.
- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.
- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-k program
- h. Students residing in the district, who are zoned to a different school which has a pre-k program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

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<sup>22</sup> Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

### *Over-the-Counter (“OTC”) Placements*

OTC is 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 four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;<sup>23</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When a middle or high school-eligible student arrives for 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 their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student’s needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process. If the Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that base admissions decisions on students’ academic criteria) that have a two year track record of not meeting their enrollment targets through the high school admissions process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened an audition schools, transfer schools,<sup>24</sup> international schools,<sup>25</sup> and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past.

## Appendix D: Instructional Footprint

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 a school’s representative.

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<sup>23</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.

<sup>24</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: [www.goingforme.org](http://www.goingforme.org).

<sup>25</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

For elementary schools serving grades kindergarten through five (and for all pre-k programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.