

AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Truncation of P.S. 96 (27Q096) to a K-5 School in 2012-2013

I. Summary of Proposal

P.S. 96 (27Q096, “P.S. 96”) is an existing zoned elementary school located in building Q096 and a transportable classroom unit (“TCU,” also commonly known as a “trailer”), Q986, at 130-01 Rockaway Boulevard, Queens, NY 11420, in Community School District 27. It currently serves students in kindergarten through sixth grade and offers a pre-kindergarten program. P.S. 96 is currently the only school located in building Q096 and TCU Q986.

On October 3rd, 2011, the New York City Department of Education (“DOE”) published an Educational Impact Statement (“EIS”) describing a proposal to implement a “grade truncation” at P.S. 96, meaning that the school would no longer enroll sixth grade students after the current 2011-2012 school year. This amended EIS corrects the percentage of students receiving integrated co-teaching (“ICT”) or self-contained (“SC”) services. If this proposal is approved, at the close of the 2011-2012 school year, all fifth and sixth grade students who meet promotional standards would graduate from P.S. 96 and would enter middle school as sixth and seventh graders, respectively, in the 2012-2013 school year. Beginning in September 2012, P.S. 96 would only serve students in kindergarten through fifth grade and would continue to offer a pre-kindergarten program (subject to funding and demand).

Students in District 27 currently attend their zoned middle school or apply to choice middle schools on a school-by-school basis. A student’s zoned school is determined by his or her home address. The DOE and the District 27 Community Education Council (“CEC”) are currently discussing the possibility of implementing “Middle School Choice” for District 27. Middle School Choice is discussed below in Section III. If Middle School Choice is adopted, zoned students would still have priority for admission to their zoned middle schools. Students would also be eligible to attend a zoned school outside of the zone in which they reside after students within the zone in which the school is located have been admitted. Students would continue to be able to apply to middle schools that have borough-wide and city-wide admissions policies.

The DOE strives to ensure that all students in New York City have access to high-quality schools at every stage of their education. The proposed grade truncation offers significant benefits to the students currently in fifth grade at P.S. 96.

Middle schools typically enroll students beginning in sixth grade, and P.S. 96 students already have the option to apply to middle school as fifth graders. However, as discussed in Section III below, P.S. 96 students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh grade seats. In particular, there are several un-zoned choice middle schools in District 27¹ that rarely have open seventh grade seats because seats become available only if sixth grade students leave the school. As a result, students who remain at P.S. 96 through sixth grade and wish to attend a choice middle school would have fewer options than their peers who start middle school a year earlier.

As discussed in Section III below, this proposed grade truncation will provide P.S. 96 students access to the same range of middle school options as their peers throughout District 27. In addition, as discussed in Section III below, it addresses problems that exist for middle school students and the middle school as a whole when students start middle school through multiple entry grades (sixth and seventh).

Further, as discussed in Section III below, the proposal addresses some disadvantages that students may be experiencing while they remain at P.S. 96 for sixth grade after their grade size has been reduced by the

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

number of students who exercised the option to enter middle school in sixth grade. Also, as discussed in Section III below, by entering middle school in sixth grade rather than seventh grade, students at P.S. 96 would have more opportunities earlier on to take advantage of the enriching, high-school preparatory experiences offered at middle schools.

Finally, as discussed in Section II below, changing P.S. 96's grade span from K-6 to K-5 would reduce the school's enrollment by approximately 44 students, reducing the building's utilization rate and alleviating overcrowding in the building.² The reduction in enrollment could free up additional space that P.S. 96 could use to accommodate additional lower-grade students or to meet other needs (e.g., art room, resource center, etc.).

II. Proposed or Potential Use of Building

The buildings in which P.S. 96 is located, Q096 and Q986, have the capacity to serve 218³ students. In 2010-2011, they served 305⁴ students in kindergarten through sixth grade and 35 students in pre-kindergarten, which yields a total estimated building utilization rate of 156 percent.⁵ In 2011-2012, the current school year, P.S. 96 is projected to serve a total of 313 students, yielding a building utilization rate of 144%. If this proposal is approved and sixth grade students are no longer served at P.S. 96, in 2012-2013, P.S. 96 would serve approximately 243-328 students in grades K-5 and pre-kindergarten, which would yield an estimated building utilization rate of 111-150 percent.⁶ The concept of "utilization rate" is discussed below. P.S. 96 is currently overcrowded and recently had to eliminate one section of its pre-kindergarten program to accommodate its zoned students. Changing P.S. 96's grade span from K-6 to K-5 would reduce the school's enrollment by approximately 44 students, reducing the building's utilization rate and alleviating overcrowding. Truncating P.S. 96's sixth grade could free up additional space that P.S. 96 could use to accommodate additional lower-grade students or to meet other needs (e.g., art room, resource center, etc.).⁷

Target Capacity and Projected Utilization	
Total Target Capacity (2010-11) ⁸	218
Main Building (Q096)	188
TCU (Q986)	30
Projected Enrollment (2011-12) ⁹	313

² Sixth grade projected enrollment for 2012-2013 is based on the 2011-2012 Budget Register Projections for the fifth grade cohort at P.S. 96, assuming 100% of fifth graders students articulate to the sixth grade. This assumption is based on the 2010 audited register numbers which show that 100% of the fifth graders at P.S. 96 in the 2009-2010 school year remained at the school for sixth grade in the 2010-2011 school year.

³ The official target capacity and utilization rates for the 2011-2012 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"). As discussed below, utilization rates referenced herein only include the projected number of students who may actually attend the school and do not include Long Term Absences ("LTAs").

⁴ Based on the 2011-2012 Budget Register Projections.

⁵ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the Blue Book enrollment includes LTAs, students who have been absent continuously for 30 days or more as of October 31, 2010. 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 in 2011-2012 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.

⁶ Based on the 2011-2012 Budget Register Projections.

⁷ The number of sixth grade seats eliminated as a result of the P.S. 96 truncation is based on the 2011-2012 Budget Register Projections.

⁸ The capacity is based on the 2010-2011 Blue Book.

⁹ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the Blue Book enrollment includes LTAs, students who have been absent continuously for 30 days or more as of October 31, 2010. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS

Projected Utilization	144%
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As described in more detail in the Enrollment, Capacity, Utilization Report (“the Blue Book”), which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s standards for maximum classroom capacities (which are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.¹⁰

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

At this time, the DOE has no proposed additional uses for the building after the grade truncation takes place. If this proposal is approved, the additional space made available by truncating the school’s sixth grade could be used to provide additional classroom seats to kindergarten through fifth grade students or to meet other needs (e.g., art room, resource center, new or expanded programs for P.S. 96 students, etc.).¹¹ Any future proposals for use of the space that involve a significant change in school utilization would begin with community engagement to discuss the community’s needs and would be addressed in a separate Educational Impact Statement.

and used in the calculation of utilization rates only include the projected number of students who are actually projected to attend the school in 2011-2012 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.

¹⁰ Enrollment reflects the 2011-2012 enrollment projection, and the utilization rate compares this enrollment with the 2010-2011 capacity. 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.

¹¹ The number of sixth grade seats eliminated as a result of the P.S. 96 truncation is consistent with budget register projections for 2011-2012.

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

A. Students

If this proposal is approved, beginning in the 2012-2013 school year, P.S. 96 would serve students only in kindergarten through fifth grade and continue to offer a full day pre-kindergarten program (subject to funding and demand).

All P.S. 96 fifth grade students this year would apply to middle school and those who meet promotional requirements would graduate from P.S. 96 and start middle school in 2012-2013 as sixth grade students. That would mean they would be applying at the first entry point for middle school seats, which would provide P.S. 96 students with the same opportunities as their peers to enter choice schools.

All P.S. 96 sixth grade students in sixth grade this year would apply to middle school (as they have in the past), and those who meet promotional requirements would graduate from P.S. 96 and enroll in seventh grade. If a P.S. 96 fifth grade student does not meet the promotional standards at the conclusion of the 2011-2012 school year, then the student would be retained at P.S. 96. If a P.S. 96 sixth grade student does not meet the promotional standards at the conclusion of the 2011-2012 school year and is required to repeat the grade in the 2012-2013 school year, the DOE would seek to place that student in sixth grade at his or her zoned middle school. If such placement is not feasible, the DOE would find an alternative District 27 placement for that student.

This proposal addresses some of the disadvantages that sixth grade students face while enrolled in a small school like P.S. 96 (which, during the 2011-2012 school year, serves just one section of sixth grade students). Elementary schools have fewer resources to provide the types of extracurricular activities and enrichment opportunities that are available to sixth grade students (and other students) in a full size middle school. Middle schools typically have varied and rich extra-curricular activities and instructional offerings, especially in the sciences and languages. Middle schools' space and facilities are also better aligned to support these programs. By entering middle school in sixth grade rather than seventh grade, students at P.S. 96 would have more opportunities to take advantage of these enriching, high-school preparatory experiences.

P.S. 96 students who start middle school in seventh grade may also face transitional challenges related to entering middle school a year later than most of their classmates. Moreover, unless they attend a 6-12 school, students who enter middle school in seventh grade will remain in their new middle school for only two years before moving on to high school, leaving them with very little time to adjust to a new school environment and new academic expectations before facing another transition and adjustment. Multiple transitions in such close succession can have the effect of depersonalizing the school experience when adolescents tend to need more personal and supportive environments. Having students enter at multiple grade levels is also challenging for teachers and administrators from an instructional perspective.

Additionally, if the Community Education Council of District 27 ("CEC 27") votes during the 2011-2012 school year to adopt a Middle School Choice enrollment process for the entire district, all District 27 students entering middle schools in the 2012-2013 school year and beyond would do so via the Middle School Choice process. Subsequently, every fifth grade student would be issued a personalized middle school application in the fall and would be asked to rank and apply to the middle schools in which he or she is interested, whether the schools are located within or outside of District 27. Specifically, a student could apply to:

- A zoned middle school in the zone in which the student resides;
- A zoned middle school in District 27 outside the zone in which the student resides;
- An un-zoned middle school with an unscreened¹² or limited-unscreened¹³ application process; and
- An un-zoned middle school with a screened application process.¹⁴

Through the Middle School Choice process, students receive priority admission to their zoned middle school when they rank that school on their Middle School Choice application. If students do not rank their zoned school at all, they lose their zoned-student priority status. After a zoned school admits all zoned students matched during the middle school choice process, the school's remaining spaces are opened to out-of-zone students from within the district, who indicated a preference for that school.

Under Middle School Choice, students would also be eligible to attend a zoned school outside of the zone in which they reside, to the extent that space is available after students within the zone in which the school is located have been admitted. Most students at P.S. 96 are zoned to J.H.S. 226 Virgil I. Grissom (27Q226, "J.H.S. 226") and those zoned students are currently given priority to J.H.S. 226. Similarly, P.S. 96 students who are zoned to other District 27 middle schools are given priority to their respective zoned middle school. This would continue to be true if the District 27 CEC were to adopt Middle School Choice. Under Middle School Choice, P.S. 96 students would continue to be able to apply to District 27, borough-wide and citywide middle schools, just as they can now, but there would also be a streamlined process through which P.S. 96 students could apply to zoned schools throughout the district. A table showing additional middle schools within District 27 appears below. The list of district, borough-wide and citywide choice schools can be found in the Middle School packet distributed to schools or online at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Queens/default>.

Choice middle schools typically enroll students beginning in sixth grade, and P.S. 96 students already have the option to apply to middle school as fifth graders. However, P.S. 96 students who wait until sixth grade to apply to choice middle schools are limited to those choice schools that still have available seventh grade seats. Seventh and eighth grade seats at choice middle schools typically become available only if spaces open up due to students leaving the school. As a result, students who remain at P.S. 96 through sixth grade and wish to enter a choice school have fewer opportunities to enter those schools than their peers who start middle school a year earlier

The available District 27 choice middle schools open to P.S. 96 students, along with their peers throughout the district, include:

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	Admissions Method
ZONED School					
27Q226	Virgil I. Grissom (I.E., 226)	121-10 Rockaway Boulevard, Queens, NY 11420	06-08	06-08	Zoned
OTHER ZONED Schools					
27Q042	Robert Vernam (P.S. 42)	488 Beach 66th Street, Queens, NY 11692	0K-08	0K-08	Zoned
27Q043	P.S. 43	160 Beach 29 Street, Queens, NY 11691	0K-08	0K-08	Zoned
27Q047	Chris Galas (P.S. 47)	9 Power Road, Queens, NY 11693	0K-08	0K-08	Zoned

¹² Unscreened schools admit all students who are eligible to apply to the school.

¹³ Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

¹⁴ Screened schools admit students based on specific criteria they designate for admission.

27Q105	The Bay School (P.S. 105)	420 Beach 51 Street, Queens, NY 11691	0K-08	0K-08	Zoned
27Q114	The Belle Harbor School (P.S./M.S. 114)	134-01 Cronston Avenue, Queens, NY 11694	0K-08	0K-08	Zoned
27Q124	Osmond A. Church (P.S. 124)	129-15 150 Avenue, Queens, NY 11420	0K-08	0K-08	Zoned
27Q137	America's School of Heroes (M.S. 137)	109-15 98th Street, Queens, NY 11417	06-08	06-08	Zoned
27Q146	The Howard Beach School (P.S. 146)	98-01 159 Avenue, Queens, NY 11414	0K-08	0K-08	Zoned
27Q183	Dr. Richard R. Green School (P.S. 183)	2-45 Beach 79 Street, Queens, NY 11693	0K-08	0K-08	Zoned
27Q202	Robert H. Goddard (J.H.S. 202)	138-30 Lafayette Street, Queens, NY 11417	06-08	06-08	Zoned
27Q207	The Rockwood Park School (P.S. 207)	159-15 88 Street, Queens, NY 11414	0K-08	0K-08	Zoned
27Q210	The Elizabeth Blackwell School (I.E.. 210)	93-11 101 Avenue, Queens, NY 11416	06-08	06-08	Zoned
27Q232	P.S. 232	153-23 83 Street, Queens, NY 11414	0K-08	0K-08	Zoned
27Q318	Waterside School for Leadership	1-90 Beach 110th Street, Rockaway Park, NY 11694	06-08	06-08	Zoned
CHOICE Options					
27Q053	Brian Piccolo (I.S. 53)	10-45 Nameoke Street, Far Rockaway, NY 11691	06-08	06-08	Campus Choice
27Q319	Village Academy	10-45 Nameoke Street, Queens NY, 11691	06-08	06-08	Campus Choice
27Q309	Academy of Medical Technology: A College Board School	8-21 Beach 25th Street, Queens, NY 11691	06-12	06-12	District
27Q262	Channel View School for Research	100-00 Beach Channel Drive, Queens, NY 11694	06-12	06-12	District
27Q282	Knowledge and Power Preparatory Academy VI	8-21 Beach 25th Street, Queens, NY 11691	06-08	06-08	District
27Q323	Scholars' Academy	320 Beach 104th Street, Queens, NY 11694	06-12	06-12	District
27Q333	Goldie Maple Academy	365 Beach 56th Street, Queens, NY 11692	0K-08	0K-08	District

As in the past, District 27 students may also apply to borough-wide and citywide middle schools. The list of these schools can be found in the Middle School Directory distributed to schools or online at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Queens/default>.

Students with Disabilities and English Language Learners

P.S. 96 will continue to meet the needs of students with disabilities and English Language Learners (“ELL”). Current students with Individualized Educational Programs (“IEPs”) or those requiring ELL services would continue to receive appropriate services at P.S. 96.

The student support staff at P.S. 96, in consultation with the Office of Student Enrollment (“OSE”) and the Office of English Language Learners, would assist students with identifying services for English Language Learners offered at middle school(s) as they select programs that will meet their specific needs.

Students in Pre-Kindergarten

P.S. 96 currently offers one section of a full day pre-kindergarten program. The DOE does not anticipate that the proposed truncation of P.S. 96 would impact its pre-kindergarten program.

B. Schools

P.S. 96 is the only school located in buildings Q096 and Q986; therefore, P.S. 96 is the only organization impacted by this proposal in the building.

By truncating the sixth grade class, this proposal would reduce the number of students enrolled in buildings Q096 and Q986 by approximately 44 students.¹⁵ If the proposal is approved, there will continue to be sufficient space to serve P.S. 96 students pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf/.

C. Community

This proposal addresses the following needs of the P.S. 96 community:

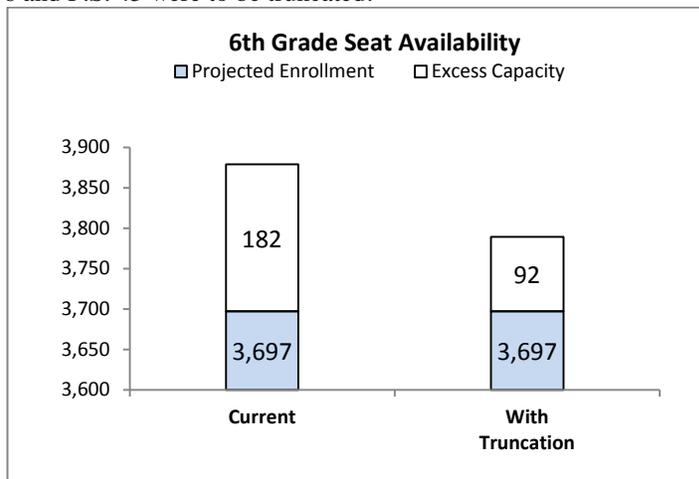
- Truncating the sixth-grade class at P.S. 96 would align the school’s grade span with 23 of the 25¹⁶ other schools serving elementary students in District 27, including P.S. 104 and P.S. 197, both of which truncated their 6th grades for the 2011-12 school year.
- Since 2010, the Panel for Educational Policy (“PEP”) has approved the grade truncations of two K-6 schools in District 27. There are currently 26 schools serving elementary students in District 27 and as of the current school year, only two of those schools, P.S. 96 and P.S. 45, serve students in grades K-6. The DOE is currently discussing the possibility of truncating with the P.S. 45 community, but no proposal has been developed for that school’s truncation. Given these changes, the vast majority of elementary school students in the district will begin middle school in sixth grade as of the 2012-2013 school year. This means that even fewer seats will be available to students entering middle school in the seventh grade.
- Creating a single entry grade helps schools build and foster stronger school communities. P.S. 96’s proposed truncation would enable middle schools throughout District 27 to better support students.
- If this proposal were to be approved, District 27 would have sufficient middle school capacity to accommodate the sixth grade students who would have otherwise enrolled at P.S. 96 for sixth grade. Even if the DOE were to move forward with a proposal to truncate P.S. 45’s sixth grade as well, District 27 would maintain sufficient middle school capacity to accommodate sixth grade students from both schools.
- The chart below illustrates the information described above indicating that the district will have sufficient sixth grade seat availability, even after the proposed grade truncation at P.S. 96 and the potential truncation of P.S. 45.¹⁷ Specifically, there would still be an excess of 92 sixth grade seats if

¹⁵ Based on the 2011-2012 Budget Register Projections.

¹⁶ One of the two elementary schools that do not serve students in kindergarten through fifth grade is P.S. 51 (27Q051), an early childhood center that serves students in kindergarten and first grade. The other school is P.S. 45, which currently serves students in kindergarten through sixth grade.

¹⁷ While there is currently no proposal for the truncation of P.S. 45’s sixth grade, given the ongoing conversation with the P.S. 45 community around the potential of truncating the school’s sixth grade, it seems prudent to account for the potential impact of that truncation for the sake of providing the most conservative of the number of available sixth grade seats for District 27 students. If the DOE moves forward with a proposal to truncate P.S. 45’s sixth grade, this proposal would be the subject of a separate Educational Impact Statement.

both P.S. 96 and P.S. 45 were to be truncated:^{18,19}



- District 27 is projected to have a total of 3,789 sixth grade seats available in 2012-2013, and there are approximately 3,697 sixth graders projected to need seats in District 27 middle schools in 2012-2013, which includes the students who would have been served by P.S. 45 and P.S. 96’s sixth grade.²⁰
- Assuming both schools were to truncate, District 27 middle schools would still have 92 seats in excess of the overall sixth grade seat capacity.
- District 27 therefore has ample capacity to accommodate the 44 students who would have been served by P.S. 96’s sixth grade.²¹

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q096.

IV. Enrollment, Admissions and School Performance Information

P.S. 96 is the only school located in buildings Q096 and Q986.

P.S. 96

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions K-6: Zoned
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¹⁸ Based on project 5th grade enrollment for 2011-12.

¹⁹ Figures exclude District 75 and Community Based Organizations. The 6th grade seat capacity was derived by multiplying the weighted projected 6th grade enrollment (%) by the 2010-11 Blue Book org capacity. Total 6th grade seat capacity with truncation excludes school closures and K-6 schools; the latter because historical trends indicate that 5th graders that attended a truncated K-6 school would not matriculate into a K-6 school.

²⁰ Based on the 2011-2012 Budget Register Projections.

²¹ Based on the 2011-2012 Budget Register Projections.

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

	2012-13 Projections (rounded to the nearest multiple of 5)								
	PK ²²	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
2010-11 (audited)	35	48	54	54	35	56	27	31	340
2011-12 (proj.)	18	44	52	47	45	38	44	25	313
2012-13 (proj.)	18	35 - 50	35 - 50	45 - 60	40 - 55	40 - 50	30 - 45	N/A	243 - 328

Demographic Data²³

Percentage of Students Receiving ICT or SC Services ²⁴	6%
Percentage of Students with Individual Education Plans ²⁵	9%
Percentage of English Language Learner Students ²⁶	9%
Percentage of Students Eligible for Free or Reduced Lunch ²⁷	80%

School Performance Data

P.S. 96	2008-2009 ²⁸	2009-2010 ²⁹	2010-2011 ³⁰
<i>School Performance and Progress</i>			
Overall Progress Report Grade	A	B	C

²²Pre-kindergarten is a program that can be offered both half-day or full-day. The projection figures represent the full day equivalency.

²³Based on the 2010-2011 audited register.

²⁴Students Receiving ICT and SC services as percentage of total students from the 2010 Audited Register.

²⁵Students with Individual Education Plan as percentage of total students from the 2010 Audited Register.

²⁶English Language Learner students as percentage of total students from the 2010 Audited Register.

²⁷Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

²⁸Source: 2008-2009 Progress Report.

²⁹Source: 2009-2010 Progress Report.

³⁰Source: 2010-2011 Progress Report.

Progress Report Progress Grade	A	A	C
Progress Report Performance Grade	A	C	C
Progress Report Environment Grade	B	B	B
Quality Review Score	N/A	N/A	N/A
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	89%	53%	62%
Math % Proficient (Levels 3 and 4)	92%	55%	57%
<i>Other Key Performance Indicators</i>			
Attendance Rate	93.9%	93.9%	94.1%

<i>2010-2011 State Accountability Status</i>	In Good Standing
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V. Initial Costs and Savings

No initial costs or savings are expected due to the P.S. 96 grade truncation.

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

A. Personnel Needs

Some current P.S. 96 staff positions may be excessed due to declining enrollment associated with the elimination of the sixth-grade classes at P.S. 96. It is difficult to precisely predict the number of affected positions.

Any excessing that might be necessary would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (“UFT”) contract would require excessing to take place in reverse seniority order within each given teaching license area. Most teachers working in grades 1-6 hold a “Common Branch” license, regardless of their students’ age.

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

When addressing the proposal’s impact on personnel, it is important to recognize that the sixth-grade students who would otherwise have enrolled in P.S. 96 will now be enrolled in District 27 middle schools, or K-8 programs, and those schools might need to hire new teachers to serve their larger student population.

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 96 roster after the truncation is completed, the school is expected to receive approximately \$4,085.30 less annual base funding for middle school students. These estimates are based on current Fair Student Funding (“FSF”) per capita entitlement levels and are subject to variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the truncation, the total number of students enrolled at P.S. 96 is expected to decline, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental entitlements on a per-pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle schools were entitled to receive an additional \$1,633.71 per pupil for each English Language Learner they enrolled. It is difficult to project the impact of this proposal on the total supplemental funding that P.S. 96 will receive because future students’ achievement levels and needs cannot be predicted for each of the next three 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, P.S. 96 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. P.S. 96 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (“IEPs”). After the truncation is completed, 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/incremental system costs. All dollar amounts are based on FY11 entitlements and are subject to variation based on adjustments to the DOE's overall operating budget.

C. Administration

No change in school supervisory or administrator positions is expected as a result of the grade truncation at P.S. 96.

D. Transportation

There will be no change to existing transportation practices at P.S. 96 due to this proposal. Transportation will be provided according to Chancellor’s Regulation A-801:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

E. Other Support Services

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

F. Building Information³¹

Building	Q096	
Type of Building	Elementary	
Year Built	1914	
Overall BCAS rating	2.73	
2010-2011 Target Building Utilization	171%	
2010-2011 Target Building Capacity	188	
FY 2011 Maintenance Costs	Labor	\$31,196
	Materials	\$15,015
	Maintenance and repair contracts	\$56,968
	Service contracts	\$490
	Custodial operations costs—Materials	\$2,238
	Custodial operations costs—Custodial Allocation	\$89,497
FY 2011 Energy Costs	Electric	\$37,237
	Gas	\$23,908
	Oil	\$9,261
Projects completed during the current or prior school year	Interior: Structural Foundation Walls, Exterior: Chimney, Coping, Exterior Walls, Parapets, Windows	
Projects proposed in the capital plan	Windows/Parapets/Ext Masonry/Flood Elim	
Accessibility of the building	Building is not functionally accessible.	
Building attributes	Auditorium, Cafeteria, & Library. TCUs are on site.	

³¹ Building information is included for building Q096 only and does not pertain to TCU Q986.