

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Truncation of P.S. 229 Emanuel Kaplan School (24Q229) to a K-5 School in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to implement a “grade truncation” of the sixth grade of P.S. 229 Emanuel Kaplan (24Q229, “P.S. 229”). P.S. 229 is an existing zoned elementary school located in building Q229, at 67-25 51 Road Queens, NY 11377, in Community School District 24. It currently serves students in kindergarten through sixth grade and a pre-kindergarten program. P.S. 229 is the only school located in building Q229.

If this proposal is approved, P.S. 229 would no longer offer the option to enroll sixth grade students after the 2013-2014 school year. Beginning in September 2014, P.S. 229 would only serve students in kindergarten through fifth grade and a pre-kindergarten program, subject to funding and demand. If this proposal is approved, at the close of the 2013-2014 school year, all fifth grade students who meet promotional standards from P.S. 229 would enter middle school as sixth grade students.

Middle schools typically enroll students beginning in sixth grade, and P.S. 229 students already have had the option to apply to middle school as fifth grade students. However, as discussed in Section III below, if P.S. 229 continues to offer the option of remaining for sixth grade, the students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh grade seats. In particular, there are several choice middle schools in District 24, Queens and city-wide that rarely have open seventh grade seats because seats become available only if sixth-grade students leave the school. As a result, students who would remain at P.S. 229 through sixth grade, if this proposal is not implemented, would have fewer opportunities to enter those choice middle schools than their peers who start middle school a year earlier.¹

The DOE strives to ensure that all students in New York City have access to high-quality schools at every stage of their education. Having elementary schools that end in different grades (i.e., K-5 versus K-6) creates unequal levels of access to middle school for students based simply on the year they exit elementary school.

This proposed grade truncation will help standardize the middle school application and entry grades in District 24, giving all P.S. 229 students access to the same range of middle school options as their peers throughout the District. Additionally, having students start middle school through multiple entry grades (sixth and seventh) creates challenges for students and the school as a whole.

P.S. 229 students who start middle school in seventh grade may face transitional challenges related to entering middle school a year later than most of their classmates. They remain in their new middle school for only two years before moving on to high school, leaving them with less 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 at a time when adolescents tend to need the most personal and supportive environments. Having students enter in multiple years is also challenging for middle school teachers and leadership from an instructional perspective. Further, by entering middle school in sixth grade rather than in seventh grade, students at P.S.

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.

229 will have more opportunities to take advantage of the enriching, high-school preparatory experiences offered at middle schools.

Finally, as discussed in Section II below, truncating P.S. 229's grade span from K-6 to K-5 would reduce the school's sixth grade enrollment by approximately 175-185 seats, freeing up additional space that P.S. 229 could use to accommodate additional lower-grade students or to meet other instructional and programming needs.² P.S. 229 is also overcrowded, and truncating P.S. 229's sixth grade will reduce the building's utilization rate and alleviate overcrowding.

II. Proposed or Potential Use of Building

Q229, the building in which P.S. 229 is located, has the capacity to serve 1,199 students.³ In 2012-2013, P.S. 229 served 1,488⁴ students in kindergarten through sixth grade and 36 full day equivalent pre-kindergarten students which yields a total estimated building utilization rate of 127%.⁵ In 2013-2014, P.S. 229 is projected to serve a total of 1,503-1,573 students, yielding a building utilization rate of 125%-131%. If this proposal is approved and fifth grade students are no longer given the option of staying for sixth grade at P.S. 229 in 2014-2015, P.S. 229 would serve approximately 1,333-1,393 students in kindergarten through fifth grade and a pre-kindergarten program (subject to funding and demand) which would yield an estimated building utilization rate of 111%-116%. The concept of "utilization rate" is discussed below. Changing P.S. 229's grade span from K-6 to K-5 would reduce the school's sixth grade enrollment by approximately 175-185 students and free up additional space that P.S. 229 could use to accommodate additional lower-grade students or to meet other instructional and programming needs. P.S. 229 is also overcrowded. Truncating P.S. 229's sixth grade will reduce the building's utilization rate and alleviate overcrowding.

DBN	School Name	2012-2013	2013-2014	2014-2015
24Q229	P.S. 229 Queens	K-6	K-6	K-5

DBN	School Name	2012-2013 Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
24Q229	P.S. 229 Emanuel Kaplan	1,524	1,503- 1,573	1,333 - 1,393
Total Building Enrollment		1,524	1,503 - 1,573	1,333 - 1,393
Utilization		127%	125% - 131%	111% - 116%

² Based on sixth grade enrollment from the 2012-2013 Audited Register (as of October 26, 2012).

³ 2011-2012 Enrollment Capacity Utilization Report ("Blue Book").

⁴ Based on the 2012-2013 Audited Register (as of October 26, 2012).

⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter headcount as of October 1, 2012 or the 2012-2013 Audited Register (as of October 26, 2012), which does not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 26, 2012. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

As described in more detail in the Blue Book, which is available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.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 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 most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2012-2013 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would 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 would decrease.

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

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

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

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

A. Students

Impact on Current and Future Students at P.S. 229

If this proposal is approved, beginning in the 2014-2015 school year, P.S. 229 will serve students in kindergarten through fifth grade only and a pre-kindergarten program, subject to funding and demand.

P.S. 229 fifth grade students in 2013-2014 will have the choice to apply to middle school and those who meet promotional requirements will graduate from P.S. 229 and start middle school in 2014-2015 as sixth grade students. That would mean they would be applying at the first entry point for middle school seats, which gives P.S. 229 students the same access as their peers graduating fifth grade to enter their top-choice schools. If a P.S. 229 fifth grade student does not meet the promotional standards at the conclusion of the

2014-2015 school year, then the student will be retained at P.S. 229.

P.S. 229 sixth-grade students next year will have the choice to apply to middle school (as they have in the past), and those who meet promotional requirements will graduate from P.S. 229 and enroll in seventh grade at the middle school to which they are matched for the 2014-2015 school year. If a P.S. 229 sixth-grade student does not meet the promotional standards at the conclusion of the 2013-2014 school year and is required to repeat the grade in the 2014-2015 school year, the DOE will seek to place that student in sixth grade at the same middle school to which he or she has been matched for seventh grade through the Middle School Choice Process. If such placement is not feasible, then the DOE will find an alternative District 24 placement for that student.

If a student does not apply to middle school and does not meet promotional standards, he or she will be served in their zoned middle school. In District 24, students typically enroll in their zoned middle school, continue in their K-8 school, or apply to one of the district, borough-wide or Citywide options through the Centralized middle school application process.

This proposal should be particularly beneficial to the current fourth-grade students at P.S. 229. Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. Middle schools' space and facilities are also better aligned than those of elementary schools to support these programs. By entering middle school in sixth grade rather than seventh grade, students at P.S. 229 will have more opportunities to take advantage of these enriching, high-school preparatory experiences. At the same time, they will avoid transitional challenges related to entering the school a year later than most of their classmates.

Middle schools typically enroll students beginning in sixth grade, and P.S. 229 students already have the option to apply to middle school as fifth graders. However, P.S. 229 students who wait until sixth grade to apply to middle school are limited to those schools that still have available seventh grade seats. As a result, students who would remain at P.S. 229 through sixth grade if this proposal is not implemented would have fewer opportunities to enter those choice middle schools than their peers who start middle school a year earlier.

As mentioned above, P.S. 229 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.

The DOE does not anticipate that the proposed truncation of P.S. 229 would impact current school programming.

Students at P.S. 229 participate in partnerships with organizations that include: Maspeth Town Hall and Midori Music.⁶ The DOE anticipates that P.S. 229 would continue to offer these programs as well as any special programs, initiatives, and extracurricular activities. However, the implementations of these programs are decisions that will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extracurricular offerings annually based on student demand and available resources.

⁶ <http://schools.nyc.gov/SchoolPortals/24/Q229/default.htm>.

P.S. 229 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). The existing ICT, SC, and SETSS classes for students in grades kindergarten through fifth at P.S. 229 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities attending P.S. 229 and, as such, may vary from year to year.

Additionally, P.S. 229 serves students who are of limited English proficiency, classified as English Language Learners (ELLs). ELL students at P.S. 229 have access to English as a Second Language (“ESL”) classes and dual language classes. All current and future ELL students attending P.S. 229 will continue to receive ELL services in accordance with DOE policy.

In sum, P.S. 229 will continue to meet the needs of its students with disabilities and ELLs in grades kindergarten through five. Current fourth and fifth graders with IEPs or requiring ELL services will continue to receive mandated services at their new middle school.

P.S. 229's Gifted and Talented Program

P.S. 229 currently offers a Gifted and Talented program for students in kindergarten, first, and third grade. During the 2013-2014 school year, the program will serve students in kindergarten through second grade and fourth grade. Gifted and Talented programs typically follow the grade span of the school. The Gifted and Talented program at P.S. 229 is projected to serve students in Kindergarten through fifth grade once fully phased in.

Students can apply to Gifted and Talented programs through the centralized testing and admissions process. All Gifted and Talented program offerings are subject to change from year to year based upon a variety of factors, such as demand, performance, and space constraints. This proposal is not expected to impact the Gifted and Talented admissions process.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 229. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students enrolled at P.S. 229 will have first priority for admission to the pre-kindergarten program at P.S. 229. Students who reside in the P.S. 229 zone who do not have siblings enrolled at P.S. 229 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 229 will be subject to continued funding, availability and demand.

Impact on Future Elementary School Students

If this proposal is accepted, P.S. 229 will continue to serve elementary students in grades kindergarten through five in its zone.

The proposal to truncate P.S. 229 is not expected to impact the admissions process at P.S. 229. P.S. 229 will continue to serve grades kindergarten through five and a pre-kindergarten program (subject to continued funding and demand) in building Q229 in the coming years to accommodate its zoned students. P.S. 229 will continue to give priority to students who live in its zone, as it has in the past and in

accordance with 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>.

Zoned schools, such as P.S. 229, 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 zoned schools in the following order of priority:

- 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 in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, 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.

- 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 in September 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 in September 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; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary 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 create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as general education students. Any students requiring ELL services will continue to receive appropriate services at the school.

Enrollment Impact on Future Middle School Students in District 24

Students in District 24 receive an application for middle school and rank their preferences for admission, including their zoned school. Some students do not complete the application and instead are list-noticed to their zoned middle school directly from their elementary school upon graduation.

Additionally, middle schools in District 24 will admit students through the over-the-counter (“OTC”) admissions process. OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;⁷ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101), or
- Did not participate in the middle school admissions process for some other reason.

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

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and, if space allows, adjusted in those schools where the admissions methods are limited unscreened, or unscreened. Should a zoned school reach capacity, the school may be “capped,” in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student may return if the student so chooses.

P.S. 229 students with IEPs will participate in the Middle School Admissions Processes in the same manner as general education students. Middle schools will create programs that meet the needs of all students, ensuring students with IEPs access to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students participate in the Middle School Admissions Processes in the same manner as general education students. Information regarding the type(s) of ELL programs historically offered by the middle schools that are available to impacted students can be found in the Middle School Directory for District 24 (<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications>).

The student support staff at P.S. 229, in consultation with the Office of Student Enrollment (“OSE”) and the Office of English Language Learners, will assist students with identifying services for English Language Learners offered at middle school(s) as they select programs that will meet their specific needs.

Currently, P.S. 229 students who wait until sixth grade to apply to middle school are reserved a seventh grade seat at their zoned school, but are otherwise restricted to other District 24 middle schools (zoned and choice) that still have remaining seventh-grade seats. As discussed in greater detail below, there are typically few such seats available at high demand middle schools, meaning that P.S. 229 sixth-grade students have limited access to the choice schools compared with students who apply to middle school during fifth grade. If this proposal is approved, all P.S. 229 students will apply to middle school in fifth grade. This will give P.S. 229 students greater access to their top-choice middle schools.

⁷ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

The following chart identifies the range of middle school options available to P.S. 229 students.

DBN	School Name	Address	Grade Span 2012-2013	Grade Span at Scale	Admissions Method ⁸
DISTRICT Options					
24Q005	I.S. 5 - The Walter Crowley Intermediate School	50-40 Jacobus Street	6-8	6-8	Unscreened, Zoned
24Q049	P.S. 049 Dorothy Bonawit Kole	63-60 80th Street	K-8	K-8	Zoned
24Q061	I.S. 061 Leonardo Da Vinci	98-50 50 Avenue	6-8	6-8	Screened, Test Outcome, Zoned
24Q073	I.S. 73 - The Frank Sansivieri Intermediate School	70-02 54 Avenue	6-8	6-8	Unscreened, Zoned
24Q077	I.S. 077	976 Seneca Avenue	6-8	6-8	Zoned
24Q087	P.S. 087 Middle Village	67-54 80 Street	K-8	K-8	Zoned
24Q093	I.S. 093 Ridgewood	66-56 Forest Avenue	6-8	6-8	Zoned
24Q102	P.S. 102 Bayview	55-24 Van Horn Street	K-8	K-8	Zoned
24Q113	P.S. 113 Isaac Chauncey	78-23 87TH Street	K-8	K-8	Zoned
24Q119*	I.S. 119 The Glendale	74-01 78 Avenue	K-1, 6-8	K-8	Test Outcome, Zoned
24Q125	I.S. 125 Thom J. McCann Woodside	46-02 47 Avenue	5-8	5-8	Zoned
24Q128	P.S. 128 The Lorraine Tuzzo, Juniper Valley Elementary School	69-10 65th Drive	K-8	K-8	Zoned

⁸ Admission Method data exists for all programs that utilize the MS Choice admission process and are listed for every program at the school. Zoned programs are listed as "zoned" and those schools utilizing school-based applications are listed as "School Based Application."

24Q311*	Corona Arts and Sciences Academy	45-10-94th Street ⁹	N/A	6-8	Zoned ¹⁰
BOROUGH-WIDE Options					
28Q896	Young Women's Leadership School, Queens	150-91 87 Road	6-12	6-12	Screened
29Q283	Preparatory Academy for Writers: A College Board School	143-10 Springfield Boulevard	6-12	6-12	School Based Application
29Q327*	Eagle Academy For Young Men III	171-10 Linden Boulevard	6-8	6-12	Limited Unscreened
30Q227	I.S. 227 Louis Armstrong	32-02 Junction Boulevard	5-8	5-8	School Based Application
30Q286	Young Women's Leadership School, Astoria	23-15 Newtown Avenue	6-12	6-12	Screened
30Q580	Baccalaureate School for Global Education	34-12 36 th Avenue	7-12	7-12	School Based Application
32K383	J.H.S. 383 Philippa Schuyler	1300 Greene Avenue	5-8	5-8	Unscreened, Screened
CITYWIDE Options					
01M539	New Explorations into Science, Technology and Math High School	111 Columbia Street	K-12	K-12	School Based Application
02M407	Institute for Collaborative Education	345 East 15TH Street	6-12	6-12	School Based Application
02M408	Professional Performing Arts High School	328 West 48 Street	6-12	6-12	School Based Application
02M442	Ballet Tech, NYC Public School for Dance	890 Broadway	4-8	4-8	School Based Application

⁹ 24Q311 will be temporarily sited at building Q744, located at 45-10-94th Street, until its long-term site, new building Q311, located at 97-11 44th Avenue, opens.

¹⁰ 24Q311 will open with an incubation zone in 2013-2014. Admissions methods for the 2014-2015 school year and beyond are subject to change. Zoning decisions are subject to a separate public process and approval by the Community of Education Council.

03M334	The Anderson School	100 West 77 th Street	K-8	K-8	School Based Application
03M859*	Special Music School	129 West 67 th Street	K-8	K-12	School Based Application
04M012	Tag Young Scholars	240 East 109 th Street	K-8	K-8	School Based Application
21K239	Mark Twain I.S. 239 for the Gifted & Talented	2401 Neptune Avenue	6-8	6-8	Test Outcome
CHARTER Options					
84Q083*	Central Queens Academy Charter School	55-30 Junction Boulevard	5	5-8	Lottery
84QTBD*	Middle Village Prep Charter School	68-02 Metropolitan Avenue	N/A	6-8	Lottery

*Signifies a school that is currently phasing in.

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

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

B. Schools

P.S. 229 is the only school located in building Q229; therefore, P.S. 229 is the only organization impacted by this proposal. As shown in Section IV, this proposal would impact the enrollment at P.S. 229.

If the proposal is approved, there will be sufficient space to serve P.S. 229 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/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

C. Community

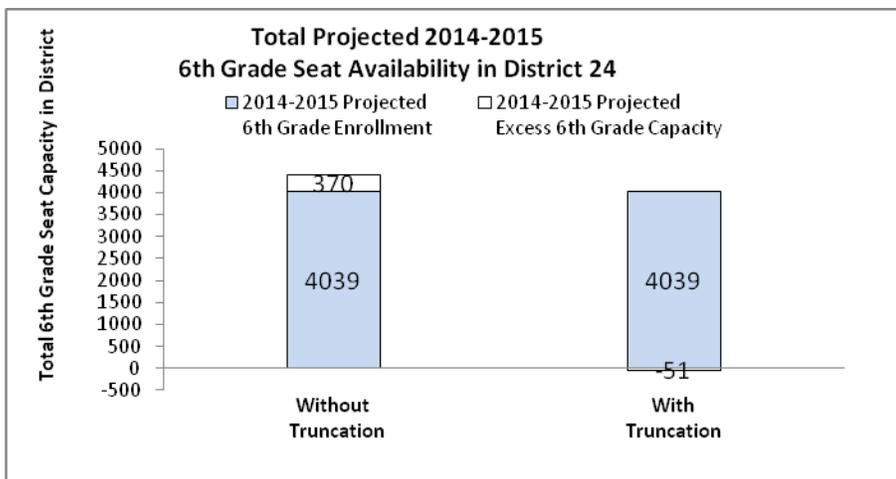
This proposal addresses the following needs of the P.S. 229 community:

- There are currently 31 schools serving elementary students in District 24 with only 3 of those schools terminating in sixth grade.
- Creating a single entry grade for middle school helps schools build and foster stronger school communities. This proposed truncation would enable schools to better support students throughout District 24.

- Changing P.S. 229's grade span from K-6 to K-5 would reduce the school's sixth grade enrollment by approximately 175-185 seats¹¹, freeing up additional space that P.S. 229 could use to accommodate additional lower-grade students or to meet other instructional and programming needs.
- If this proposal is approved, District 24 will have sufficient middle school capacity to accommodate the sixth grade students who would have otherwise enrolled at P.S. 229 for sixth grade.
 - Approximately 4,039 sixth-grade students in District 24 are projected to need seats in the 2014-2015 school year.
 - Without the proposed truncation, in 2014-2015, there will be approximately 4,409 sixth grade seats available across the district, yielding a projected excess capacity of 370 seats. This total sixth grade seat capacity includes all sixth grade seats at approved or proposed new schools, charter schools, as well as sixth grade seats at schools expanding to serve middle school grades beginning in 2013-2014, but excludes sixth grade seats at schools that have been approved or proposed for closure.
 - If this truncation proposal is approved, in 2014-2015 the projected sixth grade seat capacity would be 3,988. Total sixth grade seat capacity in this figure excludes the 280 sixth grade seats at other K-6 schools because historical trends indicate that fifth graders that attended a truncated K-6 school would not articulate into another K-6 school for sixth grade. There are three total K-6 schools in District 24, including 24Q229.
 - With the proposed truncation of P.S. 229, District 24 would appear to have a projected deficit capacity of 51 seats during the 2014-2015 school year. This projected seat deficit is the difference between the 2014-2015 seat need (4,039) and the 2014-2015 seat capacity (3,988). The deficit of 51 seats, however, does not take into account the planned rezoning in District 24, which is anticipated to increase the number of seats in grades six through eight across the district. The deficit of 51 seats also does not reflect the fact that there are still two K-6 schools in District 24, P.S. 58 School of Heroes (24Q058) and P.S. 153 Maspeth Elementary (24Q153), that will continue to serve sixth grade students. Thus, the projected seat deficit represents a very conservative estimate, and there will very likely not be a deficit of sixth grade seats in District 24. In addition, as mentioned in Section III.A, there are a number of borough wide and city-wide choices for students in District 24.

The chart below outlines projected enrollment and seat capacity to show sixth grade seat availability with and without the proposed truncation in District 24, and illustrates the information described above. It is also important to note that the excess capacity is based on sixth grade seats that are currently available in the district. There are several middle schools in the district that have the capacity to serve additional sections of sixth grade students should the need arise.

¹¹ Based on sixth grade enrollment from the 2012-2013 Audited Register (as of October 26, 2012).



This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q229.

IV. Enrollment, Admissions and School Performance Information

The impacted school in this proposal is P.S. 229, the only school located in buildings Q229.

Admissions Data

Current Admissions	PK: Standard universal Pre-kindergarten admissions process K-6: Zoned; Gifted and Talented centralized testing and admissions process
Admissions after proposed truncation of P.S. 229 in 2014-2015	PK: Standard universal Pre-kindergarten admissions process K-5: Zoned; Gifted and Talented centralized testing and admissions process

Enrollment Data¹²

	PK ¹³	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
2012-2013 (audited)	36	232	211	218	227	223	197	180	1524
2013-2014 (projections)	18 ¹⁴	225-235	225-235	205-215	215-225	220-230	220-230	175-185	1,503-1,573
2014-2015 (projections)	18	225-235	225-235	225-235	205-215	215-225	220-230	-	1,333-1,393

¹² All figures are from the 2012-2013 Audited Register (as of October 26, 2012).

¹³ PK is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

¹⁴ P.S. 229 currently serves 2 full day equivalent pre-kindergarten classes. Beginning in the 2013-2014 school year, P.S. 229 will serve 1 full day equivalent pre-kindergarten class. However, the DOE anticipates that additional pre-kindergarten sections will be opened at other sites in District 24 in 2013-2014, and that there will not be a reduction in the total number of available pre-kindergarten seats in the district.

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	16%
Percentage of ELL students	9%
Percentage of Students Eligible for Free or Reduced Lunch	69%

School Performance Data

P.S. 229 Emanuel Kaplan	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	A	A	B
Progress Report Progress Grade	A	A	B
Progress Report Performance Grade	B	B	A
Progress Report Environment Grade	A	A	A
Quality Review Score ¹⁶	N/A ¹⁷	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	58%	66%	66%
Math % Proficient (Levels 3 and 4)	77%	80%	78%
Other Key Performance Indicators			
Attendance Rate	96%	95%	96%
2012-2013 State Accountability Status			
In Good Standing			

IV. Initial Impact on Budget and Cost of Instruction

Most funding in schools’ budgets is allocated on a per-pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels, which are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the truncation, the total number of students enrolled at P.S. 229 may decline, meaning that the school’s budget may decrease, and it may need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

¹⁵ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

¹⁶ For more information about Quality Reviews, please visit the DOE Web site at:

<http://schools.nyc.gov/Accountability/tools/review>.

¹⁷ Quality Reviews are not completed every year.

Please refer to the FSF Guide and FY13 School Allocation Memoranda for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 229. The FSF Guide is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/FSF_Guide.pdf.

The FY13 School Allocation Memoranda is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/AM_FY13_CAT.html.

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

A. Personnel Needs

Some current P.S. 229 staff positions may be excessed due to declining enrollment associated with the elimination of the sixth-grade classes at P.S. 229. It is difficult to precisely predict the number of affected positions.

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

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

When addressing the proposal’s impact on personnel, it is important to recognize that the sixth-grade students who would otherwise have enrolled in P.S. 229 will now be enrolled in other District 24 middle schools and those schools might need to hire new teachers to serve their larger student populations. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the citywide system.

B. Administration

No change in school supervisory or administrator positions is expected as a result of the grade truncation at P.S. 229.

C. Transportation

Transportation will be provided according to Chancellor’s regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at P.S. 229 due to this proposal.

D. Other Support Services

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

VI. Building Information

Building		Q229
Type of Building		PS
Year Built		1967
Overall BCAS rating		2.38
2011-2012 Target Building Utilization		127%
2011-2012 Target Building Capacity		1,199
FY 2012 Maintenance Costs	Labor	\$11,215
	Materials	\$8,207
	Maintenance and repair contracts	\$33,346
	Service contracts	\$7,631
	Custodial operations costs— Materials	\$7,692
	Custodial operations costs— Custodial Allocation	\$263,352
FY 2012 Energy Costs	Electric	\$197,876
	Gas	\$9,923
	Oil	\$81,534
Projects completed during the current or prior school year		FY 13 Reso A Technology
Projects proposed in the capital plan		Sidewalk/Ash Hoist, Exterior Masonry, Roofs
Accessibility of the building		Building is Functionally Fully Programmatically Accessible
Building attributes		Cafeteria, Computer Room, Gymnasium, Library, Multipurpose Room, Nurse's Office