

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Truncation of P.S. 152 Gwendoline N. Alleyne School (30Q152) from a K-6 School to a K-5 School Beginning in the 2015-2016 School Year

I. Summary of Proposal

P.S. 152 Gwendoline N. Alleyne School (30Q152, “P.S. 152”) is an existing elementary school that serves students in kindergarten through sixth grade and offers two sections of a half-day pre-kindergarten program. The New York City Department of Education (“DOE”) is proposing that P.S. 152 only serve kindergarten through fifth grade and offer a pre-kindergarten program, which means that the school will no longer offer sixth grade after the 2014-2015 school year. The DOE believes that P.S. 152 families would benefit if all students move on to middle school after completing fifth grade. Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. The space and facilities in middle school buildings are typically better aligned to support these programs. By entering middle school in sixth grade rather than seventh grade, students at P.S. 152 will be able to take advantage of these enriching, high-school preparatory experiences one year earlier.

The DOE is proposing to truncate the sixth grade of P.S. 152. P.S. 152 is a zoned elementary school which currently serves students in kindergarten through sixth grade in building Q152, located at 33-52 62nd Street, Queens, NY 11377, in Community School District 30 (“District 30”). If this proposal is approved, P.S. 152 will no longer enroll sixth-grade students after the conclusion of the 2014-2015 school year. In 2015-2016 and beyond, P.S. 152 will continue serving students in kindergarten through fifth grade and will continue to offer a pre-kindergarten program. There may be some current sixth-grade students who do not meet promotional requirements and must repeat the sixth grade, which will no longer be offered by P.S. 152 in the 2015-2016 school year. These students will repeat sixth grade at their zoned middle school. Sixth-grade students zoned to P.S. 152 for elementary school are zoned to one of several middle schools: I.S. 125 (24Q125, “I.S. 125”), I.S. 10 (30Q010, “I.S. 10”) or I.S. 230 (30Q230, “I.S. 230”) for middle school.¹

P.S. 152 is a zoned school that currently enrolls students in kindergarten through sixth-grade. A student’s zoned school is determined by his or her home address. If this proposal is approved and P.S. 152 no longer serves sixth-grade students, P.S. 152 will continue to admit students in kindergarten through fifth grade who reside in its zone. Additional information about the Middle School Admissions Process and P.S. 152 admissions is provided in Section III.A of this proposal.

In addition to this proposal to truncate P.S. 152’s sixth grade, the DOE intends to submit a rezoning proposal to the District 30 Community Education Council (“CEC”) for a rezoning that was presented on September 22, 2014 that includes changes to P.S. 152’s zone beginning in the 2015-2016 school year. The rezoning proposal reduces the size of P.S. 152’s zone, meaning the school will serve fewer students and the building utilization rate will decrease over time. The District 30 CEC is anticipated to vote on this proposal on October 16, 2014 and must approve the rezoning proposal before it can take effect.

As discussed in Section III below, the proposed grade truncation would align the school’s grade span with those of other elementary schools throughout District 30 and the city. If this proposal is approved, the change in P.S. 152’s grade span will reduce the school’s enrollment by approximately 45-65 seats in 2015-

¹Note that I.S. 10 and I.S. 230 are located in District 30 while I.S. 125 is located in Community School District 24.

2016. Additionally, future incoming kindergarten classes will be smaller than P.S. 152’s current kindergarten class as a result of the proposed rezoning mentioned above. Therefore, P.S. 152 will reach a lower, stable enrollment in 2020-2021. At that point, the school will serve approximately 1,092-1,152 students in kindergarten through fifth grade and pre-kindergarten, and building Q152 will have an estimated building utilization rate of 104% - 109%.

II. Proposed or Potential Use of Building

Building Q152 has a target capacity to serve 1,053 students.² In 2014-2015, the building is projected to serve 1,352 total students, yielding an estimated utilization rate of 128%.³ If this proposal is approved, P.S. 152 is projected to serve approximately 1,267-1,327 kindergarten through fifth-grade and pre-kindergarten students in building Q152 in 2015-2016, yielding an estimated building utilization rate of 120%-126%. As mentioned above, once P.S. 152 enrollment stabilizes in the 2020-2021 school year at a lower level as a result of the truncation and proposed rezoning, P.S. 152 will serve 1,092-1,152 students, and building Q152 will have an estimated building utilization rate of 104% - 109%. Truncating P.S. 152’s sixth grade would free up additional space that P.S. 152 could use to meet instructional and programming needs.

Over seven years, the proposed grade spans and enrollments for P.S. 152, as well as the projected building utilization rates, are as follows:⁴

Grade Spans								
DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
30Q152	P.S. 152 Gwendoline N. Alleyne School	K-6	K-5	K-5	K-5	K-5	K-5	K-5

DBN	School Name	2014-2015 Budget Projections	Projected Enrollment					
			2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
30Q152 ⁵	P.S. 152 Gwendoline N. Alleyne School	1,352	1,267 - 1,327	1,242 - 1,302	1,212 - 1,272	1,152 - 1,212	1,112 - 1,172	1,092 - 1,152
Total Building Enrollment		1,352	1,267 - 1,327	1,242 - 1,302	1,212 - 1,272	1,152 - 1,212	1,112 - 1,172	1,092 - 1,152
Utilization⁶		128%	120% - 126%	118% - 124%	115% - 121%	109% - 115%	106% - 111%	104% - 109%

² According to the 2013-2014 Enrollment, Capacity, Utilization Report (“Blue Book”).

³ 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 2013-2014 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

⁴ The DOE expects to submit a rezoning proposal to the CEC for District 30 that will impact the P.S. 152 zone beginning in the 2015-2016 school year. Pending approval of the rezoning proposal, P.S. 152 would serve fewer students in 2015-2016 and beyond. The projections for the 2015-2016 school year and beyond include the expected lower enrollment and utilization of P.S. 152 as a result of the rezoning.

⁵ Total current and projected enrollment at P.S. 152 includes two half-day sections of pre-kindergarten.

⁶ All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book and the 2014-2015 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning 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 Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.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 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 2013-2014. As described above, the DOE’s projected utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 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 2014-2015 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.

Although a utilization rate in excess of 100% may suggest that a building will be 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.

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

A. Students

Impact on Current and Future Students at P.S. 152

If this proposal is approved, P.S. 152 will serve students only in kindergarten through fifth grade beginning in the 2015-2016 school year. P.S. 152 will continue to serve students in a pre-kindergarten program, subject to funding and demand.

P.S. 152’s current fifth-grade students will apply to middle school and those who meet promotional requirements will graduate from P.S. 152 and enter sixth grade at another school for the 2015-2016 school year. If a P.S. 152 fifth grade student does not meet promotional standards at the conclusion of the 2014-2015 school year, the student will be retained at P.S. 152. Middle schools typically enroll students beginning in sixth grade, and P.S. 152 students already have the option to apply to middle school as fifth graders. However, P.S. 152 students who wait until sixth grade to apply to middle school are limited to schools that do not fill their seats in sixth grade and have open seventh grade seats. As a result, students who remain at P.S. 152 through sixth grade have fewer opportunities to enter middle schools than their peers who start middle school a year earlier. Applying to middle schools as fifth-grade students, at the first entry point for middle school seats, gives P.S. 152 students the same access as their peers graduating fifth grade to the full range of available middle schools, rather than only those with seats available in the seventh

grade. Creating a single entry grade at middle schools also helps schools build and foster stronger school communities.

Current sixth-grade students at P.S. 152 will apply to middle school in December (as they have in the past), and those who meet promotional requirements will graduate from P.S. 152 and enroll in seventh grade at the middle school to which they are matched for the 2015-2016 school year. Sixth-grade students who do not participate in the middle school application process will articulate to their zoned middle school. There may be some current sixth-grade students who do not meet promotional requirements and must repeat the sixth grade, which will no longer be offered by P.S. 152 in the 2015-2016 school year. These students will repeat sixth grade at their zoned middle school. Sixth-grade students zoned to P.S. 152 are zoned to I.S. 125 in Community School District 24 (“District 24”) or I.S. 10 or I.S. 230 in District 30. The middle school application process is described further below.

This proposal is not expected to impact current enrollment or instructional programming at P.S. 152. P.S. 152 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) Special Education classes and students receiving Special Education Teacher Support Services (“SETSS”). P.S. 152 will continue to provide these ICT and SC classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their Individualized Education Program (“IEP”). 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. 152 receive English as a Second Language (“ESL”) services. All current and future students enrolled at P.S. 152 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 152 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. The DOE does not anticipate that the school will scale back its special programs and initiatives or enrichment classes for students in kindergarten through fifth grade. Those decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

P.S. 152 currently offers the following extra-curricular activities and partnerships:⁷

Extra-curriculars: Woodside On The Move OST Afterschool Program, Reading/ Math After School and Saturday Programs, and ESL After School and Saturday.

Partnerships: Kiwanis Club, Learning Leaders, Woodside On The Move, Marquis Studios, Dancing Classrooms, and Scholastic.

The DOE does not anticipate that this proposal will prevent P.S. 152 from continuing to offer any particular academic or extra-curricular program or partnership currently offered at the school. P.S. 152 will continue offering extra-curricular programs options, but the number and range of programs offered may change due to a slight decline in student enrollment as a result of the truncation and proposed rezoning. It is difficult to predict precisely how those changes might be implemented as decisions 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 extra-curricular offerings annually based on student demand and available resources.

⁷ School reported data as of September 29, 2014. For more information about P.S. 152 visit: <http://schools.nyc.gov/SchoolPortals/30/Q152/default.htm>.

Enrollment Impact for Future Elementary Students in District 30

P.S. 152 is a zoned elementary school serving students in kindergarten through sixth grade and offering a pre-kindergarten program. A student's zoned school is determined by his or her home address. As noted above, the proposal to truncate P.S. 152 is not expected to impact the admissions process at P.S. 152; however, the school would no longer admit incoming sixth-grade students. P.S. 152 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 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 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 recommended for placement in a District 75 school,⁸ a Non-Public School Placement, or specialized programs,⁹ are admitted to schools in the same

⁸ 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 310 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>.

manner as general education students. Schools will ensure that students with disabilities continue to 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 also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 152.

As mentioned above, the DOE intends to submit a rezoning proposal that was presented on September 22, 2014 to the District 30 CEC that includes changes to P.S. 152's zone beginning in the 2015-2016 school year. The District 30 CEC must approve the rezoning proposal before it can take effect and is expected to vote on the proposal on October 16, 2014. The rezoning proposal reduces the size of P.S. 152's zone, meaning the school will serve fewer students and the building utilization rate will decrease over time.

Enrollment Impact on Future Middle School Students in District 24 and 30

As mentioned above, sixth-grade students zoned to P.S. 152 are also zoned to one of three middle schools in two different districts, depending on the student's home address. Those middle schools are I.S. 125 in District 24, I.S. 10 and I.S. 230 in District 30. This proposal is not expected to impact the admissions processes at these schools. I.S. 125, I.S. 10, and I.S. 230 are zoned middle schools that serve students who reside in their respective zones. These schools give priority to incoming sixth, seventh, and eighth graders who reside in their zone, in accordance with the Chancellor's Regulation A-101. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register.

Through the middle school application process, students are offered the opportunity to apply to a range of middle schools in the district where they are zoned for middle school, and, when different, the district where they attend elementary school. Students may also apply to certain 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 application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting. Zoned schools give priority to incoming sixth-grade students who reside in their zone, in accordance with the Chancellor's Regulation A-101.¹⁰

As part of the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. In District 24 and District 30, these options include:

- 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;

⁹ Specialized programs refer to a set of programs that are not in every community 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

¹⁰ The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 7-12 school with an unscreened, limited unscreened or screened admissions method for middle school students; and
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2015-2016 school year will be in December 2014. Students who do not apply will be assigned a middle school placement, typically to their zoned school. Additionally, new middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider in early 2015. 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/Middle/default.htm>.

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.

P.S. 152 students currently have the option to apply to middle school in the fifth or sixth grade. If this proposal is approved, beginning in the 2015-2016 school year, P.S. 152 students will only have the option to apply to middle school in the fifth grade since P.S. 152 will no longer enroll sixth-grade students after the conclusion of the 2014-2015 school year.

As mentioned above, sixth-grade students zoned to P.S. 152 are zoned to middle schools in two different districts: I.S. 125 in District 24, or I.S. 10 or I.S. 230 in District 30, depending on their home address.

Information about middle school options in District 24 is available at the following link: http://schools.nyc.gov/NR/ronlyres/A7A87EE8-4824-479C-B4CF-27A492604710/0/MSD_D24.pdf.

Additionally, information about middle school options in District 30 is available at the following link: http://schools.nyc.gov/NR/ronlyres/4BBAA5F4-1A4E-40A7-9530-2C9BF8C46481/0/MSD_D30.pdf.

Enrollment Impact for Over-the-Counter (“OTC”) Students

If this proposal is approved, P.S. 152 will no longer admit middle school students through the OTC admissions process, as it will no longer offer sixth grade. I.S. 10, I.S. 125, and I.S. 230 will continue to admit students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students at I.S. 10, I.S. 125, and I.S. 230.

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;¹¹ 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 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 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.

Impact on Future Pre-Kindergarten Students

This proposal is not expected to impact the pre-kindergarten program at P.S. 152. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 152 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. Students receive priority based on several factors, such as residing in the zone, having a sibling enrolled at the school in kindergarten through fifth grade at the start of the following school year, being zoned to a school that does not offer pre-kindergarten, residing in the district, and residing in the borough.

B. Schools

P.S. 152 is the only school located in building Q152; therefore, P.S. 152 is the only organization impacted by this proposal. As shown in Section IV, this proposal would impact the enrollment at P.S. 152.

There will be sufficient space to serve P.S. 152 students pursuant to the Citywide Instructional Footprint (the "Footprint") once P.S. 152 reaches a stable enrollment in the 2020-2021 school year as a result of the truncation and proposed rezoning. Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

As discussed above, the DOE expects to submit a rezoning proposal for a rezoning presented on September 22, 2014 to the District 30 CEC that includes changes to P.S. 152's zone beginning in the 2015-2016 school year. The District 30 CEC must approve the rezoning proposal before it can take effect, and the CEC is expected to vote on October 16, 2014. The rezoning proposal reduces the size of P.S. 152's zone, meaning the school will serve fewer students and the building utilization rate will decrease over time.

C. Community

This proposal will align P.S. 152's grade span with other elementary schools across District 30 and citywide. It will also reduce the number of entry points at I.S. 10, I.S. 125 and I.S. 230, resulting in a more predictable enrollment pattern, helping the schools build and foster stronger school communities. These

¹¹ 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.

middle schools will have sufficient space for all incoming sixth-grade students previously zoned to P.S. 152 for sixth grade.

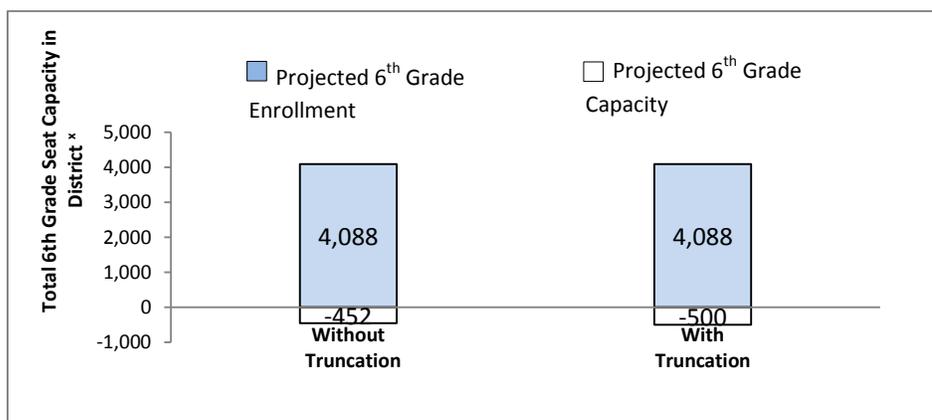
Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. Additionally, the space and facilities in middle school buildings are typically better aligned to support these programs. By entering middle school in sixth grade rather than seventh grade, students at P.S. 152 will be able to take advantage of these enriching, high-school preparatory experiences one year earlier.

P.S. 152 students already have the option to apply to middle school as fifth graders. However, students who wait until sixth grade to apply to middle school are limited to schools that still have available seventh grade seats because most middle schools enroll students beginning in sixth grade. As a result, students who remain at P.S. 152 through sixth grade have fewer opportunities to enter those middle schools than their peers who start middle school a year earlier.

P.S. 152 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 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.

The table below outlines projected enrollment and seat capacity to show sixth grade seat availability in District 24 and District 30 with and without the proposed truncation of P.S. 152. It is also important to note that the excess capacity is based on sixth grade seats that are currently available in the district.

Total Projected 2015-2016 6th Grade Seat Availability in District 30 and I.S. 125 in District 24^{12,13,14}



¹² The sixth grade seat capacity is derived by multiplying the weighted sixth grade Budget Register Projections enrollment (%) by the 2013-2014 Blue Book org capacity. Total sixth grade seat capacity includes sixth grade seats at approved or proposed new schools, as well as sixth grade seats at schools expanding to serve middle school grades beginning in 2015-2016. Includes I.S. 125 in District 24 as some students in the P.S. 152 zone are zoned to I.S. 125 for middle school, as previously discussed.

¹³ Based on sixth grade enrollment from the 2014-2015 Budget Register Projections.

¹⁴ In Fall of 2013, the School Construction Authority (“SCA”) approved the removal of I.S. 125’s mini-building, Q825, following the 2013-2014 school year, to be replaced by the construction of a permanent addition for Q125 with a designed capacity of 655 seats. The permanent addition is projected to be completed for the 2017-2018 school year and will increase the sixth grade capacity in building Q125.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q152 (partially accessible).

IV. Enrollment, Admissions and School Performance Information

Admissions Data

Current Admissions	PK: Standard universal pre-kindergarten admissions process Grades K-6: Zoned
Admissions after Proposed Grade Reconfiguration in 2015-2016	PK: Standard universal pre-kindergarten admissions process Grades K-5: Zoned

Enrollment Data¹⁵

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
2014-2015 (Budget Projections)	72	196	213	234	205	200	171	61	1,352
2015-2016 (projections)	72	170-180	190-200	210-220	230-240	200-210	195-205	-	1,267-1,327
2016-2017 (projections)	72	170-180	170-180	190-200	210-220	230-240	200-210	-	1,242-1,302
2017-2018 (projections)	72	170-180	170-180	170-180	190-200	210-220	230-240	-	1,212-1,272
2018-2019 (projections)	72	170-180	170-180	170-180	170-180	190-200	210-220	-	1,152-1,212
2019-2020 (projections)	72	170-180	170-180	170-180	170-180	170-180	190-200	-	1,112-1,172
2020-2021 (projections)	72	170-180	170-180	170-180	170-180	170-180	170-180	-	1,092-1,152

¹⁵ All figures are from the 2014-2015 Budget Register Projections. As previously noted, enrollment projections account for the decrease in planned enrollment as a result of the truncation as well as the decrease in enrollment that would result from the approval of the rezoning proposal that the DOE presented on September 22, 2014.

Demographic Data¹⁶

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Programs	11%
Percentage of English Language Learner Students	28%
Percentage of Students Eligible for Free or Reduced Lunch	59%

School Performance Data

P.S. 152	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score ¹⁷	N/A ¹⁸	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	58%	37%	41.6%
Math % Proficient (Levels 3 and 4)	76%	49%	53.9%
Other Key Performance Indicators			
Attendance Rate	97%	96%	N/A
2013-2014 State Accountability Status	13-14 Good Standing ¹⁹		

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the truncation of P.S. 152’s sixth grade is fully implemented, the DOE will cease to allocate funds to P.S. 152 for sixth grade.

Most funding in schools’ budgets is allocated on a per pupil basis, based on current by the Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, 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.

¹⁶ All figures are as a percentage of total students from the 2013-2014 Audited Register.

¹⁷ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

¹⁸ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Thus, P.S. 152 did not have a Quality Review for the 2011-2012, 2012-2013, and 2013-2014 school years.

¹⁹ 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 Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

As a result of the truncation, the total number of students enrolled at P.S. 152 will decline, meaning that the school's budget will 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 Guide²⁰ and FY15 School Allocation Memoranda²¹ 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. 152. 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

Some current P.S. 152 staff positions may be excessed due to declining enrollment associated with the elimination of the sixth-grade classes at P.S. 152. 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. 152 will now be enrolled in another middle school, including the zoned middle schools for students zoned to P.S. 152, I.S. 10, I.S. 125, or I.S. 230. I.S. 10, I.S. 125, or I.S. 230 may 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

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.

²⁰ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf.

²¹ The FY15 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam33.pdf.

C. Transportation

Transportation will be provided according to Chancellor's regulation A-801:

<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

There will be no change to existing transportation practices at P.S. 152 due to this proposal.

D. Other Support Services

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

VII. Building Information

Building		Q152
Type of Building		PS
Year Built		1938
Overall BCAS rating		2.53
2013-2014 Target Building Utilization		129%
2013-2014 Target Building Capacity		1,053
FY 2013 Maintenance Costs	Labor	\$18,224
	Materials	\$5,792
	Maintenance, repair, and service contracts	\$26,786
	Custodial operations costs—Materials	\$18,951
	Custodial operations costs—Custodial Allocation	\$271,403
FY 2013 Energy Costs	Electric	\$153,408
	Gas	\$9,518
	Steam	n/a
	Oil	\$140,914
Projects completed during the current or prior school year		Lighting Replacement, FY13 Reso A Electrical Upgrade, IEH PO 18- IAQ
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office