

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Re-Siting, Grade Expansion, and Co-Location of M.S. 327 Comprehensive Model School Project (09X327) with a New Elementary School (09X555) and a District 75 Program (75XTBD) in Building X240 Beginning in the 2012- 2013 School Year**

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

The New York City Department of Education (“DOE”) is proposing to re-site, co-locate, and expand M.S. 327 Comprehensive Model School Project (09X327, “M.S. 327”), an existing choice middle school that serves 357<sup>1</sup> students in grades six through eight.<sup>2</sup> M.S. 327 is currently located in building X110 at 580 Crotona Park South, Bronx, NY 10456 in Community School District 9 (“District 9”). If this proposal is approved, M.S. 327 would be re-sited to school building X240, located at 1501 Jerome Avenue, Bronx, NY 10452, also in District 9, for the 2012-2013 school year. Building X240 is a new school building currently under construction and will be completed prior to the beginning of the 2012-2013 school year. M.S. 327 would be co-located in building X240 with a new elementary school, P.S. 555 (09X555, “P.S. 555”) and a new site of an existing District 75 (“D75”) program.<sup>3</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

M.S. 327 is currently co-located in X110 with P.S. 110 Theodore Schoenfeld (09X110, “P.S. 110”), an existing zoned elementary school that serves students in kindergarten through five and offers a pre-kindergarten program.<sup>4</sup> If this proposal is approved, P.S. 110 will remain in building X110. The DOE plans to propose a new use for the vacated space in X110 in an Educational Impact Statement (“EIS”) to be published at a later date.

X240 is being constructed with these programs in mind: it is intended to house a secondary school serving grades six through twelve (proposed to be M.S. 327), an elementary school, and a D75 program. If this proposal is approved, beginning in September 2012, M.S. 327’s current sixth, seventh, and eighth grades will be re-sited to X240, where they will be co-located with a new elementary school, P.S. 555—which will serve just kindergarten and first grades in 2012-2013 and will add one new grade each year until it serves students in kindergarten through fifth grade in 2016-2017—and also with a new D75 site that will enroll students beginning in the 2012-2013 school year. Because these plans align with the building’s intended

<sup>1</sup> October 31st, 2011 unaudited register

<sup>2</sup> A “choice” school has open enrollment for all students living in a defined catchment area (which may be district-wide, borough-wide, or citywide) but does not offer preferred enrollment to students from any particular geographic zone within the catchment area. The catchment area for M.S. 327 includes Districts 9 and 10.

<sup>3</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or 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>.

<sup>4</sup> A student’s zoned school is determined by his or her home address. For more information about school zoning and admissions processes for zoned elementary schools, please visit the DOE website’s School Search function at <http://schools.nyc.gov/schoolsearch>.

use, the building will have appropriate space and facilities to accommodate all three schools at full scale. X240 will also offer amenities such as a state-of-the-art auditorium, a library, and a roof-top garden.

This proposal also aims to implement a “grade expansion,” whereby M.S. 327 would gradually grow to serve students in sixth through twelfth grades. If this proposal is approved, when M.S. 327 moves to X240 for the 2012-2013 school year, M.S. 327 will begin serving students in ninth grade for the first time. M.S. 327 will then continue to expand gradually, adding one grade level each year over a four-year period. The school will reach its full grade span of grades six through twelve in the 2015-2016 school year.

M.S. 327 will serve three full-size sections of students per grade when it is fully phased in. However, M.S. 327 currently has four or more sections in each of its three existing grades. Therefore, beginning in the 2012-2013 school year, the same year the school begins phasing in high school grades, M.S. 327 will begin reducing the total number of incoming sixth sections. The school would then be the intended size of the secondary school in building X240, according to construction plans. In 2015-2016, the school will reach its full grade span of grades six through twelve. It will take three more years before the school reaches its intended enrollment model of three sections per grade. In 2018-2019 and beyond, M.S. 327 will serve approximately 560-630 students in three sections per grade, in grades six through twelve.

The Department of Education (“DOE”) strives to ensure that students in New York City have access to high-quality schools at every stage of their education. The DOE believes that the grade expansion of M.S. 327 will increase access to high-quality high school seats in the Bronx—especially in Districts 9 and 10, since M.S. 327 serves middle school students from these districts, most of whom will remain at the school once it begins offering ninth through twelfth grades. Such an expansion will build upon the growing success of M.S. 327, which has demonstrated a strong record of student performance. For example, M.S. 327 ranked in the 86th percentile and 91st percentile amongst middle schools in District 9 in terms of the number of students scoring a Level 3 or 4 on State English Language Arts (“ELA”) and Mathematics tests, respectively. Additionally, M.S. 327 received A grades on its four yearly progress reports between 2006-2007 and 2009-2010 and received a B grade for 2010-2011.

This proposal to expand M.S. 327 was initiated by the school community. In April 2011, the principal of M.S. 327 submitted a letter of intent to apply for a grade expansion and, in July 2011, a team composed of teachers and administrators submitted a formal expansion application to the DOE. That application was supported by parents and the broader school community. This effort suggests a high level of satisfaction with the school and the expectation that an expanded M.S. 327 will suit the needs of students. In June 2011 and again in September 2011, DOE officials visited M.S. 327 and conducted interviews with the applicant team, concluding that the school is well-positioned to successfully begin a grade expansion.

Building X240 is being constructed to provide sufficient space for M.S. 327, P.S. 555, and the D75 program, when all are at full scale. The building will have a capacity to serve approximately 1,087 students. When the schools begin using the building in 2012-2013, the projected total enrollment in the building will be 611-671 students, resulting in a projected utilization rate of 56-62%. When both M.S. 327, P.S. 555, and the D75 program have expanded to full size, and M.S. 327 has reached stable enrollment, the projected total enrollment in the building will be 946-1076 students, resulting in a projected utilization rate of 87-99%. A more detailed description of X240’s footprint and utilization rates is provided below.

## II. Proposed or Potential Use of Building

If this proposal is approved and M.S. 327 is re-sited to X240, M.S. 327 will be co-located in this new facility with P.S. 555 and a new site of an existing D75 program. P.S. 555 will eventually serve students in grades kindergarten through five, with two sections of students in each grade. The D75 program will occupy 10% of X240’s capacity, pursuant to DOE policy.

Once M.S. 327 and P.S. 555 have been placed in X240, both schools’ grade expansions will progress by one grade each school year. The current and projected grade spans for the three schools that will occupy X240 if this proposal is approved are indicated in the chart below.

DBN	School Name	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
09X327	Comprehensive Model School Project M.S. 327	06-09	06-10	06-11	06-12	06-12	06-12	06-12
09X555	TBD	K-1	K-2	K-3	K-4	K-5	K-5	K-5
D75 <sup>5</sup>	TBD	K	1	2	3	4	5	K

M.S. 327 is currently co-located with P.S. 110 in building X110. For the 2010-2011 school year, the building was functioning at a utilization rate of 93%.<sup>6,7</sup> If this proposal is approved and M.S. 327 is re-sited, the utilization rate at X110 will decrease. Because target capacity and, thus, utilization rate, is calculated based upon the scheduled use of individual rooms, as reported annually by principals, audited data incorporating these changes will not be available for building X110 until after the 2012-2013 school year. An updated projected utilization rate for the building, including plans for use of X110’s newly vacated space, will be included in a future EIS that details these changes.

Similarly, audited data incorporating the proposed re-siting of M.S. 327 to X240 will not be available until after the 2012-2013 school year. However, there is adequate space for all three schools at scale, as indicated in the chart below. The chart shows X240’s projected utilization rates for 2012-2013, when building X240 will open, through 2018-2019, when both M.S. 327 and P.S. 555 will have grown to scale and M.S. 327 will have adjusted to the traditional secondary school model of serving three sections per grade.

School Name	2012-2013 Projected Enrollment <sup>8,9</sup>	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
09X327	425 - 465	505 - 555	585 - 645	665 - 735	620 - 690	575 - 645	560 - 630

<sup>5</sup> New D75 sites begin with all kindergarteners, filling all available rooms. The students remain in the site until they articulate into middle school, unless their Individualized Education Plans are adjusted and the students are moved into different district or D75 school settings. It is possible that if enough students in the D75 program transition into other settings before their fifth grade year, one or more rooms in X240 could become available. In this case, D75 administrators would add a new kindergarten class to fill the available room(s) with the expectation that those kindergarten students would remain in X240 through fifth grade.

<sup>6</sup> Based on the 2010-2011 Audited Register.

<sup>7</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2010.

<sup>8</sup> All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

<sup>9</sup> Enrollment projections for 09X555 are based on a standard phase-in plan of 2 GE or ICT sections per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

09X555	90 - 110	140 - 170	190 - 230	240 - 290	290 - 350	290 - 350	290 - 350
D75 <sup>10</sup>	96	96	96	96	96	96	96
<b>Total Building Enrollment</b>	611 - 671	741 - 821	871 - 971	1001 - 1121	1006 - 1136	961 - 1091	946 - 1076
<b>Utilization<sup>11</sup></b>	56% - 62%	68% - 76%	80% - 89%	92% - 103%	93% - 105%	88% - 100%	87% - 99%

Because all current M.S. 327 students will be given the right to stay in the school as it expands, there will be some years during the expansion when the school serves more than 21 sections, the typical total of a three section per grade secondary school, because currently the school serves more than three sections per grade. However, these extra sections will be offset by the fact that the co-located elementary school will still be going to scale when M.S. 327 is serving the additional sections, leaving additional space in the building for the temporarily larger M.S. 327.

The DOE anticipates that M.S. 327’s additional sections will also be offset by the three types of attrition typical of similar schools: attrition between eighth and ninth grades as students choose other high school options; natural attrition over time as families move; and potential attrition from the current middle school students as the school relocates to a different site.

If, in future years, M.S. 327’s temporarily higher number of sections is not fully offset by historical levels of attrition, the DOE will work with M.S. 327 leadership to temporarily reduce the incoming enrollment such that all three schools can fit within building X240.

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 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 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 2010-2011. As described earlier in this EIS, 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 2011-2012 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

<sup>10</sup> Enrollment may fluctuate depending on student need and available space.

<sup>11</sup> The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates for the 2012-2013 school year and beyond are based on the unaudited enrollment as of October 31, 2011. 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.

to a homeroom at the high school level will increase a building's overall target capacity because high school 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 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.

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. The DOE anticipates that M.S. 327 will have class sizes comparable to or lower than those at neighboring schools, and corresponding utilization rates that are comparable to or lower than those at neighboring schools.

Building X240 is being constructed through a partnership between the School Construction Authority ("SCA") and the New Settlement Apartments ("NSA"), which is an arm of the Settlement Housing Fund, an organization which works to create affordable housing and neighborhood amenities for low and middle income New Yorkers. As part of the project and collaboration, the larger campus will also house a community center. However, access to the school during the school day, which includes time before and after school designated for school-related programming, will be limited to students and school-related personnel and security will be provided towards this end.

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

#### A. Students

##### *Impact on Current M.S. 327 Students*

If this proposal is approved, M.S. 327 would be permanently re-sited out of building X110 and into building X240, which is also in District 9. It is expected that current M.S. 327 students will move to the new location with M.S. 327. However, the DOE will accommodate those students who do not choose to move with the school and make arrangements for a different middle school placement with their families on an individual basis.

##### *Impact on Future M.S. 327 Students*

##### *Admissions*

This proposal will not impact M.S. 327's current admissions process for middle school. M.S. 327 is a choice middle school with an unscreened application process and will continue to admit students to sixth grade through the Districts 9 and 10 Middle School Choice Process. Fifth grade students who meet promotional standards and live within Districts 9 and 10 are eligible to apply to any District 9 or District 10 middle school of their choice. Students rank their preferences from among the District 9 and District 10 choice middle schools.

These options include:

- Zoned middle schools
- Unzoned, choice middle schools or programs with a screened application process
- Unzoned, choice middle schools or programs with unscreened or limited unscreened application process; and
- K-8 schools with an limited unscreened application process that have available seats for middle school students.

In general, screened programs evaluate applicants based on their academic grades, standardized test scores, attendance, punctuality, and other assessments. Unscreened schools admit students through random selection. Limited unscreened schools admit students through random selection, though they give preference to students who attend an information session. Zoned schools admit students based on their home addresses.<sup>12</sup>

If this proposal is approved, there may be students in Districts 9 and 10, who have priority into M.S. 327 through their districts' Middle School Choice Processes, who wish to change the order in which they ranked M.S. 327 on their Middle School Choice application or add the school to their rankings. These students should work with their guidance counselors at their current elementary schools to record this change in preferences.

If this proposal is approved, M.S. 327 will begin serving high school students beginning in September 2012, when current eighth graders will form the first ninth grade class; they will have the option to remain at the school through the twelfth grade. Beginning in the 2012-2013 school year, M.S. 327 eighth graders will be guaranteed ninth grade seats at M.S. 327 if they rank it on their High School Admissions application. Current eighth grade students enrolled in M.S. 327 who would like to continue in the school for high school should fill out an application as part of Round 2, ranking the school on their application. For September 2015 admission and beyond, when the eighth grade will have only three sections of students in each grade, matriculating eighth graders from M.S. 327 will have priority for admission to M.S. 327's ninth grade. By that point in time, any seats made available through attrition will be open to other students through the Citywide High School Admissions Process, which is described in greater detail in the following paragraphs. M.S. 327 will admit high school students through the High School Admissions Process with a limited, unscreened admission method.

In New York City, high school admission is based on a citywide choice process, with students ranking up to 12 high schools in order of preference. Beginning in September 2012, there are two rounds in the High School Admissions Process:

**Round 1:** All eighth grade and interested first-time ninth grade students participate in this round. All students will receive match results at the end of February. Additionally, students who took the Specialized High Schools Admissions Test and/or auditioned for Fiorello H. LaGuardia High School of Music & Art and Performing Arts (LaGuardia) will be notified about test and/or audition results at the end of February.

**Round 2:** All eighth grade and first-time ninth grade students are eligible to apply to schools in Round 2. Any student who does not receive a match in Round 1 must apply to the available programs in Round 2 to receive a match. Beginning this year, any student who received a match in Round 1 may reapply to available programs in Round 2. The available programs for Round 2

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<sup>12</sup> For more information on what, if any, zoned school serves your child, visit the DOE's website at <http://schools.nyc.gov/ChoicesEnrollment/default.htm>.

include schools with remaining seats and new schools that will open the following September. Students will receive Round 2 results at the end of April.

For more information about the High School Admissions Process, please visit <http://schools.nyc.gov/ChoicesEnrollment/High>.

In addition to the High School Admissions Process, some students receive placement into schools through the “over-the-counter” process. M.S. 327 may also serve over-the-counter (“OTC”) students. Over-the-counter 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:

- Students who are new to the New York City school system;
- Students who left the New York City school system and have returned;
- Students who are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

There is a peak enrollment period occurring just prior to and into the beginning of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the 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, Educational Option or Unscreened.

Screened programs (those that have academic criteria) that have a two-year track record of not filling projected enrollment targets through the Citywide High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered to OTC students through referral.<sup>13</sup> In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

As for middle schools, when a student eligible for middle school needs an over-the-counter placement, his or her school assignment is determined by his or her interest, his or her home address, 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 unzoned districts, the student visits a Borough Enrollment Office where he or she meets with counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school at the start of the year.

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<sup>13</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called “over-age and under-credited”).

### *Program Offerings*

The proposed grade expansion, re-siting, and co-location of M.S. 327 will not impact the educational options of students attending M.S. 327 at its new location, building X240.

The DOE does not anticipate that this proposal will affect the ability of M.S. 327 to meet the needs of its current or future students with disabilities. M.S. 327 currently serves general education students and students requiring special education services, including students currently enrolled in Self-Contained (“SC”) classes and those receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities are admitted to schools in the same manner as general education students. If this proposal is approved and M.S. 327 expands to serve students with disabilities in high school grades, the school will continue to work with parents to develop an individualized program that is appropriate for those students. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. M.S. 327 will continue to meet the needs of its current and future students with disabilities in accordance with their Individualized Education Plans (“IEPs”).

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to middle and high schools in the same manner as their non-ELL peers. Current and future ELL students at M.S. 327 would continue to receive their mandated services.

The DOE does not anticipate that this proposal will impact M.S. 327’s partnerships or program offerings. Barring unforeseen circumstances, we expect these partnerships and programs will continue to be offered at the school if this proposal is approved. A list of M.S. 327’s extra-curriculars is included below. M.S. 327 does not currently partner with any community-based organizations.

Similarly, M.S. 327 will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. However, the configuration of these programs may change. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. This proposal will not impact those opportunities. Students will continue to have the opportunity to participate in a variety of extracurricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources. In addition, multiple schools may collaborate to offer joint extracurricular programs and sports across the campus as appropriate.

M.S. 327 currently offers the following extracurricular activities for middle school students:<sup>14</sup>

- After-school Program
- Technology Club
- Newspaper Club
- Girls Club
- Gaming Club
- Nutrition Committee
- Singing Club (Choir)
- Homework centers for each grade

M.S. 327 currently offers the following sports for middle school students:

- *Boys Sports*: Baseball, Basketball, Flag Football, Fitness Club
- *Girls Sports*: Basketball, Volleyball, Fitness Club

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<sup>14</sup> Compiled from the 2011-2012 Middle School Directory and school-reported data.

As the school plans for next year, M.S. 327 leadership will make decisions about which of these programming elements will be expanded to also serve the new high school, as well as what types of new programs and activities will be offered to the high school students.

#### *Impact on Elementary School Students*

The plans for the construction of X240 have always included three schools/programs, including one to serve elementary students. The elementary school will serve two sections per grade and will admit students through a district choice process.

It is anticipated that this proposal will have no impact on the students entering P.S. 555 at X240. Students attending P.S. 555 will have their needs met as they would at any existing elementary school.

#### *Impact on Current and Future D75 Students*

Similarly, the plans for the construction of X240 have always included a program to serve D75 students. It is anticipated that this proposal will have no impact on the students entering the D75 program at X240.

This D75 site will provide 96 new D75 seats. The Bronx has seen exponential growth in the need for D75 seats in recent years. For example, on September 7, 2011, the Chancellor issued an emergency declaration to create new D75 classes in response to unanticipated demand for seats for the 2011-2012 year.<sup>15</sup> If this proposal is approved, the new site created in X240 will also help to meet the continually growing demand for D75 programs.

It is possible that a new program site of an existing D75 school, P017X, will be placed in the designated space at X240. However, the D75 school that will open a site into this space will be finalized closer to the target opening date of building X240, based on borough-wide needs that cannot be accurately assessed this early in the prior school year. There is also a possibility that an existing D75 program at another location could be moved into the space at X240. When the DOE finalizes the D75 program that will be placed in the designated space at X240, if it is an existing program that would be re-sited, the DOE will issue an EIS to detail the impact of that re-siting and co-location.

The D75 students placed at this new site will have their needs met as they would at any other D75 site; the co-location with M.S. 327 and P.S. 555 is not expected to impact the D75 students. Students will continue to be placed in D75 schools based on individual student needs and recommended special education services. D75 students who are in Self-Contained classes in elementary school and who are articulating into middle school work with their D75 school and placement staff to identify the middle school programs that best meet their needs. The following variables are taken into account when considering the best placement: whether the student needs a barrier-free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. For additional information about D75 programs, please visit the DOE website at:

<http://schools.nyc.gov/Offices/District75/default.htm>.

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<sup>15</sup> The full text of the Emergency Declaration can be found here: [http://schools.nyc.gov/NR/rdonlyres/EDC83681-45D8-4EF1-88D5-116CD1FD3EA4/109761/ED\\_NewD75inX040.pdf](http://schools.nyc.gov/NR/rdonlyres/EDC83681-45D8-4EF1-88D5-116CD1FD3EA4/109761/ED_NewD75inX040.pdf). On November 17, 2011, the Panel for Educational Policy voted to make the District 75 site permanent. The full text of of the EIS can be found here: [http://schools.nyc.gov/NR/rdonlyres/74876C8E-C21A-485B-84E5-56F61C3D8438/0/EIS75X017colocationv34\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/74876C8E-C21A-485B-84E5-56F61C3D8438/0/EIS75X017colocationv34_FINAL.pdf).

*Impact on P.S. 110*

P.S. 110 will remain in building X110. The re-siting of M.S. 327 to building X240 will vacate the entire third floor of building X110. The DOE plans to propose a new use for this space in a separate and forthcoming EIS, which would detail the anticipated impact on P.S. 110. P.S. 110 will continue to serve grades kindergarten through five and will also continue to offer pre-kindergarten, subject to continued funding and demand. This proposal is not expected to impact the academic or extra-curricular offerings at P.S. 110.

**B. Schools**

The proposed re-siting of M.S. 327 would provide the school with a large enough facility in its current district, District 9, to allow for a grade expansion, which is impossible in building X110. In contrast, building X240 offers enough space to enable the school to serve students in sixth through twelfth grades.

The estimated enrollment for M.S. 327 over an eight-year period is shown in the table below:

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2011-12 (unaudited)	99	130	128					357
2012-13 (proj.)	80 - 90	95 - 105	125 - 135	125 - 135				425 - 465
2013-14 (proj.)	80 - 90	80 - 90	95 - 105	125 - 135	125 - 135			505 - 555
2014-15 (proj.)	80 - 90	80 - 90	80 - 90	95 - 105	125 - 135	125 - 135		585 - 645
2015-16 (proj.)	80 - 90	80 - 90	80 - 90	80 - 90	95 - 105	125 - 135	125 - 135	665 - 735
2016-17 (proj.)	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	95 - 105	125 - 135	620 - 690
2017-18 (proj.)	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	95 - 105	575 - 645
2018-19 (proj.)	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	560 - 630

As stated above, the DOE anticipates M.S. 327 will see some level of attrition. If the school’s attrition rate is consistent with historical trends at similar schools, the DOE projects the figures above. However, if a significantly larger than predicted number of students stays in the school through twelfth grade, the DOE would work with M.S. 327 leadership to reduce incoming enrollment such that the total enrollment would be equivalent to that originally predicted. (In other words, the enrollment grade by grade might be different, but the total estimated enrollment in the school would be the same.)

The estimated enrollment for P.S. 555 over an eight-year period is shown in the table below:

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)							90 - 110
2012-13 (proj.)	40 - 50	50 - 60					90 - 110
2013-14 (proj.)	40 - 50	50 - 60	50 - 60				140 - 170
2014-15 (proj.)	40 - 50	50 - 60	50 - 60	50 - 60			190 - 230
2015-16 (proj.)	40 - 50	50 - 60	50 - 60	50 - 60	50 - 60		240 - 290
2016-17 (proj.)	40 - 50	50 - 60	50 - 60	50 - 60	50 - 60	50 - 60	290 - 350
2017-18 (proj.)	40 - 50	50 - 60	50 - 60	50 - 60	50 - 60	50 - 60	290 - 350
2018-19 (proj.)	40 - 50	50 - 60	50 - 60	50 - 60	50 - 60	50 - 60	290 - 350

The estimated enrollment for the D75 program over an eight-year period is shown in the table below:

	Total Enrollment
2011-12 (unaudited)	96
2012-13 (proj.)	96
2013-14 (proj.)	96
2014-15 (proj.)	96
2015-16 (proj.)	96
2016-17 (proj.)	96
2017-18 (proj.)	96
2018-19 (proj.)	96

If this proposal is approved, there will be sufficient space in X240 to accommodate M.S. 327, P.S. 555, and the new D75 site. Please visit the DOE website to access the Footprint, which guides space allocation and use in City Schools. Please click on the “Key Documents” section:

<http://schools.nyc.gov/community/planning/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is

applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal.

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

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

According to current building floor plans, X240 has 43 full-size classrooms, 19 half-size rooms, 1 quarter-size room, and 7.0 full-size equivalent ("FSE") rooms of designed administrative/office spaces.

There is sufficient space in building X240 to accommodate M.S. 327's new high school grades both during and after the expansion, as well as P.S. 555 and the D75 program. Each school will receive at least its baseline footprint allocation. Any excess space above the space allocated by the Footprint will be divided equitably among the schools as decided by the Building Council, which will consist of the principals of the three schools, in conjunction with the DOE Office of Space Planning.

The table below shows a summary of the baseline footprint allocations of full-size instructional rooms for each school throughout M.S. 327's proposed grade expansion. As described above in Section II, if the M.S. 327 does not have the level of student attrition that the DOE projects, the DOE will work with M.S. 327 leadership to reduce the number of incoming students so that the entire school enrollment meets projections. As a result, the baseline footprint indicated below would hold true, as it is a figure that represents the needs of the whole school.

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**Total Baseline Footprint Allocation of Full-Size Rooms**


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School Name	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
M.S. 327	15	18	21	24	23	22	21
P.S. 555 <sup>16</sup>	5	7	10	12	13	13	13
D75 <sup>17</sup>	3	3	3	3	3	3	3
Total	23	27	33	38	42	41	40
Excess	20	16	10	5	1	2	3

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning will also work with the schools in X240 to ensure a smooth transition, if necessary, of any rooms currently being used above the Footprint allocation.

As in other situations where schools are co-located, the schools in X240 will share large common and specialty rooms in the building, namely the cafeteria, gymnasium, library, auditorium, and multi-purpose room. The building will also contain a high school science lab and demonstration room, spaces that will be allocated solely to M.S. 327 for its middle and high school grades because elementary school students do not have need for these facilities. More specific decisions regarding the allocation of the shared spaces will be made by the Building Council, in conjunction with the Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding shared space questions.

M.S. 327 would work with the other two new organizations in the building to develop a safety and security plan for X240 prior to the first day of school in September 2012.

Apart from the three schools mentioned in this EIS, there are no other proposed uses or plans for building X240.

### C. Community

If this proposal is approved, the grade expansion of M.S. 327 to a 6-12 school will create approximately 320-360 much needed high-quality high school seats in the Bronx. And although M.S. 327 will serve a fewer middle school students under this proposal, Districts 9 and 10 currently have excess middle school capacity. This means that despite the reduced number of middle school seats that would result if this proposal is approved, more than enough seats would remain to meet the enrollment needs of middle school students in Districts 9 and 10. Additionally, because of new construction scheduled to be completed prior to September 2013, 379 seats of middle school capacity will be added to District 9.

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<sup>16</sup> P.S. 555's baseline footprint allocation in this chart does not include pre-kindergarten. The DOE intends to add a pre-kindergarten program to P.S. 555 in future years, funding permitting. With two sections of a pre-kindergarten program, the school's baseline allocation would increase by two full-size rooms.

<sup>17</sup> D75 classes have class sizes of 12:1, 8:1, or 6:1; as such, all classes can be served in half-size rooms, and full-size rooms are allocated for other resource needs. As a result, the school will only need three full-size rooms, with the remainder of its needs being served by the eight half-size rooms constructed in the designated portion of the building for D75.

If this proposal is approved, all students currently enrolled in M.S. 327 will have the option to continue attending M.S. 327 at its new location. However, M.S. 327 students who do not want to attend the school at its new location may attend their zoned schools, or the DOE will make other necessary placement arrangements on an individual basis.

It is possible that other middle schools in Districts 9 and 10, in particular zoned schools, may see a small increase in their enrollment if students do not choose to move with M.S. 327 to its new location. However, because the students in M.S. 327 come from several different school zones, and because most are anticipated to remain with the school, any impact on enrollment would be mild. The creation of 320-360 high school seats at M.S. 327 is not expected to impact enrollment at the high schools where M.S. 327 students have historically enrolled. It is expected that these high schools will admit the same number of students through the Citywide High School Admissions Process, but that instead of enrolling students from M.S. 327, these schools will admit students from other schools.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X110 or X240.

## IV. Enrollment, Admissions and School Performance Information

### M.S. 327

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> District 9 Middle School Choice Process
<b>Proposed Admissions (2012-2013 and beyond)</b>	<b>Grades 6-8:</b> District 9 Middle School Choice Process  <b>Grades 9-12:</b> High School Admissions Process; Limited Unscreened

**Enrollment Data**

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2011-12 (unaudited)	99	130	128					357
2012-13 (proj.)	80 - 90	95 - 105	125 - 135	125 - 135				425 - 465
2013-14 (proj.)	80 - 90	80 - 90	95 - 105	125 - 135	125 - 135			505 - 555
2014-15 (proj.)	80 - 90	80 - 90	80 - 90	95 - 105	125 - 135	125 - 135		585 - 645
2015-16 (proj.)	80 - 90	80 - 90	80 - 90	80 - 90	95 - 105	125 - 135	125 - 135	665 - 735
2016-17 (proj.)	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	95 - 105	125 - 135	620 - 690
2017-18 (proj.)	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	95 - 105	575 - 645
2018-19 (proj.)	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	80 - 90	560 - 630

**Demographic Data**

Percentage of Students Receiving ICT or SC Services <sup>18</sup>	9%
Percentage of Students with Individualized Education Plans <sup>19</sup>	18%
Percentage of English Language Learner Students <sup>20</sup>	12%
Percentage of Students Eligible for Free or Reduced Lunch <sup>21</sup>	96%

<sup>18</sup> Students Receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register

<sup>19</sup> Students with Individual Education Plans as percentage of total students from the 2011-2012 unaudited register

<sup>20</sup> English Language Learner students as percentage of total students from the 2011 unaudited register

<sup>21</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data

Comprehensive Model School Project M.S. 327	2008-2009	2009-2010	2010-2011 <sup>22</sup>
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	A	B
Progress Report Progress Grade	B	A	B
Progress Report Performance Grade	A	B	B
Progress Report Environment Grade	A	A	B
Quality Review Score			
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	70%	38%	33%
Math % Proficient (Levels 3 and 4)	94%	70%	64%
<b>Other Key Performance Indicators</b>			
Attendance Rate	94.1%	92.5%	92.3%

<b>2010-2011 State Accountability Status</b>	In Good Standing
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New Elementary School and D75 Program

Because P.S. 555 is new, there is not yet any performance or demographic data available. Enrollment projections are provided earlier in this EIS, in Section II. Similarly, because specific decisions have not yet been made as to which school will be establishing the new D75 site, performance and demographic data are also unavailable for the D75 program. As indicated above, approximately 96 D75 students will be enrolled in X420.

V. Initial Costs and Savings

The estimated cost to relocate M.S. 327 to X240 is up to \$54,600.69. This cost will include moving all existing materials and furniture from the current site.

M.S. 327 would be entitled to additional one-time supplemental funding to cover any additional textbooks and supplies that may be required. The per capita allocation to offset these costs has historically been \$80 per new student. Since M.S. 327’s grade expansion is expected to create approximately 320-360 high

<sup>22</sup> In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

school seats, the DOE estimates that M.S. 327 would receive a one-time award of approximately \$25,600-\$28,800. If grade-appropriate furniture is not available onsite, the school may receive additional furniture packages. In FY 2010, the cost of a furniture package for each high school class section was approximately \$5,650. This allocation is subject to approval by the Office of Space Planning.

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

### A. Personnel Needs

M.S. 327 may need to hire additional teachers during its grade expansion as the total number of students enrolled in the school begins to increase in 2012-2013. The precise number of positions needed for the 2012-2013 school year would be determined once annual enrollment projections are released in the spring of 2012. Similarly, the number of new positions created to serve students in ninth grade would be determined based on annual enrollment projections available as the school grows to serve that grade. It is worth noting that teachers working in middle schools can be certified to teach childhood education (grades 1-6), middle childhood education (grades 5-9) or adolescent education (grades 7-12). M.S. 327 currently employs teachers with different certifications and license areas. As the school expands to serve high school grades, M.S. 327 will begin to hire more teachers with 7-12 certification who will be appointed under subject-specific licenses.

Administrative state and non-pedagogical positions at M.S. 327 may also be added over the course of the grade expansion. Those decisions would be made at the school based on need and budgetary considerations.

### B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budget for M.S. 327 is determined by the same Fair Student Funding (“FSF”) per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for middle schools is \$4,412.45 and for high schools is \$4,207.47. 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.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools are entitled to receive an additional \$4,085.30 per pupil for each English Language Learner student they enrolled. For middle and high schools, supplemental funds are awarded to each student who is an English Language Learner, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

As a result of M.S. 327’s proposed expansion, the total number of middle school students enrolled at M.S. 327 is expected to decline, meaning that the school may need fewer middle school teachers and fewer supplies to meet the needs of its smaller student population at the middle school level. At the same time, the total number of high school students is expected to increase as the school adds grades 9-12. If the overall school enrollment grows again in the future, the overall budget will increase accordingly. 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.

As with all other schools citywide, M.S. 327 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. M.S. 327 is currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of their Title I funding awards will grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. M.S. 327 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur 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**

As noted above, M.S. 327 may hire additional administrative staff as it expands enrollment.

### **D. Transportation**

Building X240 is located approximately 1.5 miles from building X110. General education students in sixth grade will continue to receive busing if they reside one mile or more from X240 in accordance with DOE transportation policy, though this may result in different students being eligible for busing to M.S. 327 than in past years. General education students in seventh through twelfth grade will receive free fare privileges on public transit facilities if they reside 1.5 miles or more from the school’s new site.

Transportation for students other than those described above would continue to be provided according to Chancellor’s Regulation A-801: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

### **E. Other Support Services**

The provision of certain support services is described above. Other support services would be provided consistent with Citywide policy.

## **VII. Building Information**

Because X240 is still being constructed, no specific information about the building is yet available.