AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 102 Joseph O. Loretan (12X102)

I. Summary of Proposal

P.S. 102 Joseph O. Loretan (12X102, "P.S. 102") is a zoned elementary school located at 1827 Archer Street, Bronx, NY 10460, in Community School District 12. P.S. 102 is located in School Building X102 ("X102"). P.S. 102 currently serves students in kindergarten through fifth grade and offers a pre-kindergarten program. P.S. 102 is co-located with one other school: Bronx Little School (12X691, "Bronx Little"), an unzoned district choice elementary school serving students in kindergarten through fifth grade that also offers a pre-kindergarten program. On December 17, 2010, the New York City Department of Education ("DOE") published an Educational Impact Statement ("EIS") describing a proposal to phase out and eventually close P.S. 102 based on its poor performance and the DOE's assessment that the school lacks capacity to turn around quickly to better support student needs. This amended EIS corrects formatting, typographical errors and information about extracurricular offerings at the school, but does not modify or revise the proposal itself.

If the phase-out is approved, P.S. 102 would no longer admit students in kindergarten, first grade, or second grade, and the school would no longer offer a pre-kindergarten program after the conclusion of the 2010-2011 school year. Students in grades three, four, and five would continue to be served by P.S. 102 and would be supported as they progress toward completion at P.S. 102. The school will serve one grade less each subsequent year until it completes its phase-out in June 2014.[1] Students in grades K-2 would be served in one of two new elementary schools that the DOE will propose to be opened in the P.S. 102 building in a separate forthcoming Educational Impact Statement ("EIS"). One of these schools–12X531–would be a zoned school and will offer a pre-kindergarten program. The admissions policy of the other school has not yet been determined. However, the DOE anticipates that both new schools will serve students in grades K-5 residing in the X102 zone. Students in grades K-2 would also have access to Bronx Little, which is currently a district choice elementary school for District 12, but which will begin offering priority to students zoned to P.S. 102 in its admissions process.

In 2009-2010, X102 had a target capacity of 1,383, and the building enrolled 1,241 students, yielding a building target utilization rate of 90%.[2] This means that the building has space to accommodate additional students. If the DOE's separate proposal to co-locate the two new elementary schools in X102 is approved, both new schools will begin phasing in in the 2011-2012 school year. The two new schools proposed to co-locate in the X102 building are estimated to create a total of 500-550 K-2 seats in District 12 during the 2011-2012 school year. In 2014-2015, the two new schools at X102 will have fully phased in, creating a total of 1,000-1,100 K-5 seats. In 2014-2015,when P.S. 102 has completed its phase-out and the two new schools have completed their phase-ins, X102 will have a utilization rate of approximately 110%. Although this makes it seem the building would be over-utilized, there is sufficient space to serve the two new elementary schools and Bronx Little pursuant to the Citywide Instructional Footprint ("Footprint"). The availability and allocation of instructional space is discussed further in Section III.B. of this document.

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[1] Students who do not meet promotional requirements during the phase out plan will continue to have access to appropriate courses to support their progress toward promotion.

[2] The official target capacity and utilization rates for the 2010-2011 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Enrollment Capacity Utilization Report (the "Blue Book"). The building utilization rate in the Blue Book and counts students who are "Long Term Absences" ("LTAs"). The building enrollment figures quoted here do not include students who are LTAs, and therefore may produce a utilization rate lower than is cited from the Blue Book. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of space of available space in the building.

Background on the DOE's Decision-Making Process

Schools may be eligible for phase-out for three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department ("SED") as Persistently Low Achieving ("PLA"). Specifically, under the DOE's accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating below Proficient on their most-recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.[3] Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes safety, attendance, and survey feedback from parents, teachers and sixth-grade to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observing classrooms and talking with students, staff, and families. Schools are rated on a four-point scale, with "Underdeveloped" as the lowest possible rating and "Well Developed" as the highest.

A school's Progress Report and its Quality Review initially suggest a school be considered for intervention, but no single criteria leads to a phase-out decision. To identify the kind of action that will be best for the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

P.S. 102 earned an C grade on its 2009-2010 Progress Report, including F grades in the Student Performance and School Environment sub-sections.[4] P.S. 102 also received a rating of "Underdeveloped with Proficient Features" on its most recent Quality Review in 2009-2010.

Based on the "Undeveloped with Proficient Features" Quality Review score, the DOE initiated a comprehensive review of P.S. 102 with the goal of determining what intensive supports and interventions would best benefit its students and the community. During that review, the DOE looked at recent and historical performance, as well as demand for the school, consulted with experienced educators who have worked closely with the school, and gathered community feedback.

After completing that review, the DOE believes that only the most serious intervention—the gradual phase-out and eventual closure of P.S. 102—is the action we must take to best serve students in the community. It will allow for new school options to develop in School Building X102 that will better serve future students and the broader community.

Performance and School Environment at P.S. 102

P.S. 102 has struggled for years. In addition, P.S. 102's performance during the 2009-2010 school year illustrates that the school lacks the capacity to turn around quickly to better support student needs.

- Low student performance at P.S. 102 has been a longstanding trend. In 2009-2010, only 28% of P.S. 102 students were performing on grade level in math, putting P.S. 102 in the bottom 4% of all elementary schools in New York City. That same year, only 25% of P.S. 102 students were on grade level in English, putting P.S. 102 in the bottom 8% of elementary schools Citywide. In 2008-2009, 68% of P.S. 102 students were performing on grade level in math, putting P.S. 102 in the bottom 2% of all elementary schools in New York City. That same year, 51% of P.S. 102 students were on grade level in English, putting P.S. 102 in the bottom 8% of elementary schools Citywide. In 2007-2008, P.S. 102 was in the bottom 15% in Citywide math proficiency, and in the bottom 16% in English proficiency.

[3] Elementary schools with average math and ELA proficiency rates higher than the district average, that earn a Well Developed rating on the Quality Review or are receiving a progress report for the first time are not considered for phase-out.

[4] http://schools.nyc.gov/Accountability/tools/report/default.htm

- P.S. 102 earned a C grade on its 2009-2010 Progress Report, including an F grade in the Student Performance and School Environment sub-sections. On the 2006-2007 Progress Report, P.S. 102 earned a D grade.
- Attendance at P.S. 102 remains low. The 2009-2010 attendance rate was 90.9%, below the Citywide average of 93.5% for K-8 schools. In fact, this attendance rate puts P.S. 102 in the bottom 10% of elementary schools Citywide for attendance.
- Safety has been a serious concern at P.S. 102. On the 2009-2010 School Survey, 67% of teachers reported that discipline and order were not maintained at P.S. 102.
- P.S. 102 was rated "Underdeveloped with Proficient Features" on its most recent Quality Review in 2009-2010. Quality Reviews evaluate how well schools are organized to support student learning.[5] P.S. 102's 2010 Quality Review cited a number of serious concerns. Specifically, the reviewer indicated that:
  - P.S. 102 needs to make better use of assessment data to identify student academic trends, strengths and areas of need at the school level, and to support school decision making and planning.
  - The school should align instructional and organizational decisions to support student learning.
  - P.S. 102 should track progress toward interim and long-term learning goals for individuals and subgroups in all subject areas at the school.
  - P.S. 102 needs to develop professional learning and leadership opportunities to promote continuous evaluation and refinement of teacher practices to improve academic outcomes.
  - P.S. 102 must develop and implement a collaborative system for measuring progress towards interim and long-term school goals and making adjustments during the year.
- Demand for seats at P.S. 102 is low and declining. P.S. 102 is a zoned school, but during the 2010-2011 school year, only 56% of students residing in the zone chose to attend the school. That means that 44% of students who were guaranteed a seat at P.S. 102 chose to enroll elsewhere. Between 2005-2006 and 2009-2010, the number of students enrolled at P.S. 102 fell by 431 students.[6]

[5] For more information about Quality Reviews, please visit the DOE's website at: http://schools.nyc.gov/Accountability/tools/review

[6] From 2005-2006 and 2009-2010 Audited Registers.

The chart below summarizes key performance data for P.S. 102 over the past three years.

P.S. 102 Joseph O. Loretan	2007-2008	2008-2009	2009-2010[7]
School Performance and Progress			
Overall Progress Report Grade	B	B	C
Performance Grade	B	C	F
Progress Grade	B	B	B
Environment Grade	F	D	F
Quality Review Score	P		UPF
Performance Data[8]			
English Language Arts % Proficient (Levels 3 and 4)	47%	51%	25%
Math % Proficient (Levels 3 and 4)	71%	68%	28%
Other Key Performance Indicators[9]			
Attendance Rate	90%	90%	91%

2010-2011 State Accountability Status	Restructuring (advanced) - Comprehensive

Overview of Past Strategic Improvement Efforts at P.S. 102

P.S. 102 staff members and families have worked hard to improve the school. The DOE also offered considerable support to P.S. 102 including the following:

Leadership Support:

- Placing a new Assistant Principal ("AP") at the school; the new AP has extensive experience serving English Language Learners (ELLs) and has been helping staff implement new strategies to meet these students' unique needs.
- Offering to help the principal in developing the school's Comprehensive Educational Plan and setting school-wide goals.
- Offering opportunities for administrators, coaches, and data specialists to collaborate with colleagues to learn effective practices that could be replicated at P.S. 102.

Instructional Support:

- Training for the principal, assistant principals, coaches, and data specialist on the new state curriculum and ways to improve instruction.

[7] 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 percent 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' scale scores on the tests remained largely unchanged relative to the prior year.

[8] Source: Progress Report.

[9] Source: Progress Report.

- Professional development for coaches and data specialists on planning, aligning curriculum across subject areas and grade levels, data analysis, and how to individualize instruction.
- Professional development targeted at supporting the work of teacher teams engaged in inquiry with a focus on meeting the needs of student subgroups and students performing below grade level.
- Offering to provide on-site training for teachers by math and literacy experts.

Operational Support:

- Helping to secure and implement a $30,000 Coordinated Early Intervening Services grant.
- One-on-one support for the principal and staff on budgeting, human resources, all operational areas, and compliance issues.
- Helping the school work with other campus schools to ensure coordinated use of facilities and shared spaces.

Student Support:

- Assigning a dedicated attendance teacher to develop plans to improve student attendance.
- Offering support as part of the Coordinated Early Intervening Services grant to reduce suspension rates.

In the 2006-2007 school year, P.S. 102 was awarded a Comprehensive School Reform Grant. As a result of this grant, Core Knowledge (a pedagogical system with a proven track record in the areas of science, visual arts, social studies, and music) was implemented and the school received approximately $250,000-$300,000 per year for approximately three years to support implementation.

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

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams
- Monitoring and certifying School Safety Plans annually

Given P.S. 102's lack of success despite the above supports–whether as part of a centralized effort to support all schools or an individualized plan for P.S. 102–it is apparent that P.S. 102 has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 102 community about strategies to better support students and improve outcomes at the school. Additionally, the DOE held meetings with P.S. 102 parents and the School Leadership Team ("SLT") on October 19, 2010, to discuss possible scenarios for P.S. 102 due to its continued poor performance. Approximately 20 parents attended the parent meeting. Parents believe the school needs to change and expressed numerous concerns. They said:

- The school's record of performance is "unacceptable;" they are very upset about low achievement and what it means for their children.
- There is minimal communication between the school and families.
- There are serious problems with student safety and bullying at the school.

The SLT expressed some similar concerns, particularly regarding school safety and discipline. They also mentioned a lack of after-school programs for students.

The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public: http://schools.nyc.gov/community/planning/changes/bronx/X102.

While some members of the P.S. 102 community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's longstanding performance struggles, the lack of evidence that the school is poised to quickly turn around to better support students, and the low demand for seats at the school. We do plan to incorporate community feedback as we continue to support current P.S. 102 students working toward promotion and as we develop plans to replace P.S. 102 with other schools that better meet student and community needs.

We will also continue to seek and review community feedback while this proposal is under consideration by the Panel for Educational Policy.

II. Proposed or Potential Use of Building

The building in which P.S. 102 is located, X102, has a target capacity of 1,383. In 2009-2010—the most recent year for which audited enrollment data is available—the building served 1,241 students, yielding a target utilization rate of 90%.[10] This means that the building was slightly "underutilized" and has space to accommodate additional students. In 2010-2011, K-5 enrollment at P.S. 102 is 910.[11] P.S. 102 is co-located with one other school: Bronx Little School (12X691, "Bronx Little"), a District 12 choice elementary school serving students in kindergarten through fifth grade and offering a pre-kindergarten program. In a separate EIS, the DOE intends to propose the co-location of two new K-5 schools in X102, one of which – 12X531 – will be a zoned school. In addition, Bronx Little will begin offering priority to students zoned to P.S. 102 in its admissions process. While this does not mean that students residing in the X102 zone will be guaranteed a seat at Bronx Little, if there is sufficient interest from X102 zoned students to attend Bronx Little, all of its available seats will be filled by students from the X102 zone.

Over the next three years, the proposed grade spans for the schools in the building are as follows:

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
P.S. 102	Pre-K, K-5	3,4,5	4,5	5	N/A
Bronx Little School	Pre-K, K-5	Pre-K, K-5	Pre-K, K-5	Pre-K, K-5	Pre-K, K-5
12X531	N/A	Pre-K, K, 1, 2	Pre-K, K-3	Pre-K, K-4	Pre-K, K-5
New School #2					

Both new elementary schools will open in X102 in 2011-2012 and will serve grades K-2 with a total enrollment of approximately 500-550 students across both schools. When at "full scale" in the 2014-2015 school year, these two new schools will serve approximately 1,000-1,100 total students in grades K-5.

[10] The official target capacity and utilization rates for the 2010-2011 school year are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-2010 Enrollment Capacity Utilization Report (the "Blue Book").

[11] From November 1, 2010 unaudited register.

Once the two new schools have completed their phase-ins and P.S. 102 has completed its phase-out, there will be three schools and approximately 1,400-1,520 students served in the building,[12] yielding a target utilization rate of 110%.[13] While this projected utilization rate implies that the building would be slightly over-enrolled, consistent with the Citywide Instructional Footprint ("the Footprint"), the building will have adequate capacity to accommodate P.S. 102, Bronx Little and the two new proposed schools during the course of P.S. 102's phase-out. The availability and allocation of instructional space is discussed further in Section III.B. of this document.

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

A. Students

Enrollment Options for Current P.S. 102 Students

Under this proposal all current P.S. 102 students would either continue at P.S. 102 and be supported as they progress toward completion and transition to middle school, or would be served by the new zoned replacement school, 12X531. It is possible that P.S. 102 students who do not meet promotional standards may also be served at the other new elementary school or Bronx Little.

Current Kindergarten and First Grade Students at P.S. 10

Current P.S. 102 kindergarten and first grade students will be guaranteed a seat in 12X531, the zoned replacement elementary school proposed to open next September in the building where P.S. 102 is located. In addition, incoming kindergarteners, and rising first or second graders residing in the P.S. 102 zone, will be able to apply to attend Bronx Little School or the other new elementary school, whose admissions policy has not yet been determined, but which the DOE anticipates will serve zoned students.

Current Second, Third and Fourth Grade Students at P.S. 102

Current P.S. 102 second, third, and fourth grade students may continue to attend P.S. 102. This includes students in these grades who enter P.S. 102 during the remainder of the 2010-2011 school year. During their fifth grade year, current second, third, and fourth graders would participate in the District 12 Middle School Choice process[14] and enroll in sixth grade at a middle school of their choice. Students who do not meet promotional standards as their grade is phased out will be supported in transferring to one of the two new elementary schools in X102, or to Bronx Little.

Current Fifth Grade Students at P.S. 102

Current P.S. 102 fifth grade students will complete fifth grade at P.S. 102. These students are participating in the Middle School Choice process and will enroll in sixth grade at a middle school of their choice in September 2011. Any current fifth grade students who do not meet promotional requirements to move on to sixth grade would remain at P.S. 102.

[12] Estimate includes one pre-kindergarten section at Bronx Little and two sections of pre-kindergarten at the two new elementary schools.
[13] Estimate includes one pre-kindergarten section at Bronx Little and two sections of pre-kindergarten at the two new elementary schools.
[14] For more information about the District 12 Middle School Choice process, please visit the 2010-2011 District 12 Middle School Directory online here: http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx/default.htm.

Impact on Academic and Extracurricular Offerings at P.S. 102

There are no immediate proposed changes to available instructional or extracurricular programs currently offered at P.S. 102. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, P.S. 102 would continue offering all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school declines, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as 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. 102 had offered a theater/dance enrichment program through the 2009-2010 school year. P.S. 102 currently offers two after school programs: School Professions (twice a week) and Sports and Arts (three times a week). Saturday Academy is scheduled to begin in January 2011.

In addition, P.S. 102 offers an ESL Parent program. The school also offers extended day classes to its students.

P.S. 102 does not offer any student athletics. With respect to other extracurricular programs, P.S. 102 would continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases-out. It is again 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 student as all schools modify extracurricular offerings annually based on student demand and available resources. As discussed previously, the DOE anticipates that two new schools would phase in to the building, which are committed to providing students with a range of options for extra-curricular activities based on student interest, community needs, and school goals.

P.S. 102 currently offers Collaborative Team Teaching (“CTT”), Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). The existing CTT, SC, and SETSS classes and ESL program would continue to be provided as the school phases out and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Plans (“IEPs”).

Students with IEPs will participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing students’ IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will develop a program to meet the students’ needs. This process will apply to students with IEPs transitioning to middle school from P.S. 102 in the same manner as it applies to all other students. If the separate proposal to co-locate the two new elementary schools in X102 is approved, both schools will provide all appropriate services to students with IEPs throughout the course of phase-in and at full scale.

In accordance with DOE policy, ELLs are admitted to elementary schools in the same manner as their peers who are not ELLs. The student support staff at P.S. 102, in consultation with the Office of Student Enrollment (OSE) and the Office of English Language Learners, will assist students with identifying services for ELLs that will meet their specific needs. Similarly, if the proposal to co-locate the two new elementary schools in X102 is approved, any students requiring ELL services will continue to receive appropriate services at those new elementary schools.

During the proposed phase out, the DOE will build on our past efforts to help the school by offering to:

- Provide teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.
- Foster opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching and better support students.
- Facilitate partnerships with community-based organizations to support youth development initiatives at the school.

Impact on Community Partnerships at P.S. 102

P.S. 102 currently has no partnerships with community-based organizations. The DOE will work with P.S. 102 staff to develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. In addition, the DOE will work with other school organizations in the building to foster opportunities for them to work with community groups. As appropriate, the DOE will work with the two new elementary schools in X102 to introduce partnerships with community organizations.

Admissions Impact for Future Elementary School Students

P.S. 102 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning, and admissions processes to enroll in a zoned elementary school, please visit the DOE website's School Search function http://schools.nyc.gov/SchoolSearch.

In a separate forthcoming EIS, the DOE will propose to co-locate two new elementary schools in X102. One of these schools – 12X531 – would be a zoned school that would serve students currently zoned to P.S. 102. Though the other elementary school's admissions policy has not yet been determined, the DOE anticipates that it will also serve students zoned to P.S. 102. Furthermore, as discussed above, beginning in 2011-2012, Bronx Little will offer priority to students currently zoned to P.S. 102. If both this proposal and the proposal to co-locate two new elementary schools in X102 with Bronx Little are approved, the 910 K-5 seats eliminated by P.S. 102's phase-out and eventual closure will be recovered through the phase-in of the two new schools at X102, that combined have a projected enrollment of 1,000-1,100 students at scale. In addition, while not needed to replace all seats at X102, the modification of Bronx Little's admissions policy will help to ensure that there is capacity to enroll all future students residing in the X102 zone.

There will be sufficient seats to accommodate students who seek to enroll "over-the-counter" ("OTC") which includes:

- New students to the New York City school system; or
- Students who left the New York City school system and have returned ; or
- Students who are seeking transfers.

If both the phase-out proposal and the proposal to co-locate the two new schools are approved, the new schools will accept and serve students zoned for P.S. 102 including over-the-counter students, students entering in non-entry grades, and students requiring SC or CTT classes. Please note that until the phase-out and phase-in are complete, P.S. 102 will serve over-the counter students in the grade levels it still offers, and the new schools will serve those OTC students in the grade levels that are available as they phase in.

Bronx Little School, an existing district choice elementary school in the X102 school building will continue to serve students in kindergarten through grade five and offer a pre-kindergarten program. Regardless of whether this phase-out proposal is approved, the admissions policy at Bronx Little will change to offer

priority to students in the P.S. 102 zone. While this does not mean that students residing in the X102 zone will be guaranteed a seat at Bronx Little, if there is sufficient interest from X102 zoned students to attend Bronx Little, all of its available seats will be filled by students from the X102 zone.

Future Pre-Kindergarten Students

Bronx Little currently offers one full-day section of pre-kindergarten, and will continue to do so if this proposal is approved. P.S. 102 currently offers two sections of full-day pre-kindergarten. The two new elementary schools that will open in X102 next year, will offer two sections of pre-kindergarten, pending funding availability.

Incoming pre-kindergarten students would be able to apply to the pre-kindergarten program at the two new schools through the centralized pre-kindergarten admissions process. Siblings of students enrolled at Bronx Little, 12X531, the second new school, and/or P.S. 102, have first priority for admission. Students who reside in the P.S.102 zone have second priority in admission, after siblings. As with all pre-kindergarten programs, the continuation of the program in the new schools depends on the continued funding availability.

B. Schools

P.S. 102 enrolled 910 K-5 students in the 2010-2011 school year, and the school typically admits about 16% of those students as new kindergarten students each fall. If this proposal is approved, P.S. 102 will phase-out gradually, but seats lost as a result of that phase-out will be replaced by new schools phasing in to X102 . In addition, an existing school, Bronx Little, will modify its admissions policy to give priority to students currently zoned to P.S. 102.

The overall plan for X102 includes the phase-out of P.S. 102 and the phase-in of two new elementary schools. The proposed co-location of those new schools in X102 will be addressed in a separate EIS. When those two schools complete their phase-in and achieve "full scale" in the 2014-2015 school year, they are projected to collectively enroll 1,000-1,100 students in grades K-5. At that point, P.S. 102 will have completed its phase-out. Taking into account the projected enrollment for Bronx Little, the projected total building enrollment of 1,400-1,520[15] means that the projected building utilization for X102 is 110%.[16] While this projected utilization rate implies that the building would be slightly over-enrolled, the building does have adequate capacity to accommodate the full expansion of the two new schools that will be located in X102 with Bronx Little during the course of P.S. 102's phase-out, consistent with the Citywide Instructional Footprint ("the Footprint"). Please visit the New York City Department of Education website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

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 walkthrough of the building by the Borough Director of Space Planning and the school's principal.

For elementary schools the Footprint assumes that students are stationary, as opposed to moving from class to class as they do in grades 6-12. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate

[15] Estimate includes one pre-kindergarten section at Bronx Little and two sections of pre-kindergarten at the two new elementary schools.
[16] Building target and utilization estimates include three total sections of pre-kindergarten.

each Self-Contained special education section served by the school. The Footprint also allocates elementary schools full-size classrooms for use as cluster rooms. The number of cluster rooms allocated depends on the school's total register.

All schools receive a baseline of the approximate equivalent of two full-size classrooms for student support services and resource rooms. Additionally, all schools receive a baseline of the approximate equivalent of one full-size classroom and one half-size classroom for administrative services.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. 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.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the 2010-2011 building walkthrough conducted by the Office of Space Planning, X102 has 87 total rooms, including 70 full-size spaces and 17 half-size spaces. X102 also has the following rooms, which will be shared by all schools during P.S. 102's phase-out and the phase-in of the two new elementary schools: a gymnasium, a cafeteria, an auditorium and a library. Outside, there are also two asphalt play yards with playground equipment. The proposed co-location of those new schools in X102 will be addressed in a separate Educational Impact Statement.

Per the 2010-2011 building walkthrough, P.S. 102 is currently allocated 47 full-size rooms and Bronx Little is currently allocated 19 full-size rooms in X102. Following the phase-out of P.S. 102, at full scale, each new elementary school will be allocated a baseline of 22 full-size rooms. Bronx Little's total enrollment will decrease slightly during the phase-out of P.S. 102 and phase-in of two new schools–it will begin taking in only two sections of incoming students each year as opposed to 3 sections as it did in September 2010, or 1 section as it did when it first opened. As a result, in the long-term, Bronx Little will be allocated a baseline of 16 full-size rooms. This represents a total of 60 full-size rooms when all three schools are operating at full scale. There will be sufficient instructional space in X102 for all schools to grow to scale. As in other situations where schools are co-located, schools in X102 would need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasiums, the auditorium and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

Baseline Footprint Allocation of Full Size Rooms per Organization	2011-12	2012-13	2013-14	2014-15
P.S. 102	18	13	8	-
Bronx Little School	15	16	17	16
12X531	11	15	19	22
New school #2	11	15	19	22
Total	55	59	63	60

Half-size classrooms can be used as Self-Contained special education classrooms, as resource rooms, or as administrative space. They will be allocated to schools pursuant to the Footprint. When there are

insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school's Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or Self-Contained special education classrooms.

For more information regarding the manner in which space will be allocated and shared, please refer to the separate forthcoming EIS regarding the co-location of two new elementary schools with Bronx Little in X102.

C. Community

P.S. 102 opened in 1931 and has been serving elementary school students since. It has struggled for years to provide a high-quality education to its students, especially during the past few years. The DOE has offered considerable support to the school, but despite these efforts, P.S. 102's performance continues to be low. As a result, there is a need to provide better options for families in the community. Under this proposal, the X102 building will remain open but will offer new educational options that better support the learning needs of future students in District 12 and zoned to P.S. 102.

As noted elsewhere in this document, the 910 total K-5 seats in District 12 eliminated by P.S. 102's phase-out and eventual closure would be recovered through the phase-in of new schools in the building. As a result, the proposal to phase out P.S. 102 is not expected to yield a net loss of seats in X102 or District 12. Specifically, the DOE plans to phase in two new elementary schools, one of which will be zoned (12X531), and the other which the DOE expects will also serve students residing in the X102 zone. These two new schools will serve a total of 1,000-1,100 students in kindergarten through fifth grade at full scale in the 2014-2015 school year compensating for the 910 K-5 seats lost as a result of the phase-out of P.S. 102. These new schools will be co-located with Bronx Little, which will begin offering priority to X102's zoned students in the 2011-2012 school year. This means that students zoned to X102 will have priority at 12X531 and Bronx Little, and will likely also have priority at the other new elementary school in the X102 building. Bronx Little will serve 350-370 students in grades K-5, and one section of pre-kindergarten, once P.S. 102 completes its phase-out.

The two new schools proposed to co-locate in the X102 building are estimated to create a total of 500-550 K-2 seats in District 12 during the 2011-2012 school year. In 2014-2015, the two new schools at X102 will have fully phased in creating a total of 1,000-1,100 K-5 seats.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X102.

IV. Enrollment, Admissions and School Performance Information

P.S. 102

Admissions Data

Current Admissions	**Pre-K**: Standard Universal Pre-K Admissions **Grades K-5**: Zoned

Enrollment Data

Current Grades Served	K-5
2010-2011 Enrollment	910
Grades Served 2011-2012	3-5
2011-2012 Projected Enrollment	450-470
Grades Served 2012-2013	4-5
2012-2013 Projected Enrollment	265-285
Grades Served 2013-2014	5
2013-2014 Projected Enrollment	130-140
Grades Served 2014-2015	N/A
2014-2015 Projected Enrollment	N/A

Demographic Data

Percentage Students Receiving CTT or SC services[17]	13%
Percentage Students with Individual Education Plan[18]	21%
Percentage English Language Learner Students[19]	21%
Percentage of Students Eligible for Free or Reduced Lunch[20]	95%

[17] Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.
[18] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[19] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[20] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

P.S. 102 Joseph O. Loretan	2007-2008	2008-2009	2009-2010[21]
School Performance and Progress			
Overall Progress Report Grade	B	B	C
Quality Review Score	P		UPF
Performance Data[22]			
English Language Arts % Proficient (Levels 3 and 4)	47%	51%	25%
Math % Proficient (Levels 3 and 4)	71%	68%	28%
Other Key Performance Indicators[23]			
Attendance Rate	90%	90%	91%
2010-2011 State Accountability Status	Restructuring (advanced) - Comprehensive		

[21] 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 percent 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' scale scores on the tests remained largely unchanged relative to the prior year.
[22] Source: Progress Report.
[23] Source: Progress Report.

Bronx Little School

Admissions Data

Current Admissions	**Pre-K:** Standard Universal Pre-K Admissions **Grades K-5**: District Choice Elementary School
Future Admissions	**Pre-K**: Standard Universal Pre-K Admissions **Grades K-5**: District Choice, Priority to X102 Zoned Students

Enrollment Data

Current Grades Served	K-5
2010-2011 Enrollment	268
Grades Served 2011-2012	K-5
2011-2012 Projected Enrollment	290-310
Grades Served 2012-2013	K-5
2012-2013 Projected Enrollment	325-345
Grades Served 2013-2014	K-5
2013-2014 Projected Enrollment	340-360
Grades Served 2014-2015	K-5
2014-2015 Projected Enrollment	350-370
Projected Enrollment at Scale	350-370

Demographic Data

Percentage Students Receiving CTT or SC services[24]	8%
Percentage Students with Individual Education Plan[25]	14%
Percentage English Language Learner Students[26]	15%
Percentage of Students Eligible for Free or Reduced Lunch[27]	90%

[24] Students enrolled in CTT and SC classes as percentage of total students from the 2009-2010 Audited Register.
[25] Students with Individual Education Plan as percentage of total students from the 2009-2010 Audited Register.
[26] English Language Learner students as percentage of total students from the 2009-2010 Audited Register.
[27] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010.

School Performance Data

Bronx Little School	2007-2008	2008-2009	2009-2010[28]
School Performance and Progress			
Overall Progress Report Grade	A	A	C
Quality Review Score	P		
Performance Data[29]			
English Language Arts % Proficient (Levels 3 and 4)	64%	84%	33%
Math % Proficient (Levels 3 and 4)	94%	90%	38%
Other Key Performance Indicators[30]			
Attendance Rate	92%	92%	91%
2010-2011 State Accountability Status	In Good Standing		

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 102, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 102 roster as the phase-out is implemented, the school is expected to receive approximately $4,059.71 less per pupil funding annually for elementary grade students. These estimates are based on current Fair Student Funding (FSF) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at P.S. 102 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve (ATR). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats

[28] 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 percent 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' scale scores on the tests remained largely unchanged relative to the prior year.
[29] Source: Progress Report.
[30] Source: Progress Report.

result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening the new schools will be included in the separate EIS proposing the co-location of P.S. 102 with the two new schools.

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

A. Personnel Needs

All administrative staff, teachers, and non-pedagogical positions at P.S. 102 would be excessed over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing 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.

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.

It is also important to understand that the students who would otherwise have enrolled in P.S. 102 will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

B. Cost of Instruction

As a result of the phase out, the total number of students enrolled at P.S. 102 will decline each year, meaning that the school 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 naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, elementary schools received an additional $1,623.47 per pupil for each English Language Learner they enrolled.

As with all other schools Citywide, P.S. 102 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 102 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individualized Education Plans (IEPs). Even as P.S. 102 is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

C. Administration

All school supervisor and/or administrator positions assigned to P.S. 102 will eventually be excessed when the school is closed. Some positions will likely be excessed as the school gradually phases out, as administrative needs will decrease as the school serves an increasingly smaller student population. Again, all excessing will take place in accordance with existing labor contracts.

D. Transportation

There will be no change to existing transportation practices at P.S. 102 throughout its phase-out. Transportation will be provided according to Chancellor's Regulation A-801: http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf.

E. Other Support Services

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

VII. Building Information

Type of Building	Elementary School
Year Built	1930
Overall BCAS rating	2.4 out of 5
Target Utilization	90%
Target Capacity	1,383
FY 2009 Maintenance Costs	**Labor:** $14,322.64 **Materials:** $5,358.25 **Service contracts:** $20,642.16 **Maintenance and repair contracts:** $46,547.84 **Custodial operations costs—Materials:** $9,860.13 **Custodial operations costs—Custodial Allocation:** $293,779.60
FY 2009 Energy Costs	**Electric:** $225,151.00 **Gas:** N/A **Oil:** $8,689.00
Projects completed during the current or prior school year	Exterior masonry/parapets/roofs/auditorium upgrade/FY09 RESO A café
Projects proposed in the capital plan	None
Accessibility of the building	Fully programmatic accessible
Building attributes	Art rooms (CR's), Auditorium, Cafeteria, Computer room, Gymnasium & Library