

EDUCATIONAL IMPACT STATEMENT: The Proposed Consolidation of the Academy of the Arts (08X335) with The Museum School (08X333) in Building X060 Beginning in the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate the Academy of the Arts (08X335, “Academy of the Arts”) with The Museum School (08X333, “Museum School”), existing district elementary schools that currently each serve students in kindergarten through fifth grade and offer a pre-kindergarten program, beginning in the 2017-2018 school year. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. Proposals for consolidation seek to improve learning environments by combining the strengths and best practices of both schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports.

The DOE is proposing to consolidate Academy of the Arts with Museum School because Academy of the Arts has struggled with low enrollment, which creates budgetary and programmatic challenges. Academy of the Arts is considered under-enrolled with a total enrollment just above 250 students in kindergarten through fifth grade. Additionally, enrollment at Museum School has been declining, dropping 8% in kindergarten through fifth grade from 2012-2013 to 2016-2017. If this proposal is approved, Academy of the Arts and Museum School will be combined such that students, staff, and resources of Academy of the Arts will become part of Museum School, and Academy of the Arts will no longer exist as a distinct school option as of the 2017-2018 school year.

Academy of the Arts and Museum School are co-located in building X060 (“X060”), located at 888 Reverend James A. Polite Ave, Bronx, NY 10459 in Community School District 8 (“District 8”). A co-location means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, and cafeterias. In a separate Educational Impact Statement (“EIS”), the DOE is concurrently proposing to re-site¹ existing District 75² program P10X@X152, which serves students in kindergarten through fifth grade from building X152 (“X152”) to X060. X152 is located 1.1 miles from X060 at 1007 Evergreen Avenue, Bronx, NY, 10459 in District 8. The re-siting of P10X@X152 is contingent on the approval of this consolidation proposal, while this consolidation proposal is not contingent on the approval of the proposed P10X@X152 re-siting. If both proposals are approved, the consolidated Museum School will be co-located with District 75 program P10X@X152 in X060 as of the 2017-2018 school year. X060 also houses the Urban Health Plan community-based organization (“CBO”). If this proposal and the concurrent re-siting proposal are approved, Urban Health Plan is expected to continue to provide services and maintain their space in X060.

The New York State Education Department (“SED”) assigns an accountability status to each

¹ A “re-siting” means that students will attend classes in a different building than in previous years.

² District 75 provides city wide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 349 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>.

district school—Good Standing, Local Assistance Plan, Focus, or Priority.³ Both Academy of the Arts and Museum School are identified as schools in Good Standing.⁴

Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. A consolidation may also be proposed to allow the DOE to leverage a particularly strong school leader. Since most funding in schools' budgets is allocated on a per-pupil basis based on Fair Student Funding ("FSF") per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example, they may not be able to afford a full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively. Other potential benefits of consolidations include increased access to resources and improvements in school performance.

The DOE is proposing to consolidate Academy of the Arts with Museum School based primarily on the benefits students would derive from the combined resources made available by consolidating the two school organizations into one. The low enrollment at Academy of the Arts has made it challenging for that school to offer as broad a range of academic and extracurricular programs as is possible in larger schools. If this proposal is approved, students attending the Academy of the Arts are expected to have access to a variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for the school to offer in the absence of a consolidation. In addition to increased resources, the consolidation is expected to allow the schools to combine the strengths and best practices of each individual school into a single, larger organization. Both schools currently share one zone, and the consolidation will result in a single school to serve the entire zone, ensuring all zoned students have access to the same robust resources and opportunities.

Specific benefits of this proposed consolidation resulting from a healthy school budget are listed below:

- Improved and increased services for students with disabilities.
- Combining Related Services budgets is expected to allow for provision of further resources.
- Expanded Academic Intervention Services, including the addition of both a math coach and a literacy coach.
- An after school program, which is currently only available at Museum School.
- Increased professional development resources for school staff.
- More family and community services.

Further, consolidating the schools will lead to a more efficient use of space in the building, creating the possibility to re-site and grow P10X@X152 in X060.

³ More information on New York State Education Department accountability status can be found at: <http://www.p12.nysed.gov/accountability/APA/home.html>.

⁴ A school is considered to be in good standing if it has not been identified as a School in Need of Improvement, in Corrective Action, Planning for Restructuring, Restructuring, Requiring Academic Progress, or as a School Under Registration Review. More information on the SED website at: <http://www.p12.nysed.gov/irs/accountability/sini/about.html>.

This proposal has been developed by the District 8 Superintendent in conjunction with the principals of the schools proposed for consolidation and their respective school communities through a collaborative planning process. The need to address limited resources and low enrollment at Academy of the Arts became evident through conversations between the District 8 Superintendent and school leadership. As explained above, the consolidation of Academy of the Arts with Museum School is expected to improve resources at the consolidated school, and will also reduce the number of under-enrolled schools in the district. The DOE believes this proposal will result in an improvement in X060 and provide a stronger school option for students in District 8.

Academy of the Arts and Museum School are currently co-located in X060 and are working together in a number of ways. Both schools are working to increase existing collaboration, with a focus on developing shared instructional practices, sharing resources, and building a cohesive school culture. Below is a list of collaborations that the two schools have already begun:

- The two schools are now on the same bell schedule.
- Students from both schools share a lunch period together; co-mingling in the cafeteria and other shared spaces is expected to begin this school year.
- Families participate in cooking and health workshops together.
- 5th grade teachers are collaborating on the “GO Math!” curriculum.
- Both schools have a partnership with Teachers College.
- Discussions about uniting the schools’ uniforms are underway and students may wear the same uniform on certain days this year.

The Academy of the Arts and Museum School communities plan to continue to work together for the duration of the 2016-2017 school year in preparation for the potential strategic transition, which will help ensure that the consolidation is seamlessly executed in the 2017-2018 school year, if this proposal is approved.

In sum, if this proposal is approved, Academy of the Arts will be consolidated with Museum School beginning in the 2017-2018 school year. The consolidated Museum School will continue to serve students in kindergarten through fifth grade and a pre-kindergarten program. Academy of the Arts will no longer exist as an individual school option and current Academy of the Arts students will be accommodated at Museum School (see Section III for more information).

Public Engagement

Public engagement was conducted in the course of creating this proposal. This engagement includes the following:

- Superintendent Karen Ames led meetings with Academy of the Arts’ and Museum School’s staff and leadership on September 19, 2016, at which time Superintendent Ames discussed the proposed consolidation.
- Letters discussing the potential consolidation were sent home with Academy of the Arts students and Museum School students on September 20, 2016.
- Parent meetings and information sessions were held on September 22, 2016 and September 23, 2016 for Academy of the Arts families and Museum School families.

- The DOE's Office of District Planning attended and shared information at Community Education Council 8 ("CEC 8")'s meeting on September 21, 2016, at which time the proposed consolidation was announced by the Superintendent.
- A meeting and walkthrough of X060 with a Deputy Chancellor were conducted on September 23, 2016, to discuss the proposal and take questions and concerns from the school communities in advance of posting the proposal. Participants included representatives from the DOE's Office of District Planning, Office of Space Planning, District 75, United Federation of Teachers ("UFT"), Office of School Design, CEC 8, the Citywide Council on District 75, P10X's School Leadership Team ("SLT"), Academy of the Arts' SLT, Museum School's SLT, and the District 8 Superintendent. The walk-through began with a meeting led by the Deputy Chancellor during which the rationale for the re-siting and consolidation were discussed and participants had the opportunity to ask questions and have them answered by the Deputy Chancellor and representatives from other offices.

The DOE will provide additional public engagement opportunities following this posting, including:

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at X060. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-5159 or emailing D08Proposals@schools.nyc.gov.
- A Panel for Educational Policy ("PEP") meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/November162016SchoolProposals>.

If this proposal is approved, in 2017-2018, Museum School is expected to absorb the enrollment of Academy of the Arts and serve a projected 661-721 students in kindergarten through fifth grade, yielding a projected building utilization rate of 71%-77%.⁵ The DOE is issuing a concurrent

⁵ All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2014-2015 Blue Book and 2016-2017 Budget Register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of

proposal to re-site P10X@X152 to X060, which is expected to proceed if this consolidation is approved. If both proposals are approved, the projected building utilization rate for X060 is 77% - 85%.

II. Proposed or Potential Use of Building

X060 has a target capacity of 933 students and currently serves 694 students across Academy of the Arts and Museum School, yielding a building utilization rate of 74%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this EIS. If this proposal is approved, the newly consolidated Museum School is expected to serve approximately 661-721 students in the 2017-2018 school year. As mentioned, the DOE is concurrently proposing to re-site District 75 program P10X@X152 to X060 if this consolidation proposal is approved, and P10X@X152 would grow to serve 54-72 students in X060. If both proposals are approved, X060 would serve 715-793 students across the consolidated Museum School and P10X@X152, resulting in a projected building utilization rate of 77%-85% for X060. If the consolidation proposal is approved but the concurrent re-siting proposal is not, X060 would serve 661-721 students in the consolidated Museum School, resulting in a projected building utilization rate of 71% -77%.

The following charts showing grade-span, enrollment, and utilization figures presume that both proposals will be approved and P10X@X152 will be located in X060 beginning in the 2017-2018 school year.

If both proposals are approved, the grade spans⁶ served by each of the current and proposed school organizations in X060 are expected to be as follows:

DBN	School Name	2016-2017	2017-2018
08X333	The Museum School	K-5	K-5
08X335	The Academy of the Arts	K-5	-
75X010	P10X@X152	-	K-5

the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

⁶ The Museum School and Academy of the Arts both currently offer a pre-kindergarten program.

The chart below shows the projected enrollment and building utilization for X060 if both proposals are approved:

DBN	School Name	2016-2017 Budget Projections	2017-2018 Projected Enrollment
08X333	P.S. 333 - The Museum School ⁷	423	661-721
08X335	The Academy of the Arts	271	-
75X010	P10X@X152	-	54-72
Total Building Enrollment		694	715-793
Utilization		74%	77%-85%

More information on target capacity and utilization is available in Appendix A of this EIS. If both proposals are approved, the newly consolidated Museum School and P10X@X152 will receive their baseline or adjusted baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this EIS. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

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

A. Students

If this proposal is approved, current Academy of the Arts students in kindergarten through fourth grade, as well as Academy of the Arts students in the fifth grade who must repeat the grade, may be served in Museum School in X060 beginning in the 2017-2018 school year, and new students will no longer enroll in Academy of the Arts. If Academy of the Arts is consolidated with Museum School, Academy of the Arts will no longer exist as a distinct school option and new students will no longer enroll in Academy of the Arts as of the 2017-2018 school year. Current Museum School students, with the exception of those who graduate fifth grade in the current school year, may continue to be served at Museum School.

⁷ Enrollment at Museum School includes 33 students enrolled in the Hearing Education Services program

Impact on Students Currently Attending Academy of the Arts and Museum School

The proposed consolidation of Academy of the Arts with Museum School may impact educational and/or extracurricular programming available to Museum School students. The consolidated Museum School may offer new opportunities currently only available at Academy of the Arts in place of, or in addition to, current Museum School offerings. If approved, students currently attending Academy of the Arts will gain access to the programming available at Museum School, and many of the programs and services currently provided by Academy of the Arts would be offered instead by Museum School.

Academy of the Arts and Museum School serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current students at Academy of the Arts and all current and future students enrolled at Museum School will receive all mandated special education services if this proposal is approved.

In addition, Academy of the Arts and Museum School serve English Language Learner (“ELL”) students who receive English as a New Language (“ENL”) services. If this proposal is approved, these services will continue to be provided at the consolidated Museum School, and all students will receive their mandated services.

Current fifth-grade students who are on track to graduate will complete elementary school at their current school (Academy of the Arts or Museum School) at the end of the 2016-2017 school year, provided they meet promotional criteria, and can apply to middle school through the middle school admissions process.⁸

If this proposal is approved, in the 2017-2018 school year, current Museum School kindergarten through fourth grade students, as well as fifth-grade students who do not meet promotional requirements and are not on track to graduate, will continue to be served at Museum School alongside their new classmates from the former Academy of the Arts. It is expected that all current Academy of the Arts students, with the exception of those continuing on to middle school, will attend Museum School. However, any Academy of the Arts students who prefer a different school option may seek a transfer for the 2017-2018 school year through the Office of Student Enrollment (“OSE”) by speaking first with school administrators and then visiting a Family Welcome Center,⁹ which will work to match students based on their needs and seat availability, in accordance with Chancellor’s Regulation A-101.¹⁰

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Academy of the Arts or Museum School during the current (2016-2017) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

⁸ More information about the middle school admissions process can be found in Appendix B of this EIS or online at: schools.nyc.gov/ChoicesEnrollment/Middle

⁹ For more information on Family Welcome Centers, please visit <http://schools.nyc.gov/ChoicesEnrollment/NewStudents/WelcomeCenters/default.htm>.

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

Museum School also offers a Hearing Education Services program to provide support to students who are deaf or hard of hearing. The program serves four sections of students in SC 12:1 (ratio of students to teacher) classroom settings. If this proposal is approved, these services will continue to be provided at the consolidated Museum School.

Academy of the Arts currently offers the following extra-curricular activities, clubs and partnerships:¹¹

- **Extra-curricular Activities and Clubs:** Dancing Classrooms
- **Partnerships:** Astor Mental Health, Urban Health Plan

Museum School currently offers the following extra-curricular activities, clubs, sports, and partnerships:¹²

- **Extra-curricular Activities and Clubs:** STEP program
- **Partnerships:** Astor Mental Health, Urban Health Plan, Ready, Set, Learn after-school program (Ready, Set, Learn offers, dance, chess, sports, cheerleading, and homework help)
- **Sports:** Team First (a non-profit organization) after-school basketball

If this proposal is approved, the consolidated Museum School will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources. If this proposal is approved, the consolidated Museum School may also offer programs and partnerships that are currently offered by Academy of the Arts after Academy of the Arts ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

If this proposal is approved, the DOE expects the consolidation to increase the programmatic opportunities available to students due to the combination of the schools' individual resources.

Impact on Future Elementary School Students in District 8

If this proposal is approved, Academy of the Arts will no longer be a distinct school option and will cease to admit students as of the 2017-2018 school year. The consolidated Museum School will instead offer admissions to the seats previously available at Academy of the Arts. Museum School will continue to admit students through the zoned admissions process that it currently uses.

Museum School and Academy of the Arts share a zone. Both schools offer priority to students who live in their zone, in accordance with Chancellor's Regulation A-101. If this proposal is approved, Museum School will continue to serve the zone, and the zone will no longer be shared by two schools.

This proposal will not impact the admissions process for any other district elementary schools in District 8. General information about the elementary school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm> and Appendix B of this EIS.

¹¹ School- reported information as of September 20, 2016.

¹² School- reported information as of September 20, 2016.

Impact on Pre-Kindergarten Program

Museum School and Academy of the Arts currently offer pre-kindergarten programs. If this proposal is approved, Academy of the Arts will no longer be a distinct school option and will cease to provide a pre-kindergarten program as of the 2017-2018 school year. Instead, if this proposal is approved, the consolidated Museum School is expected to increase the size of its pre-kindergarten program and offer admission to the pre-kindergarten seats previously available at Academy of the Arts.

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at Museum School will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Please see Appendix B of this EIS for more information on pre-kindergarten admissions.

Impact on CBOs

X060 houses the CBO Urban Health Plan, which serves Academy of the Arts and Museum School and provides students with medical support, physicals, vaccinations, and dental services. Urban Health Plan is not expected to lose any space or reduce its services as a result of this proposal.

B. Schools

If this proposal is approved, there will be sufficient instructional and administrative space in X060 to accommodate the consolidated Museum School pursuant to the Footprint. For more information on the Footprint, which guides space allocation and use in City schools, see Appendix C of this EIS and online at <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

According to a walk-through and survey of X060 conducted on September 13, 2016 by a representative from the Office of Space Planning, X060 has a total of 58 full-size rooms, 9 half-size rooms, 6 quarter-size rooms, and 2.5 full-size equivalent ("FSE") rooms of designed administrative space. X060 also includes a gymnasium, an auditorium, a cafeteria, a library, and 3 play rooms, all of which are currently shared by Academy of the Arts and Museum School. If this proposal is approved and the concurrent proposal is also approved, these spaces are expected to be shared by the consolidated Museum School and P10X@X152. The below spaces are currently shared spaces in X060:

- The Urban Health Plan CBO offers a school-based health clinic, which occupies 1.0 FSE spaces of designed administrative space;
- The school safety room occupies 1 quarter-size room;
- The School-Based Support Team occupies 1 full-size room; and
- The custodian's office occupies 1 half-size room.

Excluding the shared spaces outlined above, X060 has a total of 57 full-size rooms, 8 half-size rooms, 5 quarter-size rooms, and 1.5 FSE rooms of designed administrative space remaining to be

allocated in X060. Per the Footprint, Museum School's current baseline allocation is 22 full-size rooms, 6 half-size rooms, and 3.5 FSE spaces for administrative use. Due to a lack of half-size rooms suitable for instruction, Museum School's baseline Footprint allocation has been adjusted to include 5 full-size rooms in lieu of 5 half-size rooms. Thus, Museum School's adjusted baseline Footprint allocation is 27 full-size rooms, 1 half-size room, and 3.5 FSE spaces for administrative use, comprised of 1 full-size room, 1 half-size room, 2 quarter-size rooms, and 1.5 FSE rooms of designed administrative space, for a total of 28 full-size rooms, 2 half-size rooms, 2 quarter size rooms, and 1.5 FSE rooms of designed administrative space. Currently, Museum School is using 35 full-size rooms, 3 half-size rooms, 3 quarter-size rooms, and 1.5 FSE rooms of designed administrative space. Therefore, Museum School is using 7 full-size rooms, 1 half-size room, and 1 quarter-size room above its Footprint allocation.

Per the Footprint, Academy of the Arts' current baseline allocation is 15 full-size rooms, 6 half-size rooms, and 3.0 FSE spaces for administrative use. Due to a lack of half-size rooms suitable for instruction, Academy of the Arts' baseline Footprint allocation has been adjusted to include 6 full-size rooms in lieu of 6 half-size rooms. Thus, Academy of the Arts' adjusted baseline allocation is 21 full-size rooms and 3.0 FSE spaces for administrative use, comprised of 5 half-size rooms and 2 quarter-size rooms, for a total of 21 full-size rooms, 5 half-size rooms, and 2 quarter-size rooms. Currently, Academy of the Arts is using 22 full-size rooms, 5 half-size rooms, and 2 quarter-size rooms. Therefore, Academy of the Arts is using 1 full-size room above its Footprint allocation.

If this proposal is approved, the consolidated Museum School's baseline Footprint allocation will be 34 full-size rooms, 10 half-size rooms, and 5.0 FSE spaces for administrative use. Due to a lack of half-size spaces suitable for instruction, the consolidated Museum School's baseline Footprint allocation will be adjusted to include 9 full-size rooms in lieu of 9 half-size rooms. Thus, Museum School's adjusted baseline allocation for the 2017-2018 school year and beyond will be 43 full-size rooms, 1 half-size room, and 5.0 FSE spaces for administrative use, to be comprised of 1.5 FSE rooms of designed administrative space, 6 half-size rooms, and 2 quarter-size rooms, for a total of 43 full-size rooms, 7 half-size rooms, 2 quarter-size rooms, and 1.5 FSE rooms of designed administrative space. As a consolidated school, Museum School will be able to program students more efficiently in fewer class sections and therefore would require less space than the two schools require as separate organizations.

Additionally, as noted, the DOE is concurrently proposing to re-site existing District 75 program P10X@X152 from X152 to X060, where it will be co-located with the consolidated Museum School. After moving to X060, P10X@X152 will grow from serving 5 sections to serving 8 sections. This will make its baseline Footprint allocation 5 full-size rooms, 6 half-size rooms, and 1.5 FSE spaces for administrative use. Due to a shortage of half-size rooms suitable for instructional use, P10X@X152's baseline Footprint allocation will be adjusted to include 5 full-size rooms in lieu of 5 half-size rooms. Thus, P10X@X152's adjusted baseline Footprint allocation in the 2017-2018 school year and beyond will be 10 full-size rooms, 1 half-size room, and 1.5 FSE spaces for administrative use, to be comprised of 1 full-size room and 1 half-size room, for a total of 11 full-size rooms and 2 half-size rooms. If both the re-siting and consolidation proposals are approved, P10X@X152 will receive its adjusted baseline allocation in X060 in the 2017-2018 school year.

If both proposals are approved, the current and anticipated adjusted baseline Footprint allocations of full-size rooms for each organization in X060 as of the 2017-2018 school year, and the current and anticipated amount of full-size excess space in the building are shown in the table below:

DBN	School Name	2016-2017	2017-2018
08X333	The Museum School	28	43 ¹³
08X335	The Academy of the Arts	21	N/A
75X010	P10X@X152	N/A	11
TOTAL		49	54
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		8	3

All necessary adjustments for administrative or other purposes have been reflected in the chart above.

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. There are no other proposed uses or plans for X060 at this time.

Building Safety and Security

If this proposal and the re-siting proposal are approved, the consolidated Museum School and P10X@X152 will develop a safety and security plan for X060 prior to the first day of school in September 2017.

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

- Providing “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 the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building

C. Community

The DOE believes that the consolidation of Academy of the Arts with Museum School will benefit the District 8 community by strengthening elementary school options in the district, providing services at the consolidated Museum School beyond what Academy of the Arts or Museum School can currently provide, and addressing under-enrollment in the district. Academy of the Arts is considered under-enrolled, and Museum School has experienced an enrollment decline in recent years. Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of Academy of the Arts with Museum School will result in a healthy enrollment at the consolidated school and provide the

¹³ As a consolidated school, Museum School will be able to program students more efficiently in fewer class sections and therefore would require less space than the two schools require as separate organizations.

budget required to run effectively. Because of the increased resources, the consolidated Museum School will be able to enhance programs offered, creating a stronger school environment and an improved elementary school option.

As a secondary benefit, the consolidation of Academy of the Arts with Museum School will allow for P10X@X152 to relocate to a building where it can serve more students. This will help meet the persistent need for District 75 seats in the Bronx. The anticipated growth of P10X@X152 will also provide additional resources as a result of the increased funding that comes with more class sections, allowing P10X@X152 to better serve its students.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at X060. This proposal is not expected to impact the accessibility of X060, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

Academy of the Arts

Admissions Data

Current Admissions	Pre-K: Standard universal Pre-K admissions process Grades K-5: Zoned
Admissions if This Proposal Is Approved	N/A

Enrollment Data¹⁴

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2016-2017 (budget projections)	18	48	44	43	35	37	46	271
2017-2018 (projected)	-	-	-	-	-	-	-	-

¹⁴ Enrollment is based on the 2016-17 Budget Register Projections.

*Demographic Data*¹⁵

% Students with Disabilities (any student receiving an IEP)	23%
% English Language Learners	18%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	93%

School Performance Data

	2013-2014	2014-2015	2015-2016
School Quality Indicators ¹⁶			
1.1 Curriculum	Developing	Proficient	N/A ¹⁷
1.2 Pedagogy	Developing	Developing	N/A
2.2 Assessment	Proficient	Proficient	N/A
3.4 High Expectations	Proficient	Proficient	N/A
4.2 Teacher Teams and Leadership Development	Proficient	Proficient	N/A
Performance Data ¹⁸			
English Language Arts % Proficient (Levels 3 and 4)	11%	16%	26%
Math % Proficient (Levels 3 and 4)	24%	30%	28%
Other Key Performance Indicators			
Attendance Rate	90%	92%	N/A ¹⁹
2016-2017 State Accountability Status ²⁰	Good Standing		

¹⁵ Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the city wide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

¹⁶ The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

¹⁷ Not all schools receive Quality Reviews every year. Academy of the Arts did not have a Quality Review for the 2015-2016 school year.

¹⁸ Performance data for the 2013-2014 school year and the 2014-2015 school year is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Because School Quality Reports are not available for the 2015-2016 school year, 2015-2016 performance data is from the New York State data available at: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

¹⁹ Attendance data for the 2015-2016 school year is not yet available.

²⁰ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Museum School

Admissions Data

Current Admissions	Pre-K: Standard universal Pre-K admissions process Grades K-5: Zoned
Admissions if This Proposal Is Approved	Pre-K: Standard universal Pre-K admissions process Grades K-5: Zoned

Enrollment Data²¹

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2016-2017 (budget projections)	18	61	73	82	65	60	64	423
2017-2018 (projected)	36	105-115	105-115	110-120	120-130	95-105	90-100	661-721

Demographic Data²²

% Students with Disabilities (any student receiving an IEP)	23%
% English Language Learners	24%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

²¹ All figures are based on 2016-2017 Enrollment Projections.

²² Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

School Performance Data

	2013-14	2014-15	2015-16
School Quality Indicators^{23, 24}			
1.1 Curriculum	N/A	Developing	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Developing	N/A
4.2 Teacher Teams and Leadership Development	N/A	Developing	N/A
Performance Data²⁵			
English Language Arts % Proficient (Levels 3 and 4)	4%	11%	16%
Math % Proficient (Levels 3 and 4)	7%	11%	11%
Other Key Performance Indicators			
Attendance Rate	90%	89%	N/A ²⁶
2016-2017 State Accountability Status²⁷	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding per capita allocation levels. As shown in Section IV above, Museum School's enrollment is expected to increase as a result of this consolidation and as a result, Museum School's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, ELL students, and those students with other supplemental academic needs. Please refer to the FSF Guide²⁸ and FY17 School Allocation Memoranda²⁹ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this consolidation.

²³ The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-BOC3703CEA81/0/201617QualityReviewRubric.pdf>.

²⁴ Not all schools receive Quality Reviews every year. Museum School did not have a Quality Review for the 2013-2014 and 2015-2016 school years.

²⁵ Performance data for the 2013-2014 school year and the 2014-2015 school year is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Because School Quality Reports are not available for the 2015-2016 school year, 2015-2016 performance data is from the New York State data available at: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

²⁶ Attendance data for the 2015-2016 school year is not yet available.

²⁷ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

²⁸ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/FY17_PDF/FSF_Guide.pdf.

²⁹ The FY17 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html.

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

A. Personnel Needs

If this proposal is approved, some Academy of the Arts and/or Museum School staff members may be excessed³⁰ when the schools are consolidated. Where possible, the DOE will seek to minimize excessing of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from Academy of the Arts and Museum School will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the absent teacher reserve pool (“ATR”), meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

B. Administration

If this proposal is approved, some supervisors and/or administrators from Museum School and Academy of the Arts may be excessed when the school is consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation. Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

C. Transportation

There will be no change to existing transportation practices at Academy of the Arts, or Museum School during the current school year (2016-2017).

If this proposal is approved, transportation will continue to be provided to students attending the consolidated Museum School according to Chancellor’s Regulation A-801:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

The provision of certain support services is described above. Other support services will be provided as consistent with citywide policy.

³⁰ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

VII. Building Information

Building		X060
Type of Building		PS
Year Built		1922
Overall BCAS rating		2.76
2014-2015 Blue Book Target Building Utilization		77%
2014-2015 Blue Book Target Building Capacity		933
Maintenance Costs	Labor (FY 2015)	\$36,363
	Materials (FY 2015)	\$23,597
	Maintenance, repair, and service contracts (FY 2015)	\$38,306
	Custodial operations costs—Materials (FY 2016)	\$7,902
	Custodial operations costs—Custodial Allocation (FY 2016)	\$306,576
FY 2016 Energy Costs	Electric	\$70,437
	Gas	\$5,262
	Steam	n/a
	Oil	\$33,323
Projects completed during the current or prior school year		DRAIN/WASTE/VENT AND STORM SYSTEM: Sump Pump INTERIOR: Structural: Foundation Walls INTERIOR: CLASSROOMS/CORRIDORS /ADMIN SPACES: Floor Finish EXTERIOR: Parapets EXTERIOR: ROOFING: Roofing EXTERIOR: ROOFING: Specialties EXTERIOR: WINDOWS
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Art Rooms, Auditorium, Cafeteria, Gymnasium, Library, Multi-purpose Room, Nurse's Office

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers’ contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE’s projected utilization rates for the 2016-2017 school year and beyond are based on the 2014-2015 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 2016-2017 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building’s target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix B: School Admissions

Elementary School Admissions

The DOE offers zoned, non-zoned and choice elementary schools. A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to kindergarten at zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year³¹;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and as the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district;
- h. Students other than those in (d) and (f) above who are residents of another district.

Applicants are admitted to kindergarten at non-zoned schools in the following order of priority:

- a. Students who reside in the school's district whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following school year;

³¹ Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

- b. Students who reside outside the school's district whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. Students other than those in (a) and (c) above who are residents of that district;
- f. Students other than those in (b) and (d) above who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,³² a Non-Public School Placement, or specialized programs,³³ are admitted to schools in the same manner as general education students. Schools ensure that students with disabilities receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students are also admitted to elementary schools in the same manner as their non-ELL peers. Any students requiring ELL services will receive appropriate services in accordance with DOE policy.

Pre-kindergarten applicants are considered for placement in schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of applications submission and will be in grades K-5 in the school at the start of the following September;
- b. Zoned students other than those in (a);
- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;
- d. Out-of-district students whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- e. Students other than those in (a), (b), or (c) above who are residents of that district;
- f. Students other than those in (d) above who are residents of another district

³² District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 349 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>.

³³ Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrollin/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

In some cases, dependent upon the timing of the approval of a rezoning plan, a student's zoned district school may change during the application period. In such cases, the student continues to have priority to the original zoned school.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

Appendix C: Instructional Footprint

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 a school's representative.

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 a number of baseline full-size equivalent classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.