

EDUCATIONAL IMPACT STATEMENT: The Proposed Co-location of New School P.S. 446 (23K446) with General D. Chappie James Elementary School of Science (23K631) and General D. Chappie James Middle School of Science (23K634)

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open a new zoned elementary school, P.S. 446 (23K446, “P.S. 446”) in school building K183 (“K183”), located at 76 Riverdale Avenue, Brooklyn, NY 11212, in Community School District 23. If this proposal is approved, P.S. 446 would be “co-located” with General D. Chappie James Elementary School of Science (23K631, “Chappie James”) and General D. Chappie James Middle School of Science (23K634, “Chappie James Middle School”) in school building K183 for three school years. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

In a separate Educational Impact Statement (“EIS”) that was also published in December 2011, the DOE has proposed that Chappie James gradually phase out because of its low performance and its inability to turn around quickly to better support student needs. Chappie James is currently a zoned elementary school serving kindergarten through fifth grade and offering a pre-kindergarten program. If that proposal is approved, Chappie James would no longer admit kindergarten students after the conclusion of the 2011-2012 school year and would no longer offer a pre-kindergarten program. Multiple grades would be phased out at Chappie James in the first year of phase-out (2012-2013), and one grade would be phased out in each of the following three years. During the 2012-2013 school year, Chappie James would only serve students in third through fifth grades. Students in kindergarten through second grade would be served at P.S. 446, which will also be located in K183, if this proposal is approved. As planned, all current fifth grade students who meet promotional standards would participate in the Middle School Choice process and transition to middle school for sixth grade enrollment in September 2012. 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 at either Chappie James or P.S. 446, depending on the student’s grade level, as described in the “Student Impact” section in Section III. In 2013-2014, Chappie James would serve students in fourth and fifth grades. In 2014-15, Chappie James would serve fifth grade students only. The school would close after June 2015.

If this proposal is approved, P.S. 446 would open in K183 as a new zoned district elementary school, serving the same zone as Chappie James, would serve kindergarten through fifth grade and would offer a pre-kindergarten program. In the 2012-2013 school year, P.S. 446 would serve 50-60 students in kindergarten, 60-70 students in first grade, and 70-80 students in second grade (including students previously at Chappie James). P.S. 446 would then grow to serve 70-80 third grade students in the 2013-2014 school year and 70-80 fourth grade students in the 2014-2015 school year. P.S. 446 is expected to reach full scale in 2015-2016 and would serve approximately 396-456 students in kindergarten through fifth grade and in its pre-kindergarten program. Beginning in 2012-2013 and continuing in the following years, P.S. 446 would serve 36 students in a full-day pre-kindergarten program (pending continued funding availability).

P.S. 446 would be co-located with Chappie James and Chappie James Middle School as Chappie James phases out. Once P.S. 446 has completed its expansion and Chappie James has completed its phase-out, P.S. 446 and Chappie James Middle School will be the only schools in K183.

In 2010-2011, K183 had a target capacity to serve 751 students¹, and the building enrolled 667 students²,

¹ 2010-2011 Blue Book

including pre-kindergarten students, yielding a target building utilization rate of 89%.³ Currently, 612 students⁴, including pre-kindergarten students, are enrolled in building K183, yielding a target building utilization rate of 81%.⁵

Background on the DOE's Decision-Making Process

As detailed in the EIS describing the proposed phase-out and closure of Chappie James, which was posted on December 19, 2011 and is available on the DOE's Web site at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>, the DOE has concluded that phasing out Chappie James is appropriate due to that school's history of poor performance and its inability to turn around quickly to better support student needs.

Chappie James earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, Chappie James earned a D grade.

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. Continuing to allocate space and resources to schools that are unable to significantly improve student performance is neither efficient nor equitable. As a result, the DOE initiated a comprehensive review of Chappie James with the goal of determining what intensive supports and interventions would best benefit the Chappie James community. During that review, the DOE looked at recent and historical performance, consulted with superintendents and other 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 Chappie James—will best serve that school's students and community. Phasing out and closing Chappie James will allow for new school options—including P.S. 446—to develop in the K183 building, which are intended to provide better options for families.

If the proposal to phase out and close Chappie James is approved, the space made available by the phase-out of Chappie James will be used to house P.S. 446. If the separate phase-out proposal is not approved, the DOE would review the plan to site P.S. 446 in K183 and potentially revise the plan and issue a revised EIS.

If both proposals are approved, the replacement process would be gradual; P.S. 446 would be opened in Chappie James' building and would begin enrolling zoned kindergarten, first, and second grade students in September 2012. Barring unforeseen circumstances and pending funding availability, it would also enroll two sections of a full-day pre-kindergarten program, which would serve 36 students. P.S. 446 would gradually grow as Chappie James' enrollment decreased. P.S. 446 would serve the same zone as Chappie James and would be located in the same building that currently houses Chappie James.

² Based on the 2010-2011 Audited Register.

³ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2010.

⁴ Based on the 2011-2012 unaudited register as of October 31, 2011.

⁵ The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

II. Proposed or Potential Use of Building

K183 has the capacity to serve 751 students. In 2010-2011—the most recent year for which audited enrollment data is available—the building only served 667 students, including pre-kindergarten students, yielding a utilization rate of 89% of target capacity.⁶ Currently, there are 612 students, including pre-kindergarten students, enrolled in K183, yielding a utilization rate of 81% of target capacity.⁷ This means that the building is “under-utilized” and has extra space to accommodate additional students. The concept of “target utilization rate” is explained below.

If the proposals to phase out Chappie James and co-locate P.S. 446 at K183 are approved, over the next five years, the proposed grade spans for the schools in K183 would be as follows:

Grade Spans						
DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
23K631	Chappie James	K-5	3-5	4-5	5	-
23K446	P.S. 446	-	K-2	K-3	K-4	K-5
23K634	Chappie James Middle School	6-8	6-8	6-8	6-8	6-8

During the 2012-2013 school year, Chappie James would serve third through fifth grade students, and P.S. 446 would serve kindergarten through second grade students. In 2013-2014, Chappie James would serve students in fourth and fifth grades. In 2014-15, Chappie James would serve fifth grade only. The school would close after June 2015.

The table below demonstrates enrollment across all existing organizations in K183 and P.S. 446 during the course of the proposed phase-out of Chappie James and the proposed phase-in of P.S. 446.

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
Chappie James	464	404	180 - 210	125 - 145	60 - 70	-
P.S. 446	-	-	216 - 246	276 - 316	336 - 386	396 - 456
Chappie James Middle School	203	208	195 - 225	210 - 240	210 - 240	210 - 240
Total Building Enrollment	667	612	591 - 681	611 - 701	606 - 696	606 - 696
Utilization	89%	81%	79% - 91%	81% - 93%	81% - 93%	81% - 93%

Once P.S. 446 has completed its expansion and Chappie James has completed its phase-out, there will be approximately 606-696 students served in the building, including the pre-kindergarten enrollment. Projected utilization for 2015-2016 is 81-93%. The enrollment projections for P.S. 446 are based on current enrollment at Chappie James. If P.S. 446 were to see increased demand in the form of more zoned students attending the school, P.S. 446 would have the capacity to serve more zoned students in K183.

As described in more detail in the Enrollment, Capacity, Utilization Report (the “Blue Book”), which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, a building’s target utilization rate is calculated by dividing the aggregated enrollment

⁶ Based on the 2010-2011 Audited Register.

⁷ Based on the 2011-2012 unaudited register as of October 31, 2011.

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 standards for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this EIS, the DOE’s projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Admission Impact on Current Chappie James Students

The proposed co-location of P.S. 446 in K183 is part of the replacement strategy for Chappie James. The proposal to phase out and close Chappie James and its impact on current and future Chappie James students is outlined in a separate EIS, which was also posted on December 19, 2011. Please visit the DOE’s Web site to view that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

If this proposal is approved, in September 2012, current Chappie James students in kindergarten and first grade will be transferred to P.S. 446, which would be located in the same building, K183, that currently houses Chappie James. These students will receive priority to P.S. 446 beginning in September 2012. Students currently enrolled in second, third, and fourth grades at Chappie James would continue to attend Chappie James through fifth grade while the phase-out is implemented. As planned, all current fifth-grade students who meet promotional standards would participate in the Middle School Choice process and transition to middle school for sixth grade enrollment in September 2012. These fifth grade students who live in the Chappie James zoned area would also receive preference for enrollment at Chappie James Middle School, as has been the case in the past.

Students who do not meet promotional requirements during the phase-out plan would continue to have access to instructional support to assist their progress toward promotion. Chappie James students who do not meet promotional standards for a grade that is still offered by Chappie James in the following school year will continue to have access to appropriate instruction at Chappie James to meet promotional standards. This applies to current third, fourth, and fifth grade students in 2011-2012, fourth and fifth grade students in 2012-2013, and only fifth grade students in 2013-2014.

Chappie James students who do not meet promotional standards for grades no longer offered by Chappie James in the following school year will be supported in transitioning to P.S. 446. This applies to current second grade students in 2011-2012, third grade students in 2012-2013, fourth grade students in 2013-2014, and only fifth grade students in 2014-2015.

Current fourth grade students at Chappie James also have the opportunity to apply to I.S. 392 (23K392), a school located in District 23. I.S. 392 enrolls students in fifth through eighth grades and is open to all students in District 23. I.S. 392 admits students through a school-based application process. I.S. 392 will continue to be an option to Chappie James fourth grade students this school year and the next two school years, and in following years to future fourth graders at P.S. 446. This is the only District 23 middle school to which students apply for fifth grade. All other District 23 middle schools and secondary schools begin in sixth grade (or later) and admit students through the middle school choice process.

Current fourth grade students at Chappie James also have the opportunity to apply to Brownsville Collegiate Charter School (84K710) and Ocean Hill Collegiate Charter School (84K777), two public charter schools located in District 23. Brownsville Collegiate Charter School and Ocean Hill Collegiate Charter School accept lottery applications for fifth grade.

Impact on Academic, Extracurricular Programs, and Community Partnerships at Chappie James

Chappie James currently offers several extracurricular and academic programs such as a Scrabble club, a basketball club, and an afternoon reading program for fourth and fifth grade students.

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered at Chappie James. 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, Chappie James would continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, 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.

Chappie James currently offers Integrated Co-Teaching (“ICT”) classes, self-contained (“SC”) special education classes and Special Education Teacher Support Services (“SETSS”). The proposed co-location of P.S. 446 will not affect the existing ICT and SC classes or the provision of SETSS at Chappie James, and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Similarly, as P.S. 446 phases in, its students with IEPs will receive mandated services in accordance with their IEPs, including SC and ICT classes and SETSS, as appropriate.

Chappie James currently offers an English as a Second Language (“ESL”) program for English Language Learner (“ELL”) students. The proposed co-location of P.S. 446 will not affect the provision of ELL services to these students, and Chappie James will continue to offer its ESL program for ELL students. In accordance with DOE policy, the student support staff at Chappie James, in consultation with the Office of English Language Learners, will also continue to assist ELL students with identifying services that will meet their specific needs. Similarly, as P.S. 446 phases in, its students requiring ELL services will receive appropriate services.

The DOE will work with Chappie James staff to enhance existing partnerships or 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 P.S. 446 to foster opportunities for it to work with the CBOs that have supported Chappie James students in the past. A detailed description of the impact of the proposed phase-out of Chappie James is described in a separate EIS available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

Admissions Impact for Future Elementary School Students

Chappie James is, and P.S. 446 will be (if this proposal is approved), 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 Web site's School Search function at <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm>.

If both this proposal and the proposal to phase out and close Chappie James are approved, the kindergarten through fifth grade seats eliminated by Chappie James's phase-out and eventual closure will be recovered through the phase-in of P.S. 446 at K183. In that case, P.S. 446 would become the zoned elementary school serving students who currently reside in the Chappie James zone. If the two proposals are approved, all students who have already pre-registered for kindergarten in 2012-2013 at Chappie James will be transferred to the kindergarten register of P.S. 446 and all students who pre-register after the vote by the Panel for Educational Policy will be pre-registered for kindergarten in 2012-2013 at P.S. 446.

P.S. 446, which would open next September in the building where Chappie James is located, would become the zoned elementary school serving students who currently reside in the Chappie James zone. This includes students who seek to enroll "over-the-counter" ("OTC"). OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New students to the New York City school system; or
- Students who left the New York City school system and have returned; or
- Students seeking transfers; or
- Students who did not participate in the elementary process for some other reason.

When a student arrives for an OTC placement, his or her elementary school assignment is determined by his or her home address, which schools have available seats, and where applicable, transfer guidelines. Students may also simply report to their zoned elementary school at the start of the year. The DOE expects that all zoned students will continue to be accommodated at their zoned school, whether it is P.S. 446 or Chappie James.

In cases where the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in some schools. Should a zoned elementary school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district school. Should sufficient space open at the capped school, students have the right to return if they so choose.

K183 has the capacity to serve 751 students. If the proposals are approved, once P.S. 446 has completed its expansion and Chappie James has completed its phase-out, there will be approximately 606-696 students served in the building, including the pre-kindergarten enrollment. Projected utilization for this time is 81-93%. The enrollment projections for P.S. 446 are based on current enrollment at Chappie James. If P.S. 446 were to see increased demand in the form of more zoned students attending the school, P.S. 446 would have the capacity to serve more zoned students in K183.

If both this phase-out proposal and the proposal to co-locate P.S. 446 are approved, P.S. 446 will accept and serve all students zoned for Chappie James including OTC students, ELL students, and students requiring SC or ICT classes or SETSS. Please note that until the phase-out and phase-in are complete, Chappie James will serve OTC students in the grade levels it still offers, and P.S. 446 will serve those in the grades levels that are phasing in.

The table below demonstrates the proposed changes in available zoned elementary schools for new students who move into the current K183 zone:

School Year	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
2011-12	Zoned to Chappie James					
2012-13	Zoned to P.S. 446			Zoned to Chappie James		
2013-14	Zoned to P.S. 446				Zoned to Chappie James	
2014-15	Zoned to P.S. 446					Zoned to Chappie James
2015-16	Zoned to P.S. 446					

Impact on Current and Future Students at Chappie James Middle School

The DOE does not anticipate that the proposed co-location of P.S. 446 will impact admissions, current or future student enrollment, instructional programming, or academic or extra-curricular programs and partnerships at Chappie James Middle School.

Special programs, extracurricular activities, and partnerships at Chappie James Middle School include:⁸

- **Special programs and initiatives:** Ballroom Dancing, Graphic Novel and Technology, Saturday Academy of STEM, Social & Community Projects, State of the Art Science Lab, Student Government
- **Enrichment classes:** Drama, Integrated Algebra Regents Prep, Health, Music, Photography & Videography, Technology & Web Design
- **Program partners:** Cooperative, Healthy, Active, Motivated Positive Students (CHAMPS)
- **Resource partners:** Beat the Streets Wrestling Program, Brownsville Public Library, Brownsville Recreation Center, GLOBE Organization, Jackie Robinson Center for Physical Culture, Learning Leaders, Long Island Lightning Basketball, Magic Box Productions, Manhattan Ballroom Dance, Milmark Education, Nike Beacon Program, Prep for Prep, Salvation Army, Urban Advantage, Voyager, Wadleigh Scholars Program, Public Education Needs Civic Involvement in Learning (PENCIL), Seeds to Trees
- **Clubs and activities:** Student Government, Hidden Planet Program (Graphic Novel & Technology), Poetry Society, Saturday Academy, Drama, Chorus, Drumline, Fitness Club, Martial Arts, Technology & Web Design, Hairstyling, Boys Sports (Basketball, Soccer, Track, Wrestling), Girls Sports (Basketball, Double Dutch, Soccer, Step, Track, Volleyball, Wrestling)

Chappie James Middle School would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular

⁸ <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Brooklyn/default.htm>.

programs, though the specific programs offered at a given school are subject to annual change based on student demand and available resources.

The DOE does not anticipate that this proposal will affect the ability of Chappie James Middle School to meet the needs of its current or future students with disabilities. Chappie James Middle School currently offers SETSS, SC, and ICT classes. These existing SETSS, SC, and ICT classes and services would continue to be provided if this proposal is approved, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, future students with IEPs will continue to receive mandated services at Chappie James Middle School. Students with IEPs are admitted to middle schools in the same manner as their non-disabled peers. The DOE will continue to support middle schools by 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.

In accordance with DOE policy, ELL students are admitted to schools in the same manner as their non-ELL peers. Current and future ELL students at Chappie James Middle School would continue to receive mandated services.

Future Pre-kindergarten Students

P.S. 446, the new elementary school that would open in K183 next year if this proposal is approved, will have a pre-kindergarten program equivalent to what is currently offered at Chappie James. This means the new school will offer two sections (a total of 36 seats) of a full-day pre-kindergarten program.

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Siblings of students enrolled at either P.S. 446 or Chappie James have first priority for admission. Students who reside in the Chappie James zone who do not have siblings enrolled at either P.S. 446 or Chappie James have second priority for admission. As with all pre-kindergarten programs, the continuation of the program at P.S. 446 depends on continued funding availability.

B. Schools

Chappie James currently enrolls 368 kindergarten through fifth grade students. If this proposal is approved, Chappie James will phase out gradually, but the elementary school seats lost as a result of that phase-out will be replaced as P.S. 446 phases into K183.

In 2015-2016, once Chappie James has phased out and P.S. 446 has reached full scale, approximately 606-696 total students would be served in K183. The projected utilization for K183 at that point would be approximately 81-93%. This means that K183 has adequate capacity to accommodate the new elementary school. The estimated enrollment for all organizations over a five-year period is shown below:⁹

Chappie James	Pre-k ¹⁰	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	36	43	74	65	70	58	58	404

⁹ Projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

¹⁰ Pre-kindergarten is a program that can be offered both half-day and full-day; the projection figures represent the full-day equivalency.

2012-13 (proj.)	-	-	-	-	60 - 70	65 - 75	55 - 65	180 - 210
2013-14 (proj.)	-	-	-	-	-	60 - 70	65 - 75	125 - 145
2014-15 (proj.)	-	-	-	-	-	-	60 - 70	60 - 70
2015-16 (proj.)	-	-	-	-	-	-	-	-

P.S. 446 ¹¹	Pre-k	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (audited)	-	-	-	-	-	-	-	-
2012-13 (proj.)	36	50-60	60-70	70-80	-	-	-	216 - 246
2013-14 (proj.)	36	50-60	60-70	60-70	70 - 80	-	-	276 - 316
2014-15 (proj.)	36	50-60	60-70	60-70	60-70	70 - 80	-	336 - 386
2015-16 (proj.)	36	50-60	60-70	60-70	60-70	60-70	70 - 80	396 - 456

Chappie James Middle School	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	76	58	74	208
2012-13 (proj.)	70 - 80	70 - 80	55 - 65	195 - 225
2013-14 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2014-15 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2015-16 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240

If this proposal to phase out Chappie James and the proposal to open P.S. 446 are approved, there would be sufficient space in K183 to serve Chappie James, P.S. 446, and Chappie James Middle School pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while Chappie James phases out and while P.S. 446 gradually phases in until 2015-2016. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough

¹¹ Enrollment projections are based on a Chappie James’ current kindergarten and first grade enrollment as well as a standard phase-in plan of two General Education sections and one SC section per entry grade in the first year. Actual enrollment in 2012-2013 and beyond, however, will depend on applicant demand.

Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by 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 ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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

As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, 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.

According to the building walk-through conducted by the Office of Space Planning on December 9, 2011, K183 has a total of 49 full-size rooms, including 1 full-size science laboratory, 3 half-size rooms, and the equivalent of 2.5 full-size rooms of designed administrative/office space. Thus, building K183 has a total of 53 full-size equivalent ("FSE") rooms for instructional and administrative use. The building also has the following rooms, which are currently shared amongst the co-located schools: a cafeteria, an auditorium, a library, and a gymnasium. The School-Based Support Team ("SBST") is housed in 1 full-size room; the nurse's office is housed in 1 full-size room of designed administrative/office space, and the custodian's office is housed in 1 half-size room. The science lab, which is currently allocated to Chappie James Middle School, will remain allocated to Chappie James Middle School.

Per the Footprint, Chappie James Middle School should be allocated 9 full-size rooms, 4 half-size rooms, and the equivalent of 2.5 full-size rooms for administrative use, which totals 13.5 FSE rooms. The DOE has adjusted Chappie James Middle School's baseline Footprint allocation because building K183 does not have a sufficient number of half-size rooms. Chappie James Middle School's adjusted baseline Footprint allocation, which corresponds to the rooms that exist in the building, includes 12 full-size rooms, 1 half-size room, and the equivalent of 2.5 full-size rooms for administrative use, which totals 15 FSE rooms. Chappie James Middle School's total baseline Footprint allocation will remain constant over the course of this proposal and beyond as the school's total student enrollment is projected to remain constant.

Per the Footprint, Chappie James should be allocated 21 full-size rooms, 5 half-size rooms, and the equivalent of 3.0 full-size rooms for administrative use, which totals 26.5 FSE rooms. The DOE has adjusted Chappie James's baseline Footprint allocation because building K183 does not have a sufficient number of half-size rooms. Chappie James's adjusted baseline Footprint allocation, which corresponds to the rooms that exist in the building, includes 25 full-size rooms and 3.0 full-size rooms for administrative use. Therefore Chappie James's total adjusted baseline Footprint allocation is 28.0 FSE rooms.

If the proposal to phase out Chappie James is approved, the enrollment and grade levels served will decrease each year. Beginning in 2012-2013, the first year of phase out, Chappie James’ adjusted baseline Footprint allocation will decrease by three full-size rooms each year. The space vacated by Chappie James will be back-filled by P.S. 446 as P.S. 446 phases in.

Per the Footprint, in 2012-2013, during the first year of this proposal, P.S. 446 will be allocated 14 full-size rooms for instructional use and the equivalent of 2.5 full-size rooms for administrative use. Each subsequent year, up to the 2014-2015 school year, P.S. 446 will be allocated four additional full-size rooms to accommodate its increased enrollment and grade span.

In 2011-2012, there were 10 full-size rooms in excess above the total combined baseline footprint allocations of the organizations in the building. In 2012-2013, after each school has received its adjusted baseline Footprint allocation there will be 3 full-size rooms and 1 half-size excess rooms remaining in the building. These excess rooms will be divided among the schools by the Building Council. In the last year of Chappie James’ phase out and P.S. 446’s phase-in, in 2014-2015, there will be 9 full-size rooms and 1 half-size excess rooms remaining in the building. These excess rooms will be divided among the schools by the Building Council.

The table below provides the adjusted baseline Footprint allocations of full-size instructional rooms for each school throughout Chappie James’ phase out and the phase in of P.S. 446:

Total Adjusted Baseline Footprint Allocation of Full-Size Rooms					
School Name	2011-12 (current)	2012-13	2013-14	2014-15	2015-16
Chappie James	25	14	8	5	N/A
Chappie James Middle School	12	12	13	13	13
P.S. 446	N/A	14	18	20	21
Total	37	40	39	38	34

During the course of Chappie James’s phase out and P.S. 446’s phase-in, the number of excess rooms will decrease as P.S. 446’s baseline Footprint allocation increases to reflect its larger population and full grade span.

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 K183.

C. Community

Chappie James has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide better options for families in the community. The DOE supports parent choice and strives to ensure that all families have access to schools that meet their children’s needs. The proposed co-location of P.S. 446 is intended to increase the number of high-quality elementary schools in District 23.

As noted elsewhere in this document, the 368 total elementary school seats in District 23 eliminated by Chappie James’s phase-out and eventual closure would be recovered through the phase-in of P.S. 446. As a result, the proposal to phase out Chappie James is not expected to yield a net loss of seats in K183 or District 23. As previously noted, P.S. 446 would have the capacity to serve additional children if enrollment at the school increases beyond the projection. In 2011-2012, K183 had a utilization rate of 81%. When P.S. 446 completes its phase-in and achieves “full scale,” the DOE projects the building will have a 81-93% utilization rate.¹² Any future proposals for significant changes to the utilization of space in K183 would be proposed in an EIS and would be subject to PEP approval.

There is one new District 23 elementary school and several charter schools that are in the process of phasing in and that will serve elementary school grades at full scale. These schools are listed in the below table:

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	Admissions Method	Extracurricular Activities
23K401	Christopher Avenue Community School	51 Christopher Avenue	K-2	K-5	Zoned District	After-school tutoring program, extended day, swimming
84K626	Achievement First Brownsville Charter School	2021 Bergen Street	K-4	K-12	Kindergarten Lottery	After-school tutoring program, extended day and extended year
84K711	Leadership Preparatory Brownsville Charter School	213 Osborn Street	K-3	K-8	Kindergarten Lottery	After-school program, music, art, dance, fitness
84K775	Leadership Prep Ocean Hill Charter School	51 Christopher Avenue	K-2	K-8	Kindergarten Lottery	Dance
84K777	Ocean Hill Collegiate Charter School	1137 Herkimer Street	5-6	5-12	Fifth Grade Lottery	After-school tutoring, enrichment

The chart above also includes (where available at the time of EIS creation) details about specialized academic programs planned for these charter schools. Detailed information about charter schools and the charter lottery application process is published annually and is available in print or on the DOE Web site here: <http://schools.nyc.gov/community/planning/charters/For+Parents>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K183.

¹² Utilization rate includes pre-kindergarten enrollment.

IV. Enrollment, Admissions and School Performance Information

Chappie James

Admissions Data

Current Admissions	<p>Pre-kindergarten: Standard Universal Pre-k Admissions Process</p> <p>K-5: Zoned</p>
---------------------------	--

Enrollment Data

Chappie James	Pre-k ¹³	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	36	43	74	65	70	58	58	404
2012-13 (proj.)	-	-	-	-	60 - 70	65 - 75	55 - 65	180 - 210
2013-14 (proj.)	-	-	-	-	-	60 - 70	65 - 75	125 - 145
2014-15 (proj.)	-	-	-	-	-	-	60 - 70	60 - 70
2015-16 (proj.)	-	-	-	-	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services ¹⁴	10%
Percentage of Students with IEPs ¹⁵	15%
Percentage of ELL Students ¹⁶	4%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁷	98%

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

¹⁴ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

¹⁵ Students with Individualized Education Programs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

¹⁶ English Language Learner students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

¹⁷ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

Chappie James	2008-2009	2009-2010 ¹⁸	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	D	F
Progress Report Progress Grade	N/A	C	F
Progress Report Performance Grade	N/A	D	D
Progress Report Environment Grade	N/A	D	D
Quality Review Score	N/A	Proficient ¹⁹	Developing
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	50%	26%	26%
Math % Proficient (Levels 3 and 4)	77%	31%	35%
Other Key Performance Indicators			
Attendance Rate	92%	91%	90%

2010-2011 State Accountability Status	In Good Standing
--	------------------

Chappie James Middle School

Admissions Data

Current Admissions	6-8: middle school choice process
---------------------------	--

Enrollment Data

Chappie James Middle School	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	76	58	74	208
2012-13 (proj.)	70 - 80	70 - 80	55 - 65	195 - 225
2013-14 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2014-15 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240
2015-16 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240

¹⁸ In 2010, the New York State Education Department adjusted the “cut scores” on annual math and ELA exams, raising the score required for students to achieve proficiency on the exam. As a result, the percentage of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percentage 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.

¹⁹ Please refer to the DOE’s Web site for information on Quality Reviews: <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>.

Demographic Data

Percentage of Students Receiving ICT or SC Services ²⁰	14%
Percentage of Students with IEPs ²¹	24%
Percentage of ELL Students ²²	4%
Percentage of Students Eligible for Free or Reduced Lunch ²³	89%

School Performance Data

Chappie James Middle School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	D	D
Progress Report Progress Grade	N/A	D	D
Progress Report Performance Grade	N/A	FD	F
Progress Report Environment Grade	N/A	C	B
Quality Review Score	N/A	Proficient	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	42%	12%	11%
Math % Proficient (Levels 3 and 4)	32%	12%	12%
Other Key Performance Indicators			
Attendance Rate	89%	89%	89%
2010-2011 State Accountability Status		In Good Standing	

P.S. 446

Admissions Data

Current Admissions	N/A
Future Admissions	Pre-kindergarten: Standard Universal Pre-K Admissions Process K-5: Zoned

²⁰ Students receiving ICT and SC services as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

²¹ Students with Individualized Education Programs as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

²² English Language Learner students as percentage of total students from the 2011 Unaudited Register as of October 31, 2011.

²³ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Enrollment Data

P.S. 446	Pre-k ²⁴	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Projected Enrollment
2011-12 (audited)	-	-	-	-	-	-	-	-
2012-13 (proj.)	36	50-60	60-70	70-80	-	-	-	216 - 246
2013-14 (proj.)	36	50-60	60-70	60-70	70 - 80	-	-	276 - 316
2014-15 (proj.)	36	50-60	60-70	60-70	60-70	70 - 80	-	336 - 386
2015-16 (proj.)	36	50-60	60-70	60-70	60-70	60-70	70 - 80	396 - 456

Demographic Data

P.S. 446 does not yet have enrollment. Therefore there are no demographic data for the school.

School Performance Data

P.S. 446 does not yet have enrollment. Therefore there are no performance data for the school.

V. Initial Costs and Savings

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up costs. Based on current one-time allocations for new schools, P.S. 446 will receive a fixed allocation of \$80,000 during its first year. In addition, P.S. 446 will receive approximately \$82,110 in new school start-up per-pupil allocations. Beginning in its second year of operation, P.S. 446 will receive \$100 per pupil enrolled in each new grade level, until it reaches its full grade span.

All schools receive approximately \$225,000 in annual fixed Fair Student Funding (“FSF”) foundation allocations to fund administrative costs and an additional \$50,000 in Children First supplemental funding. Estimated FSF for P.S. 446 in its first year is \$857,913. The student achievement and need-based allocations are not taken into account in this estimate because incoming students’ achievement levels and needs cannot be predicted. All money allocated through FSF can be used at the principal’s discretion. All dollar amounts are based on FY 12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

In addition, if this proposal is approved and P.S. 446 offers pre-kindergarten in 2012-2013 (pending funding availability), the school would be funded for the standard pre-kindergarten allocation in 2012-2013.

²⁴ Pre-kindergarten is a program that can be offered both half-day and full-day; the projection figures represent the full-day equivalency.

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 Chappie James will be excessed over the course of the phase-out. This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

A more detailed description of the potential impact that the phase-out of Chappie James would have on Chappie James's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that was also posted on December 19, 2011. Please visit the DOE's Web site to access that EIS:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

P.S. 446 would need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2012-2013 school year would be determined once annual budget register enrollment projections are released in the spring of 2012. Similarly, the number of new positions created to serve students in kindergarten through fifth grade would be determined based on annual enrollment projections available as the school grows to serve those grades.

It is also important to understand that the students who would otherwise have enrolled in Chappie James may enroll in P.S. 446 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire no less than 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.

New administrative staff and non-pedagogical positions will be created at P.S. 446 over the course of the school's phase-in. P.S. 446 is expected to hire additional teachers as each new grade is added.

There is no anticipated impact of the phase-in of P.S. 446 on the personnel needs of the other existing organizations in the building.

B. Cost of Instruction

A more detailed description of the potential impact that the phase-out of Chappie James would have on cost of instruction at Chappie James is outlined in a separate EIS that was also posted on December 19, 2011. Please visit the DOE's Web site to access that EIS:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

P.S. 446 is expected to receive \$4,085.30 in total additional per-pupil funding annually based on projected increases in total enrollment. These estimates are based on current 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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population.

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 2011-2012 school year, elementary schools received an additional \$1,633.71 per pupil for each English Language learner they enrolled. It is difficult to project the total supplemental funding that P.S. 446 will receive as it phases in because future students' achievement levels and needs cannot be predicted for each of the next five years, but the school will be awarded supplemental funding for higher-need students according to the same formula as all other schools Citywide, ensuring that funds are in place to meet those students' needs.

As with all other schools Citywide, P.S. 446 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. If P.S. 446 is a Title I school and the school continues to meet Title I criteria, the school's Title I funding award would grow as the school population grows.

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 IEPs. As P.S. 446 expands, funding will be provided to meet the needs of all of its students with disabilities in accordance with their IEPs.

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. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

There is no anticipated impact of the phase-in of P.S. 446 on the cost of instruction for the other existing organizations in the building.

B. Administration

A more detailed description of the potential impact that the phase-out of Chappie James would have the supervisor and/or administrator positions assigned to Chappie James is outlined in a separate EIS that was also posted on December 19, 2011. Please visit the DOE's Web site to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

P.S. 446 is expected to hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's phase-in.

There is no anticipated impact of the phase-in of P.S. 446 on the administration of the other existing organizations in the building.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. There will be no change to existing transportation practices at Chappie James Middle School or Chappie James during its phase-out.

D. 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

Building		K183
Type of Building		Elementary
Year Built		1922
Overall BCAS rating		2.57
2010-2011 Target Building Utilization		89%
2010-2011 Target Building Capacity		751
FY 2011 Maintenance Costs	Labor	\$2,336
	Materials	\$299
	Maintenance and repair contracts	\$3,405
	Service contracts	\$0
	Custodial operations costs— Materials	NA
	Custodial operations costs— Custodial Allocation	\$237,063
FY2011 Energy Costs	Electric	\$89,040
	Gas	\$100,710
	Oil	\$10,049
Projects completed during the current or prior school year		N/A
Projects proposed in the capital plan		N/A
Accessibility of the building		Building is not functionally programmatically accessible.
Building attributes		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Multi-purpose room, Nurse's Office & Science lab.