

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Co-location of New School 27Q362 (27Q362) with P.S. 215 in School Building Q215**

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

The New York City Department of Education (“DOE”) proposes to site a new zoned elementary school, 27Q362 (27Q362, “27Q362”) in school building Q215 (“Q215”), located at 535 Briar Place, Far Rockaway, NY 11691, in Community School District 27. If this proposal is approved, 27Q362 would be “co-located” with P.S. 215 in school building Q215 for three school years.<sup>1</sup> In a separate Educational Impact Statement (“EIS”) that was also published on December 12, 2011, the DOE has proposed that P.S. 215 gradually phase out and eventually close because of its low performance and its inability to turn around quickly to better support student needs. P.S. 215 is currently a zoned elementary school serving students in kindergarten through fifth grade and offering a pre-kindergarten program. 27Q362 would be a new DOE zoned elementary school that would continue to serve students in kindergarten through fifth grade and would offer a pre-kindergarten program (pending continued availability of funding).

If the proposal to phase out and eventually close P.S. 215 is approved, P.S. 215 would no longer admit kindergarten students and would no longer offer grades one and two or its pre-kindergarten program after the conclusion of the 2011-2012 school year. Beginning in the 2012-2013 school year, after P.S. 215’s kindergarten, first grade, and second grade are phased out, P.S. 215 would serve one less grade in each subsequent year until it completes its phase-out and closes in June 2015. Current students in grades two, three, and four would continue to be served by P.S. 215 and be supported as they progress toward completion of elementary school at P.S. 215. If this proposal is approved, current students in kindergarten and first grade would be served by the new zoned elementary school, 27Q362. A pre-kindergarten program would also be offered by 27Q362 in Q215 (pending continued availability of funding).

27Q362 would open in Q215 as a zoned district elementary school serving the same zone as P.S. 215. In the 2012-2013 school year, 27Q362 would serve 36 students in pre-kindergarten, 100-110 students in kindergarten, 105-115 students in first grade, and 95-105 students in second grade for a total of 336-366 students in pre-kindergarten through second grade. 27Q362 would then grow to serve 441-481 pre-kindergarten through third grade students in the 2013-2014 school year and 546-596 pre-kindergarten through fourth grade students in the 2014-2015 school year. 27Q362 is expected to reach full scale in 2015-2016 when it would serve approximately 651-711 students in pre-kindergarten through fifth grade.

If both proposals are approved, 27Q362 would be co-located with P.S. 215 as P.S. 215 phases out. Once 27Q362 has completed its expansion and P.S. 215 has completed its phase-out, 27Q362 would be the only school in Q215.

In 2010-2011, Q215 had a target capacity to serve 575 students, and the building enrolled 653<sup>2</sup> students, including pre-kindergarten, yielding a building utilization rate of 114%.<sup>3</sup> In the 2011-2012 school year, 681 students are enrolled in the building, including pre-kindergarten, yielding a building utilization rate of

<sup>1</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

<sup>2</sup> October 31, 2011 unaudited register.

<sup>3</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Enrollment, Capacity, Utilization Report (“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.

118%.<sup>4</sup> Once 27Q362 reaches full scale in 2015-2016, it is projected to serve 651-711 students, yielding a utilization rate of 113%-124%. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under- or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

### *Background on the DOE's Decision-Making Process*

As detailed in the EIS describing the proposed phase-out and closure of P.S. 215, which was posted on December 12, 2011 and is available on the DOE's website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb12011Proposals>, the DOE has concluded that phasing out P.S. 215 is necessary due to that school's history of poor performance and its inability to turn around quickly to better support student needs.

P.S. 215 earned an overall F grade on its 2010-2011 Progress Report, including D grades in the School Environment and Student Performance sub-sections and an F grade for Student Progress. On its previous Progress Reports, P.S. 215 earned an overall D grade for the 2009-2010 school year and a C grade for the 2008-2009 school year.<sup>5</sup>

Based on those low Progress Report scores—particularly the F grade the school received in 2010-2011—the DOE initiated a comprehensive review of P.S. 215 with the goal of determining which supports and interventions would best benefit its students and the community. During that review, the DOE looked at recent and historical performance and demand data from the school, 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 P.S. 215—will address the school's longstanding struggles and allow for new school options—including 27Q362—to develop in School Building Q215, which are intended to better serve future students and the broader community.

P.S. 215 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and related enrollment processes, please visit [www.nyc.gov/schools/choicesenrollment/elementary](http://www.nyc.gov/schools/choicesenrollment/elementary).

If the proposal to phase out and close P.S. 215 is approved, the space made available by the phase-out of P.S. 215 will be used to house 27Q362. If the separate phase-out proposal is not approved, the DOE would review the plan to site 27Q362 in Q215 and potentially revise the plan and issue a revised EIS.

If both proposals are approved, the replacement process would be gradual; 27Q362 would be opened in P.S. 215's building and would begin enrolling zoned kindergarten, first, and second grade students in September 2012. Barring unforeseen circumstances, it would also enroll two sections of a full day pre-kindergarten program, which would serve 36 students. 27Q362 would gradually grow as P.S. 215's enrollment decreased. 27Q362 would serve the same zone as P.S. 215 and would be located in the same building that currently houses P.S. 215. The DOE anticipates that 27Q362 would replace the elementary school seats that would be lost as a result of the phase-out and closure of P.S. 215 and would provide a new

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<sup>4</sup> The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates for the 2012-2013 school year and beyond are based on the unaudited enrollment as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

<sup>5</sup> <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

educational option for families in District 27.

The DOE will also continue seeking community feedback while this proposal is under consideration by the Panel for Educational Policy (“PEP”).

## II. Proposed or Potential Use of Building

Q215 has the capacity to serve 575 students.<sup>6</sup> In 2010-2011—the most recent year for which audited enrollment data is available—the building served 653 students, yielding a utilization rate of 114% of target capacity.

P.S. 215 is currently the only school organization housed in Q215. An adult education program (79K755) administered by District 79 also operates out of Q215 but is not allocated any space in the building. Because the program operates after school hours, its enrollment does not contribute to the building’s utilization rate. The presence of the District 79 program would have no impact on the proposed phase-in of 27Q362.

If the proposals to phase out P.S. 215 and co-locate 27Q362 at Q215 are approved, over a period of five years, the proposed grade spans for the schools in Q215 would be as follows:

DBN	School Name	2011-12	2012-13	2013-14	2014-15	2015-16
27Q215	P.S. 215 Lucretia Mott	K-5	3-5	4-5	5	-
27Q362	27Q362	-	K-2	K-3	K-4	K-5

During the 2012-2013 school year, P.S. 215 would serve students in grades three, four, and five, with students in grades kindergarten, one, and two being served at 27Q362. In 2013-2014, P.S. 215 would serve students in grades four and five. In 2014-2015, P.S. 215 would serve students in grade five only. The school would close after June 2015.

27Q362 would open in Q215 in 2012-2013 and would serve students in kindergarten through second grade with an enrollment of approximately 336-366 students. The school would also offer two sections of a full-day pre-kindergarten program to replace the two sections of full-day pre-kindergarten that P.S. 215 currently offers. 27Q362 would serve 651-711 students in kindergarten through fifth grade when it achieves full scale and completes its grade expansion in the 2015-2016 school year. Projected utilization at this time would be 113%-124%.<sup>7</sup> Q215 currently serves 681 students, yielding a utilization rate of 118%. P.S. 215’s high utilization rate is due in no small part to the number of out-of-zone students attending the school. During the 2011-2012 school year, 24% of students attending P.S. 215 were zoned to other elementary schools.<sup>8</sup> Moving forward, Q215’s utilization rate could be reduced substantially by limiting the number of out-of-zone students being served in the building. Nonetheless, Q215 has adequate space to serve all of its current students, per the Citywide Instructional Footprint.

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

<sup>6</sup> 2010-2011 Blue Book

<sup>7</sup> Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.

<sup>8</sup> October 31, 2011 unaudited register.

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

##### *Admissions Impact for Current P.S. 215 Students*

The proposed co-location of 27Q362 in Q215 is part of the replacement strategy for P.S. 215. The proposal to phase out and close P.S. 215 and its impact on current and future P.S. 215 students is outlined in a separate EIS, which was also posted on December 12, 2011. Please visit the DOE’s website to view that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb12011Proposals>.

If this proposal is approved, in September 2012, current P.S. 215 students in kindergarten and first grade would be transferred to 27Q362, which would be located in the same building that currently houses P.S. 215. These students would be guaranteed a seat in 27Q362 beginning in September 2012. Students currently enrolled in second, third, and fourth grades at P.S. 215 would continue to attend P.S. 215 through fifth grade while the school phases out. As planned, all current fifth-grade students who meet promotional standards would transition to middle school for sixth grade enrollment in September 2012. These students would remain zoned to the Q053 campus where they would continue to have the choice of attending either I.S. 53 Brian Piccolo (27Q053, “I.S. 53”) or Village Academy (27Q319). 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. For example, if a current fifth grader does not meet promotion standards to enter sixth grade in 2012-2013, he or she may continue his or her enrollment at P.S. 215. Any student who does not meet promotional standards for a grade no longer offered by P.S. 215 in the following school year will be supported in transitioning to 27Q362.

Q215 also houses an adult education program (79K755) administered by District 79. This program operates after school hours and would continue to operate during P.S. 215’s phase-out and 27Q362’s expansion. The program would not be affected by this proposal or the proposal to phase out P.S. 215.

*Admissions Impact for Future Elementary School Students*

P.S. 215 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit: [www.nyc.gov/schools/choicesenrollment/elementary](http://www.nyc.gov/schools/choicesenrollment/elementary). In a separate EIS also released on December 12, 2011, the DOE has proposed to phase out and close P.S. 215. If both this proposal and the proposal to phase out and close P.S. 215 are approved, the kindergarten through fifth grade seats eliminated by P.S. 215's phase-out and eventual closure will be recovered through the phase-in of P.S. 362 in Q215. In that case, P.S. 362 would become the zoned elementary school serving students who currently reside in the P.S. 215 zone. If the two proposals are approved, all students who have already pre-registered for kindergarten in 2012-2013 at P.S. 215 will be transferred to the kindergarten register of 27Q215 and all students who pre-register after the Panel vote will be pre-registered for kindergarten in 2012-2013 at 27Q215.

Incoming kindergarten students who reside in the P.S. 215 zone are guaranteed a seat in the new elementary school that would open next September in the building where P.S. 215 is located. 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 school admissions 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 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 the zoned school.

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, the student may have the option of returning.

If both this phase-out proposal and the proposal to co-locate 27Q362 are approved, 27Q215 will accept and serve students zoned for P.S. 215, including OTC students and students requiring Self-contained ("SC") or Integrated Co-teaching ("ICT") classes. Please note that until the phase-out and phase-in are complete, P.S. 215 will serve OTC students in the grade levels it still offers, and 27Q362 will serve those in the grade levels that are phasing in.

Approximately 677 students are zoned to P.S. 215 for the 2011-2012 school year. During the 2011-2012 school year, approximately 491, or 73%, of these students attended P.S. 215, which means that 27% of students who were guaranteed a seat in the school chose to attend elementary school elsewhere.<sup>9</sup> The building has the capacity to serve 575 students.<sup>10</sup> If both this phase-out proposal and the proposal to co-locate 27Q362 are approved, 27Q362 will accept and serve students zoned for P.S. 215 including OTC students, students requiring SC or ICT classes, students who are English Language Learners ("ELLs"), and

<sup>9</sup> Current zoned and attending figures are based on the October 31, 2011 unaudited register.

<sup>10</sup> 2010-2011 Enrollment, Capacity, Utilization Report (the Blue Book").

students requiring SETSS services. P.S. 215 has also historically admitted out-of-zone students, but the building’s utilization rate could be reduced moving forward if P.S. 215 or 27Q362 were to admit fewer out-of-zone students. Please note that until the phase-out and phase-in are complete, P.S. 215 will serve OTC students in the grade levels it still offers, and 27Q362 will serve those in the grade levels that are phasing in.

The chart below demonstrates the proposed changes in zoned elementary school options for new students who move into the current Q215 zone:

School Year	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>2011-12 Enrollment Option</b>	Zoned to P.S. 215					
<b>2012-13 Enrollment Option</b>	Zoned to 27Q362	Zoned to 27Q362	Zoned to 27Q362	Zoned to P.S. 215	Zoned to P.S. 215	Zoned to P.S. 215
<b>2013-14 Enrollment Option</b>	Zoned to 27Q362	Zoned to 27Q362	Zoned to 27Q362	Zoned to 27Q362	Zoned to P.S. 215	Zoned to P.S. 215
<b>2014-15 Enrollment Option</b>	Zoned to 27Q362	Zoned to P.S. 215				
<b>2015-16 Enrollment Option</b>	Zoned to 27Q362					

As 27Q215 phases in, its students with Individualized Education Plans (“IEPs”) will receive appropriate services. Similarly, as 27Q215 phases in, its students requiring English Language Learner (“ELL”) services will receive appropriate services.

*Impact on Academic and Extracurricular Offerings at P.S. 215*

The DOE does not anticipate that any of P.S. 215’s academic and extracurricular offerings will be impacted by the co-location of P.S. 215 with 27Q362. A detailed description of the impact of the proposed phase-out and complete list of the academic and extracurricular offerings currently offered at P.S. 215 is described in a separate EIS available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb12011Proposals>.

P.S. 215 currently offers ICT classes, SC classes, and Special Education Teacher Support Services (“SETSS”). The proposed co-location of 27Q362 will not affect the existing ICT and SC classes and the provision of SETSS at P.S. 215, and students with disabilities would likewise continue to receive mandated services in accordance with their IEPs. Similarly, as 27Q362 phases in, its students with IEPs would receive appropriate services, including ICT and SC classes and SETSS as appropriate.

P.S. 215 currently offers an English as a Second Language (“ESL”) program for ELL students. The proposed co-location of 27Q362 will not affect the provision of ELL services to these students. In accordance with DOE policy, the student support staff at P.S. 215, 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 27Q362 phases in, its students requiring ELL services will receive appropriate services.

*Impact on Community Partnerships at P.S. 215*

P.S. 215 currently partners with several organizations including Common Cents and the Queens District Attorney's Office. Students at P.S. 215 participate in Common Cents' Penny Harvest program through which they raise money for community charities.<sup>11</sup> Students also participate in the Queens District Attorney's Office's STARTRACK program.

Those partnerships will continue to support current students as P.S. 215 phases out, though it is possible that the nature and scope of those partnerships will change based on shifting need and resource availability. The DOE will work with P.S. 215 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 27Q362 to foster opportunities for it to work with the organizations that have supported P.S. 215 students in the past.

### *Future Pre-kindergarten Students*

27Q362, the new elementary school that would open in Q215 next year, would have a pre-kindergarten program equivalent to what is currently offered at P.S. 215. This means the new school will offer two sections (36 seats) of a full-day pre-kindergarten program.

Incoming pre-kindergarten students would be able to apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Siblings of students enrolled at either 27Q362 or P.S. 215 would continue to have first priority for admission. Students who do not have siblings enrolled at either 27Q362 or P.S. 215 and who reside in the P.S. 215 zone have second priority for admission. As with all pre-kindergarten programs, the continuation of the program at 27Q362 depends on continued funding availability.

## **B. Schools**

P.S. 215 currently enrolls 681 students in pre-kindergarten and grades kindergarten through five.<sup>12</sup> If this proposal is approved, P.S. 215 will phase out gradually, but seats lost as a result of that phase-out will be replaced as 27Q362 phases in to Q215 to replace capacity lost at P.S. 215.

Q215 has enough capacity to accommodate 27Q362 after it has completed its expansion and achieved full scale. 27Q362 is projected to enroll 651-711 students at full scale in 2015-2016. At that point, P.S. 215 would have completed its phase-out, and the projected utilization for Q215 would be 113% to 124%, which includes two sections of pre-kindergarten students. As mentioned above in Section II, P.S. 215's high utilization rate is due in no small part to the number of out-of-zone students attending the school. During the 2011-2012 school year, 24% of students attending P.S. 215 were out-of-zone students.<sup>13</sup> Moving forward, Q215's utilization rate could be reduced substantially by limiting the number of out-of-zone students being served in the building. Nonetheless, Q215 has adequate space to serve all of its current students, per the Citywide Instructional Footprint.

Current and projected enrollment for P.S. 215 and 27Q362 over a period of 5 years is included in the charts below:<sup>14</sup>

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<sup>11</sup> P.S. 215 2010-2011 Comprehensive Education Plan.

<sup>12</sup> Current enrollment figures are based on the October 31, 2011 unaudited register.

<sup>13</sup> October 31, 2011 unaudited register.

<sup>14</sup> All projections referenced for 2012-2013 and beyond are based on the unaudited October 31, 2011 register and reflect the forward promotion of the current first through fifth grade cohorts, and a stable kindergarten cohort.

P.S. 215 <sup>15</sup>	PK <sup>16</sup>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	36	113	99	101	120	114	98	681
2012-13 (proj.)	-	-	-	-	95-105	115-125	110-120	320-350
2013-14 (proj.)	-	-	-	-	-	95-105	115-125	210-230
2014-15 (proj.)	-	-	-	-	-	-	95-105	95-105
2015-16 (proj.)	-	-	-	-	-	-	-	-

27Q362 <sup>17</sup>	PK <sup>18</sup>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	-	-	-	-	-	-	-	-
2012-13 (proj.)	36	100-110	105-115	95-105	-	-	-	336-366
2013-14 (proj.)	36	100-110	105-115	105-115	95-105	-	-	441-481
2014-15 (proj.)	36	100-110	105-115	105-115	105-115	95-105	-	546-596
2015-16 (proj.)	36	100-110	105-115	105-115	105-115	105-115	95-105	651-711

If this proposal is approved, there will be sufficient space to serve P.S. 215 and 27Q362 students pursuant to the Citywide Instructional Footprint (the “Footprint”) while P.S. 215 phases out and while 27Q362 gradually phases in. Please visit the DOE’s website 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 classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or 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.

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, in conjunction with the DOE’s Office of Space Planning.

<sup>15</sup> All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

<sup>16</sup> Pre-k is a program that can be offered both half-day and full-day. The projection figures represent the full-day equivalency.

<sup>17</sup> Enrollment projections are based on a standard phase-in plan of 4 general education sections and 1 SC section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

<sup>18</sup> Pre-k is a program that can be offered both half-day and full-day. The projection figures represent the full-day equivalency.

According to a recent building walkthrough conducted by a space planner of the Division of School Facilities, Q215 has 46 rooms including 34 full-size rooms and 10 half-size rooms. Q215 also has the following rooms, which will be shared by all schools during P.S. 215’s phase-out and 27Q362’s phase-in: a cafeteria, gymnasium, auditorium and library, as well as a half-size room used by the school’s custodial staff.

At full scale, 27Q362 will be the only school in building Q215, and there will be sufficient instructional space in Q215 for the school to grow to scale. During the phase-in of 27Q362 and phase-out of P.S. 215, each school will be allocated sufficient full-size instructional classrooms and cluster rooms in accordance with the Footprint, as indicated in the chart below. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from both schools.

The table below shows the baseline Footprint allocations of full-size instructional classrooms for each school in Q215 during the proposed phase-out of P.S. 215 and the proposed phase-in of 27Q362:

School	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
P.S. 215	27	13	9	4	0
27Q362	0	16	20	24	29

Note: The pre-kindergarten class at P.S. 215 is allocated two rooms. On the above chart, this room is included in P.S. 215’s allocation for 2010-2011, and in all future years it is included in 27Q362’s allocation.

Half-size classrooms can be used as SC special education classrooms, resource rooms or office space. They will be allocated to schools pursuant to the Footprint. When there are insufficient half-size rooms or rooms designed for administrative use in the building to satisfy a school’s Footprint allocation, the DOE may allocate additional full-size rooms to compensate a school. Similarly, full-size rooms may be allocated where there are insufficient half-size rooms for use as resource rooms or SC special education classrooms.

Based on the Footprint, there will be sufficient instructional space in Q215 for 27Q362 to grow to scale.

### C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed co-location of 27Q362 is intended to increase the number of high-quality elementary schools in District 27.

As noted elsewhere in this document, the 681 total elementary school seats in District 27 eliminated by P.S. 215’s phase-out and eventual closure would be recovered through the phase-in of 27Q362.<sup>19</sup> As a result, the proposal to phase out P.S. 215 is not expected to yield a net loss of seats in Q215 or District 27. As previously noted, while the projected enrollment for 27Q362 is lower than the current enrollment at P.S. 215, this is based on recent enrollment trends at P.S. 215/27Q362. In 2011-2012, Q215 has a utilization rate of 118%. When 27Q362 completes its phase-in and achieves “full scale,” the DOE projects the building will have a 113%-124% utilization rate.<sup>20</sup>

There are two charter schools that serve elementary students in District 27. These schools are listed in the below table:

<sup>19</sup> 2011 unaudited register as of October 31, 2011.

<sup>20</sup> Utilization rate includes pre-kindergarten enrollment.

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	2011-2012 Enrollment <sup>21</sup>	Admissions Method
27Q170	Peninsula Preparatory Academy Charter School <sup>22</sup>	111-11 Rockaway Beach Boulevard, Queens, NY, 11694	K-5	K-5	337	Lottery
27Q340	Challenge Preparatory Charter School	3-65 Beach 56 Street, Queens, NY, 11692	K-2	K-8	181	Lottery

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q215.

#### IV. Enrollment, Admissions and School Performance Information

##### 27Q362

##### Admissions Data

<b>Proposed Admissions</b>	<p><b>Pre-kindergarten:</b> Standard Universal Pre-k Admissions Process</p> <p><b>Grades K-5:</b> Zoned</p>
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##### Enrollment Data<sup>23</sup>

	PK <sup>24</sup>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	-	-	-	-	-	-	-	-
2012-13 (proj.)	36	100 - 110	105 - 115	95 - 105	-	-	-	336 - 366
2013-14 (proj.)	36	100 - 110	105 - 115	105 - 115	95 - 105	-	-	441 - 481
2014-15 (proj.)	36	100 - 110	105 - 115	105 - 115	105 - 115	95 - 105	-	546 - 596
2015-16 (proj.)	36	100 - 110	105 - 115	105 - 115	105 - 115	105 - 115	95 - 105	651 - 711

##### Demographic Data<sup>25</sup>

<sup>21</sup> Based on a headcount as of October 1, 2011.

<sup>22</sup> Peninsula Prep’s current five year charter is due to expire at the end of this school year. DOE is currently considering whether or not to recommend this school for renewal.

<sup>23</sup> Enrollment projections are based on a standard phase-in plan of 4 general education sections and 1 SC section per entry grade in the first year. Actual enrollment in 2012-2013, however, will depend on applicant demand.

<sup>24</sup> Pre-kindergarten is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

27Q362 does not yet have enrollment. Therefore there are no demographic data for the school.

**School Performance Data**

27Q362 does not yet have enrollment. Therefore there are no performance data for the school.

**P.S. 215**

**Admissions Data**

<b>Current Admissions</b>	<p><b>Pre-kindergarten:</b> Standard Universal Pre-k Admissions Process</p> <p><b>K-5:</b> zoned</p>
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**Enrollment Data<sup>26</sup>**

	PK <sup>27</sup>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	36	113	99	101	120	114	98	681
2012-13 (proj.)	-	-	-	-	95 - 105	115 - 125	110 - 120	320 - 350
2013-14 (proj.)	-	-	-	-	-	95 - 105	115 - 125	210 - 230
2014-15 (proj.)	-	-	-	-	-	-	95 - 105	95 - 105
2015-16 (proj.)	-	-	-	-	-	-	-	-

**Demographic Data**

<b>Percentage of Students Receiving ICT or SC Services<sup>28</sup></b>	14%
<b>Percentage of Students with Individual Education Plans<sup>29</sup></b>	18%

<sup>25</sup> Because 27Q362 will serve the same zone as P.S. 215, the DOE projects that 27Q362 will serve a comparable percentage of students with disabilities, ELL students, and students eligible for free or reduced lunch—the P.S. 215 figures are included here.

<sup>26</sup> All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

<sup>27</sup> Pre-kindergarten is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency.

<sup>28</sup> Students receiving ICT and SC services as percentage of total students from the 2011 unaudited register as of October 31, 2011.

<sup>29</sup> Students with IEPs as percentage of total students from the 2011 unaudited register as of October 31, 2011.

<b>Percentage of English Language Learner Students<sup>30</sup></b>	19%
<b>Percentage of Students Eligible for Free or Reduced Lunch<sup>31</sup></b>	95%

**School Performance Data<sup>32</sup>**

<b>P.S. 215 Lucretia Mott</b>	2008-2009	2009-2010	2010-2011
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	D	F
Progress Report Progress Grade	C	C	F
Progress Report Performance Grade	B	F	D
Progress Report Environment Grade	B	C	D
Quality Review Score	-	P	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	52%	21%	22%
Math % Proficient (Levels 3 and 4)	74%	29%	34%
<b>Other Key Performance Indicators</b>			
Attendance Rate	93%	91%	91%
<b>2010-2011 State Accountability Status</b>		In Good Standing	

**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, 27Q362 will receive a fixed allocation of \$80,000 during its first year. In addition, 27Q362 will receive approximately \$143,106 in new school start-up per-pupil allocations. Beginning in its second year of operation, 27Q362 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 27Q362 in its first year is \$1,495,220. 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 FY12 allocations and are subject to change based on adjustments to the DOE’s overall operating budget.

If the proposal to phase out P.S. 215 is approved, the DOE will cease to allocate or repurpose all funds currently allocated to P.S. 215 once the phase-out is fully implemented.

<sup>30</sup> ELL students as percentage of total students from the 2011 unaudited register as of October 31, 2011.

<sup>31</sup> Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

<sup>32</sup> Source: Progress Report.

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

### A. Personnel Needs

A more detailed description of the potential impact the proposed phase-out of P.S. 215 would have on the school's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that was also posted on December 12, 2011. Please visit the DOE's website to access that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb12011Proposals>.

All administrative staff, teachers, and non-pedagogical positions at P.S. 215 would be excessed over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs would naturally be reduced.

27Q362 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 2011-2012 school year would be determined once annual enrollment projections are released in the spring of 2011. 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.

All new district schools opening in campuses where an existing school is phasing out must adhere to Article 18-D of the UFT contract. Article 18-D requires that if a sufficient number of displaced staff from the closing or phasing-out school apply, no less than 50% of the new school's—in this case, 27Q362's—pedagogical positions shall be selected from among the appropriately licensed most senior applicants from the closing or phasing-out school—in this case, P.S. 215—who meet the new school's qualifications. Guidance counselor, lab specialist, school secretary and paraprofessional positions are also subject to Article 18-D.

New administrative staff and non-pedagogical positions will be created at 27Q362 over the course of the school's phase-in. 27Q362 is expected to hire additional teachers as each new grade is added.

There is no anticipated impact of the proposed phase-in of 27Q362 on the personnel needs of the other existing organization in the building.

### B. Cost of Instruction

A more detailed description of the potential impact that the proposed phase-out of P.S. 215 would have on cost of instruction at P.S. 215 is outlined in a separate EIS that was also posted on December 12, 2010. Please visit the DOE's website to access that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb12011Proposals>.

27Q362 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 for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, 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 27Q362 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, 27Q362 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 27Q362 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 the students' IEPs. As 27Q362 expands, funding will continue to be provided to meet the needs of 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 FY11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

There is no anticipated impact of the proposed phase-in of 27Q362 on the cost of instruction of the other existing organization in the building.

### **C. Administration**

A more detailed description of the potential impact the proposed phase-out of P.S. 215 would have on the school's pedagogical, administrative, and non-pedagogical personnel is outlined in a separate EIS that was also posted on December 12, 2011. Please visit the DOE's website to access that Educational Impact Statement: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb12011Proposals>.

27Q362 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 proposed phase-in of 27Q362 on the administration of the other existing organization in the building.

### **D. 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>.

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

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

## VII. Building Information

<b>Building</b>	Q215	
<b>Type of Building</b>	Elementary	
<b>Year Built</b>	1953	
<b>Overall BCAS Rating</b>	2.51	
<b>2010-2011 Target Building Utilization</b>	114%	
<b>2010-2011 Target Building Capacity</b>	575	
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$33,513
	<b>Materials</b>	\$6,468
	<b>Maintenance and Repair Contracts</b>	\$57,147
	<b>Service Contracts</b>	\$3,954
	<b>Custodial Operations Costs – Materials</b>	\$5,385
	<b>Custodial Operations Costs – Custodial Allocation</b>	\$225,581
<b>FY2011 Energy Costs</b>	<b>Electric</b>	\$63,122
	<b>Gas</b>	\$3,832
	<b>Oil</b>	\$92,775
<b>Projects Completed During the Current or Prior School Year</b>	CIPR – FY 2011 Reso A science lab upgrade	
<b>Projects Proposed in the Capital Plan</b>	Auditorium, Cafeteria, Gymnasium, Library & Nurse’s Office	