

## EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 215 Lucretia Mott (27Q215) Beginning in 2012-2013

### I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to phase out and close P.S. 215 Lucretia Mott (27Q215, “P.S. 215”), an existing elementary school located at 535 Briar Place, Far Rockaway, NY 11691, in Community School District 27, in building Q215 (“Q215”). P.S. 215 currently serves students in kindergarten through fifth grade and offers a pre-kindergarten program. The DOE is proposing to phase out and eventually close P.S. 215 based on its low performance and its inability to turn around quickly to better support student needs.

If this phase-out proposal 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. Current students in kindergarten and first grade would be served in a new zoned elementary school, 27Q362 (“27Q362”), to be opened in Q215 and proposed in a separate Educational Impact Statement (“EIS”). A pre-kindergarten program would also be offered by 27Q362 in Q215 (pending continued availability of funding).

In a separate EIS posted on December 12, 2011 the DOE has proposed to co-locate a new zoned elementary school, 27Q362, which would serve students in kindergarten through fifth grade when it reaches full scale in Q215 in 2015-2016.<sup>1</sup> If the proposal to co-locate 27Q362 in Q215 is approved, it would provide a new zoned elementary school option for District 27 families and replace the seats lost by the proposed phase-out of P.S. 215. 27Q362 would be co-located in Q215 with P.S. 215 as it phases out. P.S. 215 is currently the only school located in Q215.

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

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department (“SED”) as Persistently Low Achieving (“PLA”). Specifically, under the DOE’s accountability framework, all schools that receive a D or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.<sup>2</sup> Progress Reports are released by the DOE each fall and evaluate schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth- to twelfth-grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe

<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> Elementary and middle schools that have average math and English Language Arts (“ELA”) proficiency rates that are higher than the district average, which earned a Well Developed or Outstanding rating on the quality review, which received an A or B on the 2010-11 Progress Report or which are receiving a Progress Report for the first time are not considered for phase-out.

classrooms and talk with students, staff, and families. Schools are rated on a four-point scale, with “Underdeveloped” as the lowest possible rating and “Well Developed” as the highest.

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

P.S. 215 earned an overall F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, P.S. 215 earned a D grade, and on the 2008-2009 Progress Report it earned a C grade. 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 what intensive supports and interventions would best benefit the P.S. 215 community.

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 best serve the school’s students and community. Phasing out and closing P.S. 215 will allow for new school options to develop in the Q215 building that are intended to provide better options for families.

### *Performance and School Environment at P.S. 215*

P.S. 215 has struggled to improve, and its performance during the last few years confirms the DOE’s assessment that the school lacks the capacity to turn around quickly to better support student needs.

- The overwhelming majority of P.S. 215 students remain below grade level in English and Math. In 2010-2011, only 22% of students were performing on grade level in English – putting the school in the bottom 3% of elementary schools Citywide in terms of English proficiency. Only 34% of students were performing on grade level in Math – putting the school in the bottom 6% of elementary schools citywide in terms of Math proficiency.
- In 2009-2010, P.S. 215 was in the bottom 4% Citywide in Math proficiency and in the bottom 3% in English proficiency. In 2008-2009, P.S. 215 was in the bottom 7% in Math proficiency Citywide and in the bottom 9% English proficiency Citywide.
- In 2010-2011, P.S. 215 is not adequately helping students to make progress. P.S. 215 is in the bottom 9% of elementary schools citywide in terms of learning growth in English and the bottom 19% of elementary schools citywide in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If these conditions persist, P.S. 215 students will fall further behind their peers in other schools.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. P.S. 215 earned an overall F grade on its 2010-2011 annual Progress Report, including an F grade for School Progress and D grades for Student Performance and School Environment.
- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, and underdeveloped) to measure how well a school is organized to support student achievement. P.S. 215

was rated Developing on its most recent Quality Review 2010-2011, indicating deficiencies in the way that the school is organized to support student learning.<sup>3</sup>

All of these concerns suggest that the school is ill-equipped to turn around quickly to better support students.

The chart below summarizes key performance data for P.S. 215 over the past three years.

<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<sup>4</sup></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	92.8%	91.2%	91.1%

<b>2010-2011 State Accountability Status<sup>5</sup></b>	In Good Standing
--	------------------

### *Overview of Past Strategic Improvement Efforts at P.S. 215*

Staff members have worked hard to improve P.S. 215, but even with support, the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports including:

<sup>3</sup> For more information about Quality Reviews, please visit the DOE's website at:

<http://schools.nyc.gov/Accountability/tools/review>.

<sup>4</sup> In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students' scale scores on the tests remained largely unchanged relative to the prior year.

<sup>5</sup> Under No Child Left Behind, states are working to close the achievement gap and to ensure all students achieve academic proficiency. Annual state and school district report cards inform parents and communities about state and school-level student performance. Schools that do not meet performance targets must provide students with supplemental education services and they must take corrective actions. For more information about the state accountability status, visit:

<http://www.p12.nysed.gov/irs/accountability/>.

### **Leadership Support:**

- Provided extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school while developing the school’s Comprehensive Education Plan and Language Allocation Plan.
- Coached and trained leadership on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.
- Trained and supported leadership in data systems and supporting structures to promote and help leaders use data to support instructional practices.

### **Instructional Support:**

- Supported and trained teachers in creating curriculum maps, strategies aimed at addressing various students’ entry points into content, and other instructional tools to raise teacher practice and improve student achievement.
- Facilitated training for teachers in assessment design and the creation of rigorous tasks and rubrics aligned to Citywide instructional initiatives.
- Worked with teacher teams to deepen practice around instruction and support for students with disabilities and English Language Learners.
- Coached teachers on the implementation of a literacy program focused on accelerating reading comprehension, vocabulary, writing proficiency, and performance.

### **Operational Support:**

- Advised school staff on budgeting, human resources, teacher recruitment, and building management.
- Trained school staff on the use of data systems and Special Education compliance.
- Supported school staff with applications to a variety of grant opportunities.

### **Student Support:**

- Trained the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.

Despite the availability of these supports, it is apparent that P.S. 215 has failed to develop the proper infrastructure to meet the needs of its students and families.

### *Summary of Community Feedback*

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 215 community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association (“PTA”) on October 11, 2011 and the School Leadership Team (“SLT”) on October 12, 2011, to discuss possible outcomes for P.S. 215 due to its continued poor

performance. The meetings were attended by approximately 23 people. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated website to provide information to the public: <http://schools.nyc.gov/community/planning/changes/queens/proposal?id=16>

While parents had some positive comments about P.S. 215's Out-of-School Time homework help program and efforts to improve the school environment, they had concerns about a number of issues such as:<sup>6</sup>

- The lack of a welcoming environment at the school;
- The lack of enrichment programs;
- The lack of professional development opportunities for teachers; and
- The lack of workshops for families to provide them with tools to help their students at home.

While many members of the P.S. 215 school community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's continued failure to improve its performance. The DOE will incorporate community feedback as we continue to support current P.S. 215 students working toward promotion and as we develop plans to replace P.S. 215 with other schools that better meet student and community needs.

We also welcome community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

## II. Potential Use of Building

The building in which P.S. 215 is located, Q215, has the capacity to serve 575 students.<sup>7</sup> Q215 is a fully programmatically accessible building for students with physical disabilities. In 2010-2011—the most recent year for which audited enrollment data is available—the building served 653 total students, yielding a utilization rate of 114%.<sup>8</sup> In 2011-2012, the building served 681 total students,<sup>9</sup> yielding a utilization rate of 118%.<sup>10</sup> The concept of "target utilization rate" is explained below.

P.S. 215 is currently the only school organization housed in Q215. Q215 also houses an adult and continuing 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.

In a separate EIS that was posted on December 12, 2011 the DOE proposed the co-location of a new elementary school, 27Q362, in Q215. Over a period of five years, the proposed grade spans for the schools

<sup>6</sup> Visit the Out of School Time website at: [http://www.nyc.gov/html/dycd/html/afterschool/out\\_of\\_school\\_time.shtml](http://www.nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml).

<sup>7</sup> 2010-2011 Enrollment, Capacity, Utilization Report ("Blue Book").

<sup>8</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2010.

<sup>9</sup> October 31, 2011 unaudited register. 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>10</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.

in the building are 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

The table below demonstrates enrollment for P.S. 215 and 27Q362 during the course of the phase-out of P.S. 215 and the phase-in of 27Q362:<sup>11</sup>

School Name	2010-2011 Audited Register	2011-12 Enrollment	2012-2013 Projected Enrollment <sup>12</sup>	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment
27Q215	653	681	320 - 350	210 - 230	95 - 105	-
27Q362	-	-	336 - 366	441 - 481	546 - 596	651 - 711
<b>Total Building Enrollment</b>	653	681	656 - 716	651 - 711	641 - 701	651 - 711
<b>Utilization</b>	114%	118%	114% - 125%	113% - 124%	111% - 122%	113% - 124%

In 2015-2016, once P.S. 215 has phased out and 27Q362 is phased in, there would be approximately 651-711 total students served in the building. The projected utilization for Q215 at that point is approximately 113-124%.<sup>13</sup>

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 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 2011-2012 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to

<sup>11</sup> The DOE projects that the enrollment of 27Q362 will remain at or close to P.S. 215’s current levels.

<sup>12</sup> All projections 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.

<sup>13</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.

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.

Additionally, P.S. 215 has historically admitted out-of-zone students. The building's utilization rate could be reduced moving forward if P.S. 215 or 27Q362 were to admit fewer out-of-zone students.

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

#### A. Students

If this proposal is approved, P.S. 215 would be phased out gradually over the next several years and would no longer admit new kindergarten, first grade, or second grade students at the end of this school year. In 2012-2013, P.S. 215 would only serve students in third, fourth, and fifth grades; in 2013-2014, P.S. 215 would only serve students in fourth and fifth grades; and in 2014-2015, P.S. 215 would only serve students in fifth grade. P.S. 215 would close after June 2015. Under this proposal, all current P.S. 215 students would either be served in the new zoned elementary school, 27Q362, or would continue at P.S. 215, and they would be supported as they progress towards completion of elementary school and transition to middle school.

#### *Enrollment Options for Current P.S. 215 Students*

Under this proposal, all current P.S. 215 students would either be served in the new zoned elementary school, 27Q362, or would continue at P.S. 215, and they would be supported as they progress towards completion of elementary school and transition to middle school.

#### *Current Kindergarten and First Grade Students in P.S. 215*

Current kindergarten and first grade students would be guaranteed a seat in the new elementary school, 27Q362, which would open in September 2012 in building Q215.

#### *Current Second, Third, Fourth, and Fifth Graders in P.S. 215*

Current second, third, and fourth grade students at P.S. 215 would continue to be enrolled at P.S. 215. This includes students in these grades who enter New York City Public Schools during the school year. Each fifth grade student would be given priority to a seat at his or her zoned middle schools which, for most P.S. 215 students, is the Q053 campus housing I.S. 53 Brian Piccolo (27Q053, "I.S. 53") or Village Academy (27Q319).

P.S. 215 students who do not meet promotional standards for a grade that is still offered by P.S. 215 in the following school year will continue to have access to appropriate instruction at P.S. 215 to meet promotional standards. This applies to third, fourth, and fifth graders in 2011-2012, fourth and fifth graders in 2012-2013, and only fifth graders in 2013-2014.

P.S. 215 students who do not meet promotional standards for grades no longer offered by P.S. 215 in the following school year will be supported in transitioning to 27Q362. This applies to current second graders in 2011-2012, third graders in 2012-2013, fourth graders in 2013-2014, and only fifth graders in 2014-2015.

In addition, current fourth graders throughout Queens have the opportunity to apply to Louis Armstrong Middle School (30Q227, “Louis Armstrong”), a school located in District 30. Louis Armstrong enrolls students in grades 5-8 and is open to all students in Queens. Louis Armstrong will continue to be an option to P.S. 215 fourth graders this year and next year, and in following years to future fourth graders at 27Q362. This is the only Queens elementary school to which students apply for fifth grade. All other Queens middle schools and 6-12 schools begin in sixth grade (or later) and admit students through Middle School Choice processes or through zoned admissions. Information about Louis Armstrong is included in the table below:

School	DBN	Address	% SE <sup>14</sup>	%ELL <sup>15</sup>	Admissions Process	2010-2011 Progress Report
Louis Armstrong Middle School	30Q227	32-02 Junction Boulevard, East Elmhurst, NY	11%	5%	Screened	A

### *Impact on Academic, Extracurricular Programs, and Community Partnerships at P.S. 215*

The DOE does not anticipate that there will be any immediate proposed changes to available academic or extracurricular programs currently offered at P.S. 215. That said, the availability of certain offerings at the school would inevitably be impacted as the school phases out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, P.S. 215 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. The DOE remains focused on helping P.S. 215 students to succeed. If this proposal is approved, P.S. 215 would be provided targeted, customized, and intensive supports aimed at the unique needs of the school and its students. This support would be in the areas of budget, staffing, programming, community engagement, guidance, and enrollment including, but not limited to:

- Helping the school provide students with options that support their advancement, and fully prepare students for their next transition point;
- Working with school staff to foster a positive culture; and
- Supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent school environment focused on student outcomes.

P.S. 215 currently offers Integrated Co-Teaching (“ICT”) classes, self-contained special education classes (“SC”), and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language (“ESL”) program for English Language Learners (“ELLs”). The existing ICT, SC, and SETSS classes would continue to be provided as P.S. 215 phases out, and students with disabilities will continue to

<sup>14</sup> October 31, 2011 unaudited register.

<sup>15</sup> October 31, 2011 unaudited register.

receive mandated services in accordance with their Individualized Education Plans (“IEPs”). As noted elsewhere in this document, Q215 will continue to be fully programmatically accessible. Current students at P.S. 215 who receive ELL services will continue to receive ELL services as the school phases out.

Q215 also houses an adult and continuing 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.

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>16</sup> Students also participate in the Queens District Attorney’s Office’s STARTRACK program.

P.S. 215 would continue to offer these programs as well as any special programs and initiatives, extracurricular activities and partnerships, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

As the school phases out, the DOE will work with P.S. 215 staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out period. The DOE will also work with 27Q362 to foster opportunities for it to work with the community organizations that have supported P.S. 215 students in the past.

### *Impact on Current and Future Students at Existing Schools in Q215*

P.S. 215 is not co-located with any other schools in the Q215 building. Therefore, no other existing schools would be affected by this proposal.

The impact of the proposed co-location of 27Q362 in the Q215 building is described in detail in a separate EIS that was posted on December 12, 2011. Please visit the DOE website to access that EIS: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

### *Enrollment 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 the DOE website: [www.nyc.gov/schools/choicesenrollment/elementary](http://www.nyc.gov/schools/choicesenrollment/elementary).

In a separate EIS released on December 12, 2011, the DOE proposed the co-location of a new zoned elementary school in Q215—27Q362—that would serve the same zone as P.S. 215. If both this phase-out proposal and the proposal to co-locate 27Q362 are approved, the 681 K-5 seats eliminated by P.S. 215’s phase-out and eventual closure will be recovered through the phase-in of 27Q362 at Q215.<sup>17</sup> Incoming kindergarten students who reside in the P.S. 215 zone will be zoned to 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

<sup>16</sup> P.S. 215 2010-2011 Comprehensive Education Plan.

<sup>17</sup> October 31, 2011 unaudited register.

were not enrolled in a New York City school at the time school started. These students generally 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 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 the zoned school, whether P.S. 215 or 27Q362.

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.

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>18</sup> The building has the capacity to serve 575 students.<sup>19</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 students requiring SETSS services. 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.

## **B. Schools**

P.S. 215 currently enrolls 645 students in kindergarten through fifth grade in addition to 36 students in a full-day pre-kindergarten program. If this proposal is approved, P.S. 215 will phase out gradually, but the elementary school seats lost as a result of that phase-out will be replaced as 27Q362 phases in.

As described in a separate EIS, the DOE is proposing to open and co-locate 27Q362 in Q215 beginning in 2012-2013. The proposal is available online:

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

If the proposals are approved, in 2015-2016, once P.S. 215 has phased out and 27Q362 has reached full scale, approximately 651-711 total students would be served in Q215. The projected utilization for Q215 at that point would be approximately 113%-124%. The estimated enrollment for all organizations in Q125 over a five- year period is shown below:

---

<sup>18</sup> Current zoned and attending figures are based on the October 31, 2011 unaudited register.

<sup>19</sup> 2010-2011 Enrollment, Capacity, Utilization Report (“Blue Book”)

<b>P.S. 215<sup>20</sup></b>	<b>PK<sup>21</sup></b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
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.)	-	-	-	-	-	-	-	-

<b>27Q362<sup>22</sup></b>	<b>PK<sup>23</sup></b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
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	-	546-696
2015-16 (proj.)	36	100-110	105-115	105-115	105-115	105-115	95-105	651-711

If this proposal to phase out P.S. 215 and the proposal to co-locate 27Q362 are approved, there would be sufficient space in Q215 to serve P.S. 215 and 27Q362 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while P.S. 215 phases out and while 27Q362 gradually phases in until it reaches full scale in 2015-2016. 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 sections per grade, assuming class size will remain constant. The Borough 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 representative from the school.

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.

<sup>20</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>21</sup> Pre-kindergarten (“Pre-k”) is a program that can be offered both half-day and full-day. The projection figures represent the full-day equivalency.

<sup>22</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>23</sup> Pre-kindergarten (“Pre-k”) is a program that can be offered both half-day and full-day. The projection figures represent the full-day equivalency. Pre-k availability is contingent on funding and demand.

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.

As noted, the details of the proposal to open and co-locate 27Q362 in Q215 are discussed in a separate EIS that is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

### C. Community

P.S. 215 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 a better option for families in the community. Under this proposal, the Q215 building will remain open, but will offer a new educational option that is intended to better support the learning needs of future elementary school students in District 27. The DOE is proposing to open a new elementary school in Q215, which is intended to better serve the needs of the community and would replace the seats lost by the phase out of P.S. 215. Because of the proposed phase-in of 27Q362, the proposal to phase out P.S. 215 is not expected to yield a net deficit of seats in Q215. P.S. 215 is the only elementary school in District 27 that the DOE has proposed to phase out this year.

There are two charter schools that serve elementary students in District 27. Both schools admit students via a lottery system with priority given to District 27 students. These schools are listed in the below table:

DBN	School Name	Address	Grade Span 2011-12	Grade Span at Scale	2011-2012 Enrollment <sup>24</sup>	Admission Method
84Q170	Peninsula Preparatory <sup>25</sup> Academy Charter School	111-11 Rockaway Beach Boulevard, Queens, NY, 11694	K-5	K-5	337	Lottery
84Q340	Challenge Preparatory Charter School	3-65 Beach 56 Street, Queens, NY, 11692	K-2	K-8	181	Lottery

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

<sup>24</sup> Based on a headcount as of October 1, 2011.

<sup>25</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

## IV. Enrollment, Admissions and School Performance Information

### P.S. 215

#### Admissions Data

<b>Current Admissions</b>	<b>Pre-kindergarten:</b> Standard Universal Pre-K Admissions Process  <b>K-5:</b> zoned
---------------------------	--

#### Enrollment Data<sup>26</sup>

	PK <sup>27</sup>	Grade KG	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%
<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%

<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.

<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.

## School Performance Data

<b>P.S. 215 Lucretia Mott</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<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<sup>32</sup></b>		In Good Standing	

## V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 215, and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 215 roster as the phase-out is implemented, the school is expected to receive approximately \$4,085.30 less per-pupil funding annually for elementary grade students. These estimates are based on current Fair Student Funding (“FSF”) per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at P.S. 215 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

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

<sup>32</sup> <http://www.p12.nysed.gov/irs/accountability/>

based on FY 11 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening a new school will be included in the separate EIS proposing the co-location of P.S. 215 with 27Q362.

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

### A. Personnel Needs

All teachers, administrative and non-pedagogical staff at P.S. 215 would be excessed<sup>33</sup> over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

All excessing would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in P.S. 215 may enroll in 27Q362 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also will be created due to the phase-in of other new or replacement schools Citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

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.

There is no anticipated impact on the personnel needs of the other existing organization in the building.

### B. Cost of Instruction

---

<sup>33</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

As a result of the phase-out, the total number of students enrolled at P.S. 215 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools received an additional \$1,633.71 per pupil for each English Language Learner enrolled.

As with all other schools Citywide, P.S. 215 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 215 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school’s Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. Even as P.S. 215 is phased out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction of the other existing organization in the building.

### **C. Administration**

All school supervisor and/or administrator positions assigned to P.S. 215 would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

There is no anticipated impact on the administration of the other existing organization in the building.

### **D. Transportation**

There will be no change to existing transportation practices at P.S. 215 throughout its phase-out. Transportation will be provided according to Chancellor’s Regulation A-801:  
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

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

The provision of certain support services is described above. Other support services 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	