

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Expansion of P.S. 249 The Caton (17K249) to a K-5 School Beginning in 2012-2013

I. Summary of Proposal

P.S. 249 The Caton (17K249, “P.S. 249”) is an existing zoned elementary school located in building K249 (“K249”) at 18 Marlborough Road, Brooklyn, NY 11226, in Community School District 17. P.S. 249 currently serves students in kindergarten through third grade (“K-3”), and it also offers a half-day pre-kindergarten program. This is a proposal to implement a “grade expansion,” whereby P.S. 249 would expand to also serve students in fourth and fifth grades. P.S. 249 would thus serve students in kindergarten through fifth grade (“K-5”) at full scale, and its grade span will be aligned with other elementary schools in District 17.

If this proposal is approved, P.S. 249 would begin enrolling fourth grade students in the 2012-2013 school year. Beginning that year, in order to have sufficient space in K249 to expand to serve K-5 students, P.S. 249 will monitor its incoming kindergarten enrollment to limit out-of-zone enrollment.

P.S. 249 would then expand to scale to serve fifth grade students in the 2013-2014 school year. P.S. 249’s grade expansion would create approximately 230-250 additional fourth and fifth grade seats in District 17.¹ The New York City Department of Education (“DOE”) does not anticipate that the proposed expansion of P.S. 249 would affect its pre-kindergarten program.

Currently, elementary students in District 17 can attend their zoned elementary schools, apply to Citywide or district-wide Gifted and Talented programs through the Gifted and Talented application process, or apply to charter schools located in their district of residence or throughout the City. Under this proposal, elementary school students in District 17 would retain all of those options.

K249 has the capacity to serve 683 students.² In 2011-2012, the building is serving 783 students,³ yielding a utilization rate of approximately 115%.⁴ 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. Section III.B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Citywide Instructional Footprint (“the Footprint”), as well as the total number of rooms in the building, to provide a more complete picture of the availability of space in K249.⁵ In 2013-2014, when P.S. 249 has reached full scale and it will serve K-5 students and its half-day pre-kindergarten program, there would be approximately 993-1,053 students served in the building, which would yield a projected

¹ The calculation of newly created fourth and fifth grade seats is based on the number of fourth and fifth grade seats that are projected for P.S. 249 in the 2017-2018 school year, after P.S. 249 has limited out-of-zone enrollment and the school’s enrollment has stabilized.

² The official target capacity is from the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”).

³ Based on the 2011-2012 unaudited register as of October 31, 2011.

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

⁵ Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/community/planning/default.htm>.

utilization rate of 145%-154%. Once P.S. 249’s enrollment has stabilized in 2017-2018, it is projected that the building will serve 708-768 students, yielding a projected utilization rate of approximately 104%-112%, which is lower than the building’s current utilization rate.

Background on the DOE’s Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a diverse range of high-quality schools at every stage of their education. If this proposal is approved, P.S. 249’s third grade students would benefit by being able to complete their elementary education at P.S. 249 because they would undergo fewer transitions between schools. Currently, third grade students at P.S. 249 must transition to another elementary school for fourth and fifth grade. Then, they must transition to a middle school for sixth through eighth grade. Expanding P.S. 249 would ultimately create a more cohesive K-5 educational experience for P.S. 249’s students.

P.S. 249 is a high-performing school. In 2010-2011, 63% of its third grade students demonstrated proficiency on the New York State Education Department’s English Language Arts assessment and 81% demonstrated proficiency on the math assessment. On both its 2009-2010 and its 2010-2011 annual Progress Reports, P.S. 249 received an overall “A” grade. For these reasons, the DOE believes that allowing P.S. 249 students to remain at the school for fourth and fifth grade would be beneficial to them.

In collaboration with the P.S. 249 leadership, the DOE explored alternate scenarios to avoid increasing K249’s building utilization rate beyond the current utilization rate of 115%. This included consideration of a temporary split-siting⁶ and co-location⁷ of P.S. 249’s fourth and fifth grades in an annex location, implementation of a more drastic enrollment reduction than the current proposal, and elimination of the pre-kindergarten program. After exploring multiple scenarios, the DOE and P.S. 249’s school leadership concluded this proposal would enable P.S. 249 to maintain instructional continuity and provide a seamless elementary school experience, part of the original goal for a K-5 expansion. Therefore, the DOE has proposed the expansion within K249 as detailed in this EIS.

The DOE notes that the initial increase in building utilization rate over the short term results from the large number of out-of-zone students currently enrolled in the school, as described in more detail in Section III.A. As discussed throughout the proposal, P.S. 249 would limit the number of out-of-zone students in its incoming kindergarten classes, resulting in a long term enrollment reduction where, by the 2017-2018 school year, the building utilization rate is projected to decline to 104%-112%, which is below K249’s utilization rate in 2011-2012.

II. Proposed or Potential Use of Building

There is sufficient space in K249 to accommodate the school’s proposed expansion to serve students in K-5. According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), K249 has a target capacity to serve 683 students. The table below demonstrates the target capacity of the buildings and the projected utilization:

Target Capacity and Projected Utilization	
Total Target Capacity (2010-2011)	683
Unaudited Enrollment (2011-2012)	783
Utilization %⁸	115%

⁶ A “split-site” means that a single organization serves some grade levels in one building and other grade levels in another building.

⁷ 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.

⁸ The utilization rate is based on 2011-2012 unaudited enrollment as of October 31, 2011.

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>, 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. The DOE's projected utilization rates for the 2011-2012 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 the 2011-2012 school year 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 administrative rooms are not assigned a capacity for high schools. 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 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.

During the current school year, 2011-2012, P.S. 249 serves 765 K-3 students and 18 pre-kindergarten students for a total of 783 students, yielding a utilization rate of 115%.⁹ If this proposal is approved, in 2013-2014, when P.S. 249 would be at full scale and would serve K-5 students, P.S. 249 is projected to serve approximately 975-1,035¹⁰ K-5 students and approximately 18 pre-kindergarten students for a total of 993-1,053 students, yielding an estimated target utilization rate of 145%-154%.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded 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.

The majority of P.S. 249's current students are not zoned to the school. In 2011-2012, approximately 70% of P.S. 249's total students are out-of-zone students.¹¹ If this proposal is approved, starting in 2012-2013, P.S. 249 will monitor its incoming kindergarten enrollment to limit out-of-zone enrollment. As a result, in 2012-2013, P.S. 249's kindergarten enrollment is projected to decline. Based on this enrollment limitation, P.S. 249 is projected to serve 690-750 K-5 students and 18 pre-kindergarten students by 2017-2018, for a total of 708-768 students, which will be below P.S. 249's current K-3 and pre-kindergarten enrollment. By 2017-2018, the projected target utilization rate of K249 will be 104%-112%, which is below K249's utilization rate in 2011-2012. P.S. 249 will begin to monitor its enrollment to limit out-of-zone enrollment beginning in 2012-2013. P.S. 249 will reach its full K-5 scale by 2013-2014. P.S. 249's enrollment will be stabilized by 2017-2018, at which point K249's utilization rate will be below its current utilization rate. The table below details P.S. 249's projected enrollment for each year of the grade expansion and in the four years after P.S. 249 has expanded to reach full scale:

⁹ Based on the 2011-2012 unaudited register as of October 31, 2011.

¹⁰ Projected enrollment for this grade expansion is based on the anticipated number of incoming kindergarten students and reflects the forward promotion of cohorts by grade using the unaudited October 31, 2011 register for the base year.

¹¹ Based on the 2011-2012 unaudited register as of October 31, 2011.

	Grade Span	Enrollment ¹²	Estimated Utilization
2011-2012 (unaudited)	K-3	783	115%
2012-2013 (proj.)	K-4	878 - 928	129% - 136%
2013-2014 (proj.)	K-5	993 - 1,053	145% - 154%
2014-2015 (proj.)	K-5	998 - 1,058	146% - 155%
2015-2016 (proj.)	K-5	923 - 983	135% - 144%
2016-2017 (proj.)	K-5	833 - 893	122% - 131%
2017-2018 (proj.)	K-5	708 - 768	104% - 112%

P.S. 249 currently offers a half-day pre-kindergarten program. The DOE’s pre-kindergarten programs are maintained based on available funding and student enrollment. The DOE anticipates that pre-kindergarten will continue to be offered at P.S. 249, subject to continued funding and demand.

If this proposal is approved, though more total students would initially occupy K249, there would continue to be sufficient space to serve all students in K249 after the grade expansion is completed. The DOE notes that the initial increase in building utilization over the short term results from the large number of out-of-zone students currently enrolled in the school, as described in more detail in Section III.A. As discussed throughout the proposal, P.S. 249 would limit the number of out-of-zone students in its incoming kindergarten classes, resulting in a long term enrollment reduction where, by the 2017-2018 school year, the building utilization rate is projected to decline to 104%-112%, which is below K249’s utilization rate in 2010-2011.

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

A. Students

Impact on Students Currently Attending P.S. 249

If this proposal is approved, P.S. 249’s third grade students could complete their elementary education at the school as P.S. 249 phases in to serve K-5 students. As discussed above in Section I, this is beneficial because those students would have to undergo fewer disruptive transitions between schools and because it allows them to attend a high performing school for fourth and fifth grade. Furthermore, by expanding P.S. 249 to serve fourth and fifth grades, the DOE will have aligned P.S. 249’s grade span with other elementary schools in District 17.

The DOE does not anticipate that the proposed expansion of P.S. 249 would affect its pre-kindergarten program.

¹² P.S. 249 currently offers a half-day pre-kindergarten program, and enrollment figures includes the students in P.S. 249’s pre-kindergarten program.

Impact on Academic, Extracurricular Programs, and Community Partnerships at P.S. 249

P.S. 249 offers the following programs: a dual language program, the English Language Learners Academy, conflict resolution/peer mediation, chess, Foster Grandparents, 100 Book Challenge, and monthly Cultural Arts Assemblies. If this expansion proposal is approved, these programs would also be offered to P.S. 249's fourth and fifth grade students.

P.S. 249 also currently offers the following extracurricular activities: Saturday Academy, Early Morning Math & Literacy, after-school literacy and math intervention, and Police Athletic League. This proposal is not expected to impact the ability of P.S. 249 to continue to offer these extracurricular activities. If this expansion proposal is approved, these extracurricular activities would also be offered to P.S. 249's fourth and fifth grade students.

P.S. 249 has partnerships with the following organizations: CAMBA, the Noel Pointer Foundation, Ballet Tech, Cornell University Health and Nutrition, Ifetayo Cultural Arts Facility, Inc., Medgar Evers College, and Brooklyn College Teacher Education Department. This proposal is not expected to impact the continuation of those partnerships.

The DOE does not anticipate that the proposed grade expansion would affect the ability of P.S. 249 to meet the needs of its current or future students with disabilities. P.S. 249 currently offers Integrated Co-Teaching ("ICT") classes, self-contained ("SC") special education classes, and Special Education Teacher Support Services ("SETSS"). The proposed grade expansion will not affect the existing ICT and SC classes or the provision of SETSS at P.S. 249, and students with disabilities will likewise continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs").

P.S. 249 currently offers dual language, bilingual, and English as a Second Language ("ESL") services to its English Language Learner ("ELL") students and will continue to do so if this proposal is approved. In accordance with DOE policy, the student support staff at P.S. 249, 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.

Twenty seven percent of the students currently enrolled at P.S. 249 are ELL students, and because P.S. 249 serves such a large population of students from outside of its zone, some of those ELL students reside outside of the P.S. 249 zone. Once P.S. 249 begins to monitor its out-of-zone enrollment in the 2012-2013 school year, first priority will be given to students who reside in the P.S. 249 zone, followed by students who do not reside in the zone, as is the expectation for all zoned elementary schools. This means that P.S. 249 will limit the number of out-of zone students it enrolls, but it will continue to be able to accommodate students from outside of its zone. It is possible, however, that some of the out-of-zone ELL students who would have attended P.S. 249, if it were not limiting its enrollment, may not be able to do so in the future. While this is not expected to impact the ability of P.S. 249 or surrounding schools to continue to offer ELL programs and to provide all ELL students with mandated services, the specific number and range of programs offered by any school may be adjusted according to changing student enrollment and demand. As is the case with all schools Citywide, instructional and programming decisions rest with school administrators.

Impact on Future Elementary Students in District 17

P.S. 249 will continue to serve elementary students in its zone, including new students. When a student seeks to enroll in a New York City public school, his or her elementary school assignment is determined by his or her home address. New students may simply report to their zoned elementary school at any time during the year. Families seeking to enroll their children into P.S. 249 for kindergarten can visit the following Web site to learn more about eligibility and the DOE’s sibling priority policy:
<http://schools.nyc.gov/ChoicesEnrollment/Elementary>.

Should a zoned elementary school reach capacity, the school may be “capped,” in which case new students, whether zoned or un-zoned, may be directed to a different district school. Should sufficient space open at the capped school, the zoned student has the right to return, if they so choose.

In order to have sufficient space in K249 to expand to serve K-5 students, if this proposal is approved, starting in 2012-2013, P.S. 249 will monitor its incoming kindergarten enrollment to limit out-of-zone enrollment. Currently, 70% of P.S. 249’s students are out-of-zone. The majority of those out-of-zone students are zoned for P.S. 375 Jackie-Robinson School (17K375, “P.S. 375”), and the remaining out-of-zone students are zoned to several other schools. The table below demonstrates the schools to which P.S. 249’s current students are zoned:

P.S. 249 Students' Zoned Schools	School Names	K-3 Students Attending P.S. 249¹³	%
17K375	P.S. 375	363	47%
17K249 (In Zone)	P.S. 249	226	30%
22K152	School of Science & Technology	34	4%
22K245	P.S. 245	28	4%
22K139 & 22K134 shared zone area	P.S. 139 Alexine A. Fenty & P.S. 134	20	3%
Unzoned/Frozen zone area	N/A	9	1%
17K181	P.S. 181 Brooklyn	9	1%
17K006	P.S. 6	8	1%
17K092	P.S. 92 Adrian Hegeman	8	1%
17K399	P.S. 399 Stanley Eugene Clark	6	1%
22K139	P.S. 139 Alexine A. Fenty	5	1%
17K397	P.S. 397 Foster-Laurie	4	1%
Other	N/A	45	6%
Total		765	100%

Some of P.S. 249’s ELL students are zoned to P.S. 375. If this proposal is approved, the ELL students residing in the P.S. 375 zone may attend P.S. 375 instead of P.S. 249. P.S. 375 currently offers ESL services to its ELL students, and the DOE anticipates that P.S. 375’s services to its ELL students may expand with an increase in ELL student enrollment. P.S. 249 and P.S. 375 will both continue to provide all mandated services to its ELL students.

In December 2011, the DOE posted two separate Educational Impact Statements (“EISs”) proposing the phase-out and eventual closure of P.S. 22 (17K022, “P.S. 22”) and the opening and siting of a new zoned elementary school, P.S. 705 (17K705, “P.S. 705”), and the co-location of a new public charter school, Explore Exceed Charter School (84KTBD, “Explore Exceed”) in the building currently occupied by P.S. 22: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

¹³ Based on the 2011-2012 unaudited register as of October 31, 2011.

A majority of P.S. 249's third grade students have historically enrolled at P.S. 22 or P.S. 375 for fourth and fifth grade. Therefore, P.S. 249's proposed expansion may decrease the number of students who enroll at P.S. 375 and P.S. 22 for fourth grade in 2012-2013 and the number of students who enroll at P.S. 375 for fourth and fifth grade in the future.¹⁴ The potential impact of this proposal on P.S. 375 and other District 17 elementary schools is described in further detail in Section III.C.

Impact on Future Pre-kindergarten Students

P.S. 249 will continue to offer a half-day pre-kindergarten program, subject to funding availabilities and demand. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Siblings of students enrolled at P.S. 249 will have first priority for admission to its pre-kindergarten program. Students who reside in the P.S. 249 zone who do not have siblings enrolled at P.S. 249 would have second priority for admission to its pre-kindergarten program.

B. Schools

P.S. 249 is the only school located in K249 and is, therefore, the only school organization in the building that will be impacted by this proposal. P.S. 249 currently enrolls 765 kindergarten through third grade students and serves 18 students in its pre-kindergarten program, and K249's utilization rate is approximately 115%. In 2013-2014, when P.S. 249 will expand to serve K-5 students and students in its pre-kindergarten program, approximately 993-1,053 students would be served in K249, and K249's utilization rate will be approximately 145%-154%. In 2014-2015, when K249 will serve the greatest number of students, the projected utilization rate will be approximately 146%-155%.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or overcrowded 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, as described above.

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 school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates 1 full-size room for each general education ("GE") 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.

According to the building walk-through conducted by the Office of Space Planning on November 4, 2011, K249 has a total of 40 full-size rooms, 4 half-size rooms, 9 quarter-size rooms, and 1.5 full-size equivalent ("FSE") rooms of designed administrative/office space. Thus, building K249 has a total of 45.75 FSE rooms for instructional and administrative use. The School-Based Support Team is housed in 1 quarter-size room; the nurse's office is housed in 1 quarter-size room; a teachers' lounge is housed in 1 half-size room; and the custodian's office is housed in 1 quarter-size room. Given the limited number of half-size rooms in

¹⁴ If the proposal to phase out P.S. 22 is not approved, then P.S. 249's expansion may decrease the number of students who enroll at P.S. 22 for fourth and fifth grade in the future, as well.

the building, under this proposal, the teachers’ lounge will be programmed as an instructional space beginning in 2012-2013. Thus, there will be 40 full-size rooms, 4 half-size rooms, 6 quarter-size rooms, and 1.5 FSE rooms of designed administrative/office space remaining to be allocated to P.S. 249 beginning in 2012-2013. This equals 45.0 FSE rooms.

In 2011-2012, P.S. 249 currently serves a total of 32 GE or ICT sections, each of which is accommodated in full-size rooms, as set forth in the Footprint. Per the Footprint, in 2011-2012, P.S. 249 should be allocated 34 full-size rooms, 9 half-size rooms, and the equivalent of 5.0 full-size rooms for administrative use, which totals 43.5 FSE rooms. The DOE has adjusted P.S. 249’s baseline Footprint allocation because K249 does not have a sufficient number of half-size rooms. P.S. 249’s adjusted baseline Footprint allocation, which corresponds to the rooms that exist in the building, includes 40 full-size rooms, 4 half-size rooms, and the equivalent of 3.0 full-size rooms for administrative use, which totals 45.0 FSE rooms.

If this proposal to expand P.S. 249 is approved, the DOE projects that P.S. 249’s overall enrollment will increase in the short term and decrease in the long term. The school’s baseline Footprint allocation will correspondingly increase and decrease.

In 2012-2013, it is projected that P.S. 249 will serve a total of 37 GE or ICT sections, each of which will be accommodated in full-size rooms as set forth in the Footprint. Per the Footprint, P.S. 249 should be allocated 41 full-size rooms, 9 half-size rooms, and 5.0 FSE rooms for administrative use, which totals 50.5 FSE rooms. The DOE has adjusted P.S. 249’s baseline Footprint allocation to correspond to the rooms that exist in the building. P.S. 249’s adjusted baseline Footprint allocation includes 40 full-size rooms, 4 half-size rooms, and 3.0 FSE rooms for administrative use, which totals 45.0 FSE rooms. As such, in 2012-2013, P.S. 249 will be operating at 5.5 FSE rooms less than its baseline Footprint allocation.

In 2013-2014, it is projected that P.S. 249 will serve a total of 38 GE or ICT sections, each of which will be accommodated in full-size rooms as set forth in the footprint. Per the Footprint, P.S. 249 should be allocated 42 full-size rooms, 12 half-size rooms, and 5.0 FSE rooms for administrative use, which totals 53.0 FSE rooms. The DOE has adjusted P.S. 249’s baseline Footprint allocation to correspond to the rooms that exist in the building. P.S. 249’s adjusted baseline Footprint allocation includes 40 full-size rooms, 4 half-size rooms, and 3.0 FSE rooms for administrative use, which totals 45.0 FSE rooms. As such, in 2013-2014, P.S. 249 will be operating at 8.0 FSE rooms less than its baseline Footprint allocation.

The DOE notes that the adjusted baseline Footprint allocations in 2012-2013 and 2013-2014 are smaller than the allocations outlined by the Footprint. The table below outlines the difference between P.S. 249’s baseline Footprint allocation and the total number of FSE rooms available in K249 in 2011-2012, 2012-2013, and 2013-2014:

School Name	2011-2012 (current)	2012-2013	2013-2014
P.S. 249 Baseline Footprint Allocation	43.5	50.5	53.0
Available Rooms in K249	45.0	45.0	45.0
Difference	+1.5	-5.5	-8.0

Alongside the P.S. 249 leadership, the DOE explored alternate scenarios to avoid increasing the K249 building utilization beyond the current utilization rate of 115% and to avoid having P.S. 249 operate under Footprint. This included consideration of a temporary split-siting and co-location of P.S. 249’s fourth and fifth grades in an annex location, implementation of a more drastic enrollment reduction than the current proposal, and removal of the pre-kindergarten program. After exploring multiple scenarios, the DOE and P.S. 249’s school leadership concluded this proposal would enable P.S. 249 to maintain instructional

continuity and provide a seamless elementary school experience, part of the original goal for a K-5 expansion.

As noted in detail above, under this proposal, there will always be a sufficient number of rooms to serve each of P.S. 249's GE and ICT sections in a full-size instructional space. In addition, the Footprint allocates schools serving K-5 cluster or specialty classrooms proportionate to the number of students enrolled. However, those spaces can be used at the principal's discretion and can be programmed to serve GE, ICT, or SC special education sections. School leaders are empowered to make decisions about how to utilize the space allocated to the school and how and where students will be served within the space allocated to the school. As such, the DOE and P.S. 249's school leadership anticipates that P.S. 249 will be able to serve all of its projected general education, ICT, and SC special education sections within its adjusted baseline Footprint allocations in 2012-2013 and beyond.

C. Community

P.S. 249's grade expansion would create approximately 230-250 additional fourth and fifth grade seats in District 17. The creation of 230-250 fourth and fifth grade seats at P.S. 249 will likely decrease enrollment at existing elementary schools. The table below lists the schools where P.S. 249 third grade students enrolled for fourth grade in 2011-2012:

DBN ¹⁵	School Name	Grade Span 2011-2012	Grade Span at Scale	# of P.S. 249 3rd Graders that Enrolled in 4th Grade 2011-2012 ¹⁶	Total # of 4th Graders in 2011-2012
17K022	P.S. 22	K-5	K-5	50	107
17K006	P.S. 6	K-5	K-5	25	135
17K399	P.S. 399 Stanley Eugene Clark	K-5	K-5	14	95
17K375	P.S. 375	K-5	K-5	10	105
15K130	P.S. 130 The Parkside	K-5	K-5	8	76
22K245	P.S. 245	K-5	K-5	5	44
15K230	P.S. 230 Doris L. Cohen	K-5	K-5	2	196
22K139	P.S. 139 Alexine A. Fenty	K-5	K-5	2	181
22K152	School Of Science & Technology	K-5	K-5	2	140

As set forth in the table in Section III.A. above, approximately 47% of P.S. 249's students are zoned to P.S. 375. If this proposal is approved, starting in 2012-2013, P.S. 249 will limit its out-of-zone enrollment. The K-3 students who are zoned to P.S. 375 would likely attend P.S. 375 instead of P.S. 249, which may result in an increase in the overall zoned enrollment at P.S. 375. Thus, while P.S. 375's fourth grade enrollment may be reduced by approximately 10 students, starting in 2012-2013, P.S. 375's kindergarten enrollment may be increased by as many as 140-150 students because many of the new kindergarten students who reside in P.S. 375's zone are expected to enroll there because it is their zoned school.

There are currently no community based organizations in K249.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits for K249.

IV. Enrollment, Admissions and School Performance Information

¹⁵ This list omits 20 schools that had fewer than two fourth grade students that enrolled from P.S. 249 in 2011-2012.

¹⁶ The enrollment numbers in this table are based on the 2011-2012 unaudited register as of October 31, 2011.

P.S. 249 is the only school directly impacted by this proposal.

Admissions Data

Current Admissions	Pre-kindergarten: Standard Universal Pre-K Admissions Process K-3: Zoned
Admissions after Grade Reconfiguration is Completed	Pre-kindergarten: Standard Universal Pre-K Admissions Process K-5: Zoned

Enrollment Data

	Pre-k ¹⁷	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-2012 (unaudited)	18	246	209	195	115	-	-	783
2012-2013 (proj.)	18	115 - 125	240 - 250	205 - 215	190 - 200	110 - 120	-	878 - 928
2013-2014 (proj.)	18	115 - 125	115 - 125	240 - 250	205 - 215	190 - 200	110 - 120	993 - 1,053
2014-2015 (proj.)	18	115 - 125	115 - 125	115 - 125	240 - 250	205 - 215	190 - 200	998 - 1,058
2015-2016 (proj.)	18	115 - 125	115 - 125	115 - 125	115 - 125	240 - 250	205 - 215	923 - 983
2016-2017 (proj.)	18	115 - 125	115 - 125	115 - 125	115 - 125	115 - 125	240 - 250	833 - 893
2017-2018 (proj.)	18	115 - 125	115 - 125	115 - 125	115 - 125	115 - 125	115 - 125	708 - 768

Demographic Data

Percentage of Students Receiving Integrated Co-Teaching or SC Services¹⁸	5%
Percentage of Students with IEPs¹⁹	9%
Percentage of ELL Students²⁰	27%
Percentage of Students Eligible for Free or Reduced Lunch²¹	96%

¹⁷ Pre-kindergarten programs can be offered either half-day or full-day; the projection figures represent the full-day equivalency.
¹⁸ Students receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.
¹⁹ Students with IEPs as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.
²⁰ ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.
²¹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

School Performance Data

	2008-2009	2009-2010 ²²	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	A	A
Progress Report Progress Grade	N/A	A	A
Progress Report Performance Grade	N/A	A	A
Progress Report Environment Grade	N/A	A	A
Quality Review Score	Well Developed	N/A	N/A ²³
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	84%	56%	63%
Math % Proficient (Levels 3 and 4)	98%	72%	81%
Other Key Performance Indicators			
Attendance Rate	94%	95%	94%
2010-2011 State Accountability Status²⁴			
In Good Standing			

²² In 2010, the New York State Education Department adjusted the “cut scores” on annual math 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’s students’ scale scores on the tests remained largely unchanged relative to the prior year.

²³ Not all schools receive a Quality Review each year.

²⁴ Please refer to the New York State Education Department’s Web site for information on its accountability statuses: <http://www.p12.nysed.gov/irs/accountability/>.

V. Initial Costs and Savings

The expansion of a school creates the need for additional one-time funding to cover any additional textbooks and supplies that may be required. The per capita allocation to offset these costs has historically been \$80 per student. Since P.S. 249's grade expansion is expected to initially result in approximately 300-320 additional fourth and fifth grade seats, the DOE estimates that P.S. 249 would receive a one-time award of approximately \$24,000-\$25,600 in 2012-2013.²⁵

If grade appropriate furniture is not available onsite, the school may receive additional furniture packages. In FY 2010, the cost of a furniture package for each elementary school class section was approximately \$5,293-\$6,692. Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

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

A. Personnel Needs

P.S. 249 may need to hire additional teachers during its grade expansion as the total number of students enrolled in the school increases in 2012-2013. The precise number of positions needed for the 2012-2013 school year would be determined once annual enrollment projections are released in the spring of 2012. Similarly, the number of new positions created to serve students in fourth and fifth grade would be determined based on annual enrollment projections available as the school grows to serve that grade.

Administrative staff and non-pedagogical positions at P.S. 249 may also be added over the course of the grade reconfiguration. Those decisions would be made at the school based on need and budgetary considerations.

In the future, some current P.S. 249 staff positions may be excessed as P.S. 249's enrollment declines and stabilizes. It is difficult to precisely predict the number of affected positions. P.S. 375 may need to add positions as the overall zoned enrollment at P.S. 375 increases starting in 2012-2013.

If the proposal to phase out P.S. 22 is approved, all teachers and administrative and non-pedagogical staff at P.S. 22 will be excessed over the course of the phase-out. This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.²⁶ For more information about the effect P.S. 22's phase-out and eventual closure will have P.S. 22's personnel needs, please see the EIS that is available on the DOE's Web site for more information: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals>.

B. Cost of Instruction

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budget for P.S. 249 is determined by the same Fair Student Funding ("FSF") per capita entitlement used at all other New York City District public schools. Each student receives a per-pupil allocation based on the grade level of the

²⁵ The fourth and fifth grade enrollment in 2013-2014, the first year when P.S. 249's expansion would be at scale, was used to calculate its one-time award. However, the number of permanent fourth and fifth grade seats created by this proposal is 230-250, as discussed previously.

²⁶ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

student. FSF allocations are subject to variation, but for 2011-2012, the base per-pupil entitlement for elementary schools is \$4,085.30.

In addition, FSF awards supplemental entitlements 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, elementary schools are entitled to receive an additional \$1,633.71 per pupil for each ELL student they enrolled. At the elementary level, supplemental funds are awarded for each student who is an ELL, who requires special education services, or who is eligible for free or reduced-price lunch.

As with all other schools Citywide, P.S. 249 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. This school is currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of its Title I funding awards will grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. P.S. 249 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 entitlements and are subject to variation based on adjustments to the DOE's overall operating budget.

C. Administration

P.S. 249 may hire school supervisory and/or administrative personnel as needed as a result of its grade expansion.

D. Transportation

There will be no change to existing transportation practices at P.S. 249 due to this proposal.

Transportation will continue to 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

Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

Building	K249
Type of Building	Elementary
Year Built	1951
Overall BCAS rating	2.80
2010-2011 Target Building Utilization	110%

2010-2011 Target Building Capacity		683
FY 2011 Maintenance Costs	Labor	\$14,771
	Materials	\$3,568
	Maintenance and repair contracts	\$29,704
	Service contracts	\$0
	Lease	\$0
	Custodial operations costs— Materials	\$3,916
	Custodial operations costs— Custodial Allocation	\$208,501
FY 2011 Energy Costs	Electric	\$105,523
	Gas	\$5,974
	Oil	\$110,310
Projects completed during the current or prior school year		CIP- Ext masonry/roofs/parapets & FY 11 Reso A Auditorium upgrade
Projects proposed in the capital plan		System replacements, exterior masonry, parapets, roofs
Accessibility of the building		Partially Accessible
Building attributes		Art room, Auditorium, Cafeteria, Computer room, Gymnasium, Library & Nurse's Office