

EDUCATIONAL IMPACT STATEMENT:

The Proposed Consolidation of P.S. 137 John L. Bernstein (01M137) with P.S. 134 Henrietta Szold (01M134) in Building M134 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate P.S. 137 John L. Bernstein (01M137, “P.S. 137”), an existing elementary school that currently serves students in kindergarten through fifth grades and a pre-kindergarten program, with P.S. 134 Henrietta Szold (01M134, “P.S. 134”), an existing elementary school serving students in kindergarten through fifth grade and a pre-kindergarten program, in building M134 (“M134”), located at 293 East Broadway, New York, NY 10002, beginning in the 2016-2017 school year. The DOE is proposing to consolidate P.S. 137 with P.S. 134 because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. If this proposal is approved, P.S. 137 and P.S. 134 will be combined such that students, staff, and resources of P.S. 137 will become part of P.S. 134, and P.S. 137 will no longer exist as a distinct school option as of the 2016-2017 school year.

P.S. 137 and P.S. 134 are currently co-located in building M134. 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. Building M134 also houses two community-based organizations (“CBOs”), Henry Street Settlement and University Settlement. If this proposal is approved, Henry Street Settlement and University Settlement will continue to provide services and maintain their space in building M134.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.¹ P.S. 134 is identified as a school in Good Standing, and P.S. 137 is identified as a Local Assistance Plan (“LAP”) school.² If this proposal is approved, the newly consolidated school would not inherit the state accountability status of P.S. 137. Rather, the state accountability status of P.S. 134 of a school in Good Standing would remain.

Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the District 1 Superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. A consolidation may also be proposed to allow the DOE to leverage a particularly strong school leader. Since most funding in schools’ budgets is allocated on a per-

¹ More information on New York State Education Department accountability status can be found at <http://www.p12.nysed.gov/accountability/APA/home.html>.

² Schools are identified as LAP for having a subgroup of students that fail to make progress in English Language Arts, Math, Science or high school graduation rates for multiple years; having large and increasing gaps in performance between specific subgroups of students; or, for schools not located in a low-performing district, having a subgroup perform at or below the benchmark used for low-performing districts. Schools can be identified as LAP any year.

pupil basis based on Fair Student Funding per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example, they may not be able to afford a full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively. Other potential benefits of consolidations include increased access to resources and improvements in school performance.

The DOE is proposing to consolidate P.S. 137 with P.S. 134 based primarily on the benefits students would derive from the additional resources made available by consolidating the two school organizations into one. If this proposal is approved, students attending the consolidated P.S. 134 will have access to a wider variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for either individual school to offer in the absence of a consolidation. For example, the consolidated school will be able to implement programming focused on the arts for the 2016-2017 school year, and in following years, programming centered around science, technology, engineering, arts, and math (“STEAM” programming). In addition to increased resources, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

This proposal has been developed by the District 1 Superintendent in conjunction with the Principals of the consolidating schools and the school communities through a collaborative planning process. The need to address limited resources and low enrollment at P.S. 137 and P.S. 134 became evident over the course of conversations between the District 1 Superintendent and the Principals of P.S. 137 and P.S. 134 as they sought to revitalize their schools. The consolidation of P.S. 137 with P.S. 134 will improve resources at the consolidated school and reduce the number of under-enrolled elementary schools in the district.

P.S. 137 and P.S. 134 are currently co-located in building M134. Collaboration between the P.S. 134 Principal and the Acting Principal at P.S. 137 began during the summer of 2015 and has continued into the 2015-2016 school year. Presently the schools are sharing resources such as a speech room, an occupational and physical therapy room, and a teachers’ cafeteria. A full description of shared spaces is located in Section III.B. The CBOs that partner with each school are also each providing services to students across both schools, facilitating further interaction among students in the M134 building. Besides these efforts, the schools will continue to work together by taking part in planning sessions throughout the year in order to ensure the consolidation is seamlessly executed in the 2016-2017 school year.

Public Engagement

Public engagement was conducted in the course of creating this proposal, including:

- A meeting led by the District 1 Superintendent with teachers and staff of P.S. 137 and P.S. 134 held on May 12, 2015.
- A meeting of the District Leadership Team (“DLT”) on May 14, 2015, at which the District 1 Superintendent discussed this proposed consolidation.
- A parent meeting and information session held on May 18, 2015.
- A presentation made to the District 1 Community Education Council (“CEC 1”) on October 21, 2015 by the DOE Office of District Planning and District 1 Superintendent.
- A walkthrough of building M134 with a member of DOE Senior Leadership on October 23, 2015 to discuss the proposal further and take questions and concerns from the school

communities in advance of the Panel for Educational Policy (“PEP”) vote. Participants included the District 1 Superintendent as well as representatives from the Office of District Planning, the DOE Office of Space Planning, CEC 1, P.S. 137’s School Leadership Team, and P.S. 134’s School Leadership Team.

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

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at M134. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-3466 or emailed in any language to D01Proposals@schools.nyc.gov
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming joint public hearing and PEP meeting can be found on the DOE website at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/20152016/December2015SchoolProposals>.

If this proposal is approved, P.S. 137 will be consolidated with P.S. 134 beginning in the 2016-2017 school year. The consolidated P.S. 134 will continue to serve students in kindergarten through fifth grade, and it will also continue to offer a pre-kindergarten program. P.S. 137 will no longer exist as an individual school option, and current P.S. 137 students will be accommodated at P.S. 134 (see Section III for more information).

Building M134 has the capacity to serve a total of 652 students.³ If this proposal is approved, P.S. 134 will absorb the enrollment of P.S. 137 and will serve a projected 374-434 students in kindergarten through fifth grades and three sections of pre-kindergarten in the 2016-2017 school year.⁴ This will result in a total projected building enrollment of 374-434 students in M134,

³ According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”).

⁴ All projections referenced for P.S. 137 and P.S. 134 for the 2015-2016 school year and for the consolidated P.S. 134 in 2016-2017 are based on 2015 Budget Register Projections and reflect the forward promotion of the cohorts by grade. P.S. 134’s and P.S. 137’s current kindergarten cohorts are smaller than previous kindergarten cohorts at the same schools. The projections for the consolidated P.S. 134 assume that future kindergarten cohorts will be at or near the current year’s level across the two schools. As the higher grades at P.S. 134 and P.S. 137 presently have larger cohorts than the lower grades, it is anticipated that overall enrollment may decrease over time as a result of those students graduating. Please note that the enrollment numbers provided in this EIS are only projections and are subject to change as a result of many factors, including increased demand for the consolidated school

yielding a building utilization rate of 57%-67%.⁵ This proposal is not expected to significantly change the total building enrollment.

II. Proposed or Potential Use of Building

As noted in Section I above, building M134 has the capacity to serve 652 students and currently serves 435 students across P.S. 134 and P.S. 137, yielding a building utilization rate of 67%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A. If this proposal is approved, building M134 will serve a total of approximately 374-434 students in the 2016-2017 school year, resulting in a projected utilization rate of 57%-67%.

If the proposed consolidation is approved, the grade spans served by each of the current and proposed school organizations in building M134 will be as follows:

Grade Spans

DBN	School Name	2015-2016	2016-2017
01M134	P.S. 134 ⁶	K-5	K-5
01M137	P.S. 137 ⁷	K-5	-

The chart below shows the projected enrollment and building utilization for building M134, if this proposal is approved:

DBN	School Name	2015-2016 Projected Enrollment ⁸	2016-2017 Projected Enrollment
01M134	P.S. 134 ⁹	261	374 - 434
01M137	P.S. 137 ¹⁰	174	-
Total Building Enrollment		435	374 - 434
Utilization ¹¹		67%	57% - 67%

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

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

⁶ P.S. 134 also serves students in pre-kindergarten, which is not included in the school’s grade span.

⁷ P.S. 137 also serves students in pre-kindergarten, which is not included in the school’s grade span.

⁸ Projected Enrollment is based on the 2015-2016 Budget Register Projections. Unaudited register will be available after October 31, 2015

⁹ P.S. 134’s current and projected enrollment figures include enrollment in P.S. 134’s pre-kindergarten program

¹⁰ P.S. 137’s current and projected enrollment figures include enrollment in P.S. 137’s pre-kindergarten program

¹¹ Building utilization rates are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at:

More information on target capacity and utilization is available in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, the newly consolidated P.S. 134 will receive its baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this EIS. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

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

A. Students

P.S. 137 and P.S. 134 currently serve students in kindergarten through fifth grades and both schools presently have pre-kindergarten programs in building M134. Because P.S. 137 and P.S. 134 have struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate P.S. 137 with P.S. 134 in M134. If this proposal is approved, current P.S. 137 students in kindergarten through fourth grades, as well as P.S. 137 students in the fifth grade who must repeat the grade, will be served in P.S. 134 beginning in the 2016-2017 school year. If P.S. 137 is consolidated with P.S. 134, P.S. 134 will be the only school organization located in M134 as of the 2016-2017 school year, and new students will no longer enroll in P.S. 137.

Impact on Students Currently Attending P.S. 134 and P.S. 137

The proposed consolidation of P.S. 137 with P.S. 134 may impact educational and/or extra-curricular programming available to P.S. 134 students at the elementary school level, as the consolidated school may offer opportunities currently available at P.S. 137 in place of or in addition to P.S. 134’s current offerings. If approved, students currently attending P.S. 137 will gain access to the programming available at P.S. 134 and will no longer be served by P.S. 137 as of the 2016-2017 school year, although many of the programs and services currently provided by P.S. 137 would be offered instead by P.S. 134.

P.S. 137 and P.S. 134 serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) special education classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and future students enrolled at P.S. 134 will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at P.S. 137 and P.S. 134 receive English as a Second Language (“ESL”) services. If this proposal is approved, these

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

services will continue to be provided at the consolidated school, and all students will receive their mandated services.

Current fifth grade students who are on track to graduate will complete elementary school at their current school (P.S. 137 or P.S. 134) at the end of the 2015-2016 school year, provided they meet promotional criteria, and can apply to middle school through the middle school admissions process.¹²

If this proposal is approved, current P.S. 134 kindergarten through fourth grade students, as well as fifth grade students who are not on track to graduate, will continue to be served by P.S. 134 alongside their new classmates from the former P.S. 137. It is expected that all current P.S. 137 students, with the exception of those continuing on to middle school, will attend P.S. 134. However, any students who prefer a different school option may seek a transfer through the Office of Student Enrollment, which will work to match students based on their needs and seat availability.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at P.S. 137 or P.S. 134 for the duration of the current (2015-2016) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

P.S. 134's extra-curricular activities, sports, and partnerships include:¹³

- **Extra-curricular Activities:** Henry Street Settlement after-school program, University Settlement After-School Program, Girls on the Run, Studio in a School Art Club
- **Sports:** Track and Field
- **Partnerships:** Henry Street Settlement, Hester Street Collaborative, Math in the City, Rutherford and Goldmansoor, Studio in a School, Third Street Music School, Cookshop, Hunter College School of Education, NYU Steinhardt

P.S. 137 currently offers the following sports and partnerships:¹⁴

- **Sports:** Soccer, Girls Basketball League
- **Partnerships:** University Settlement, Henry Street Settlement Health Clinic, Pace University, Asphalt Green, Ramapo, Rosie's Broadway, Dancing Classrooms, Disney Musicals in the Schools, Math in the City, University of Gothenburg, Sweden

If this proposal is approved, P.S. 134 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, P.S. 134 may also offer programs and partnerships that are currently offered by P.S. 137 after P.S. 137 ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

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

¹² More information can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

¹³ School reported data as of October 16, 2015.

¹⁴ School reported data as of October 16, 2015.

Impact on Future Elementary School Students in District 1

P.S. 137 and P.S. 134 currently admit students through the kindergarten admissions process. Through the kindergarten admissions process, students can apply to all elementary schools within their district, and any schools of interest throughout New York City. District 1 is a choice district, so elementary schools in District 1 do not have zones. Families apply to kindergarten and have the opportunity to rank their preferences among elementary schools. Students will continue to be admitted to P.S. 134 based on District 1 kindergarten admissions priorities, which are described in Appendix B.

If this proposal is approved, P.S. 137 will no longer be a distinct school option and will cease to admit students as of the 2016-2017 school year. The consolidated P.S. 134 will instead offer admissions to the seats previously available at P.S. 137. P.S. 134 will continue to admit students through the kindergarten admissions process.

Information about elementary school options is printed in each borough's Kindergarten Directory, as well as the dedicated Directory for District 1, which are updated yearly and can be found on the DOE's website at: www.nyc.gov/schools/ChoicesEnrollment/Elementary/Resources.

District 1 students who are not admitted to a school through the kindergarten admissions process described above may visit a Family Welcome Center for placement. When an elementary school student residing in a choice (non-zoned) district, such as District 1, arrives for placement at a Family Welcome Center, counselors review available options and assist in identifying a placement based on the student's interest, his or her home address, which schools have available seats, and, where applicable, transfer guidelines.

General information about the kindergarten admissions process and elementary school enrollment can be found on the DOE's website at: www.nyc.gov/schools/kindergarten and Appendix B of this EIS.

Impact on Pre-Kindergarten Programs

P.S. 134 and P.S. 137 currently offer pre-kindergarten programs. If this proposal is approved, P.S. 137 will no longer be a distinct school option and will cease to provide a pre-kindergarten program as of the 2016-2017 school year. Instead the consolidated P.S. 134 will increase the size of its pre-kindergarten program and offer admission to the pre-kindergarten seats previously available at P.S. 137.

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 134 will be subject to continued funding availability and demand.

See Appendix B for more information on pre-kindergarten admissions priorities and elementary school enrollment.

Impact on CBOs

Building M134 houses two CBOs, Henry Street Settlement and University Settlement. These programs provide youth with appropriately structured youth development activities, health services, and afterschool programming. Henry Street Settlement and University Settlement are not expected to lose any space or reduce their services as a result of this proposal.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the consolidated P.S. 134 in M134 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint: http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

Any space remaining beyond the baseline or adjusted baseline allocations will be excess space available to the consolidated P.S. 134.

According to a walk-through and survey of building M134 conducted on October 15, 2015 by a representative from the Office of Space Planning, M134 includes 41 full-size rooms, 3 half-size rooms, 13 quarter-size room and 2.0 FSE rooms of designed administrative space. M134 also includes a gymnasium, an auditorium, a library and a cafeteria, all of which are currently shared by P.S. 134 and P.S. 137, but would be used solely by the consolidated P.S. 134 if this proposal is approved. The below spaces are currently being shared by the two schools:

- The school nurse's office occupies 0.5 FSE room of designed administrative space.
- The School-Based Support Team ("SBST") occupies 1 quarter-size room.
- A custodian room occupies 1 quarter-size room.
- A speech room occupies 1 half-size room.
- A teacher cafeteria occupies 1 full-size room.
- An occupational and physical therapy room occupies 1 half-size room.
- A CBO, Henry Street Settlement, occupies 1 full-size room, 1 half-size room, and 1 quarter-size room.
- A CBO, University Settlement, occupies 1 quarter-size room.

Excluding the shared spaces outlined above, M134 has a total of 39 full-size rooms, 9 quarter-size rooms and 1.5 FSE room of designed administrative space remaining to be allocated.

Per the Footprint, P.S. 134's current baseline allocation is 16 full-size rooms, 4 half-size rooms, and 2.5 FSE rooms for administrative use. Due to a lack of half-size spaces, the DOE adjusted P.S. 134's baseline Footprint allocation to substitute 4 full-size spaces in lieu of 4 half-size spaces. Thus, P.S. 134's adjusted baseline allocation is 20 full-size rooms and 2.5 FSE rooms of administrative space, comprised of 1 full-size room, 3 quarter-size rooms, and .75 FSE of designed administrative space. Currently, P.S. 134 is using 21 full-size rooms and 3.0 administrative FSE rooms, comprised of 1 full-size room, 5 quarter-size rooms, and .75 room of designed administrative space. Therefore, P.S. 134 is using 1 full-size room and 2 quarter-size rooms above its Footprint allocation.

Per the Footprint, P.S. 137's current baseline allocation is 9 full-size rooms, 5 half-size rooms, and 2.0 FSE rooms for administrative use. Due to a lack of half-size spaces, the DOE adjusted P.S. 137's baseline Footprint allocation to substitute 5 full-size spaces in lieu of 5 half-size spaces. Thus, P.S. 137's adjusted baseline allocation is 14 full-size rooms and 2.0 FSE rooms of administrative space, comprised of 1 full-size room, 1 quarter-size room, and .75 FSE of designed administrative space. Currently, P.S. 137 is using 16 full-size rooms and 2.75 administrative FSE rooms, comprised of 1 full-size room, 4 quarter-size rooms, and .75 FSE of designed administrative space. Therefore, P.S. 137 is using 2 full-size rooms and 3 quarter-size rooms above its Footprint allocation.

If this proposal is approved, P.S. 137 will be consolidated with P.S. 134, and P.S. 134's baseline space allocation will be 19 full-size rooms, 7 half-size rooms, and 3.0 FSE spaces for

administrative use. Due to a lack of half-size spaces, the DOE has adjusted P.S. 134's baseline Footprint allocation to substitute 7 full-size spaces in lieu of 7 half-size spaces. Thus, P.S. 134's adjusted baseline allocation is 26 full-size rooms, and 3.00 FSE rooms of administrative spaces, comprised of 1.5 FSE of designed administrative space, 1 FS room, and 2 quarter-size rooms. As a consolidated school, P.S. 134 will be able to program students more efficiently in fewer class sections and therefore would require less space than the two schools require as separate organizations. However, should the consolidated school choose to program with more class sections, sufficient space will remain available in the building.

The adjusted baseline allocations of full-size rooms in M134 are detailed in the chart below:

DBN	School Name	2015-2016	2016-2017
01M137	P.S. 137	15	-
01M134	P.S. 134	21	27
TOTAL		35	27
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		39	39
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		4	12

Any space remaining beyond the baseline or adjusted baseline allocations will be excess space available to the consolidated P.S. 134.

Building Safety and Security

If this proposal is approved, the consolidated P.S. 134 will develop a safety and security plan for M134 prior to the first day of school in September 2016.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of P.S. 137 and P.S. 134 will result in a healthy enrollment at the school and provide the budget required to run effectively. Because of the increased resources, the consolidated P.S. 134 will be able to enhance programs offered, creating a stronger school environment and an improved elementary school option. Further, there are several under-enrolled elementary schools in District 1. By reducing the total number of elementary schools in the district, other schools may experience an increase in demand and enrollment, which would result in increased resources for those schools.

If this proposal is approved, community members and organizations will be able to obtain school building use permits at the M134 building. This proposal is not expected to impact the accessibility of M134, which is partially accessible.

IV. Enrollment, Admissions and School Performance Information
P.S. 137

Admissions Data

Current Admissions	Pre-Kindergarten: Standard universal pre-kindergarten admissions process Grades K-5: Kindergarten Admission Process for Choice District
Admissions after Consolidation	N/A

Enrollment Data¹⁵

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016 (projections)	18	22	22	17	25	33	37	174
2016-2017 (projections)	-	-	-	-	-	-	-	-

Demographic Data¹⁶

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with Individualized Education Programs	33%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced-Price Lunch	96%

¹⁵ All figures are based on the 2015-2016 Budget Register Projections.

¹⁶ All figures are reported as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

School Performance Data

P.S. 137 John L. Bernstein	2012-2013	2013-2014	2014-2015
School Quality Indicators^{17,18}			
1.1 Curriculum	Developing	N/A	Proficient ¹⁹
1.2 Pedagogy	Proficient	N/A	Developing
2.2 Assessment	Proficient	N/A	Developing
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	7%	6%	13%
Math % Proficient (Levels 3 and 4)	6%	11%	16%
Other Key Performance Indicators			
Attendance Rate ²⁰	91%	91%	N/A
2015-2016 State Accountability Status²¹	Local Assistance Plan		

¹⁷ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/ronlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

¹⁸ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. P.S. 137 did not have a Quality Review for the 2013-2014 school year.

¹⁹ Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁰ Attendance Rate for 2014-2015 is not available at this time.

²¹ This status is determined by the New York State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

P.S. 134

Admissions Data

Current Admissions	Pre-Kindergarten: Standard universal pre-kindergarten admissions process Grades K-5: Kindergarten Admission Process for Choice District
Admissions after Consolidation	Pre-Kindergarten: Standard universal pre-kindergarten admissions process Grades K-5: Kindergarten Admission Process for Choice District

Enrollment Data²²

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016 (projections)	36	30	27	41	35	47	45	261
2016-2017 (projections)	54	50-60	45-55	45-55	50-60	55-65	75-85	374-434

Demographic Data²³

Percentage of Students Receiving ICT or SC Services	22%
Percentage of Students with Individualized Education Programs	30%
Percentage of English Language Learner Students	13%
Percentage of Students Eligible for Free or Reduced-Price Lunch	93%

²² All figures are based on the 2015-2016 Budget Register Projections

²³ All figures are reported as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

School Performance Data

P.S. 134 Henrietta Szold ^{24, 25}	2012-2013	2013-2014	2014-2015
School Quality Indicators²⁶			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	9%	14%	15%
Math % Proficient (Levels 3 and 4)	27%	36%	39%
Other Key Performance Indicators			
Attendance Rate ²⁷	93%	91%	N/A
2015-2016 State Accountability Status²⁸	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The costs associated with this proposal are explained below.

Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding per capita allocation levels. As shown in Section IV above, P.S. 134's total enrollment is expected to increase as a result of the consolidation, and as a result P.S. 134's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, ELL students, and those students with other supplemental academic needs. Please refer to the FSF Guide²⁹

²⁴ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

²⁵ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. P.S. 134 did not have a Quality Review for the 2012-2013 or 2014-2015 school years.

²⁶ Quality Review Scores are abbreviated as follows: well-developed ("WD"), proficient ("P"), developing ("D"), or underdeveloped ("UD"). For more information about Quality Reviews, please visit the DOE website at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁷ Attendance Rate for 2014-2015 is not available at this time.

²⁸ This status is determined by State Education Department ("SED") under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

²⁹ The FSF Guide is available at: http://www.nycboe.net/AdminOrg/Finance/budget/dbor/dbor_intranet/DFPM_Budget_Resources/fy16/docs/FSF_School_Budget_Resource_Guide.pdf.

and FY16 School Allocation Memoranda³⁰ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this consolidation.

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

A. Personnel Needs

If this proposal is approved, some P.S. 134 and/or P.S. 137 staff members may be excessed when the school is consolidated. Where possible, the DOE will seek to minimize excessing³¹ of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from P.S. 137 and P.S. 134 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

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

B. Administration

If this proposal is approved, some supervisors and/or administrators at P.S. 134 and P.S. 137 may be excessed when the schools are consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation. In the event that staff excessing is required, staff from P.S. 134 and P.S. 137 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

C. Transportation

There will be no change to existing transportation practices at P.S. 134 or P.S. 137 during the current school year (2015-2016).

If this proposal is approved, transportation will continue to be provided to students attending the consolidated P.S. 134 according to Chancellor’s Regulation A-801:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

D. Other Support Services

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

³⁰ The FY16 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html.

³¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

VII. Building Information

Building		M134
Type of Building		PS
Year Built		1960
Overall BCAS rating		2.31
2014-2015 Blue Book Target Building Utilization		68%
2014-2015 Blue Book Target Building Capacity		652
FY 2014 Maintenance Costs	Labor	\$21,371
	Materials	\$10,125
	Maintenance, repair, and service contracts	\$60,724
	Custodial operations costs— Materials	\$6,084
	Custodial operations costs— Custodial Allocation	\$207,101
FY 2015 Energy Costs	Electric	\$114,942
	Gas	\$3,164
	Steam	N/A
	Oil (FY 2014)	\$153,081
Projects completed during the current or prior school year		Classroom Connectivity
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online 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 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' 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 2014-2015. As described above in this EIS, the DOE's utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, utilization rates for 2015-2016 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 high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's 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 will decrease.

Appendix B: School Admissions

Elementary School Admissions

As a choice district, District 1 does not have any zoned elementary schools. On the pre-kindergarten and kindergarten applications, potential students will be asked to rank District 1 schools and programs, as well as other schools and programs outside of District 1, in order of preference.

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

1. Students who reside in the district, have a sibling who will be enrolled in the school in grades K-5 the following September, and have no zoned school or whose zoned school has no pre-K program
2. Students who reside in the district, have a sibling who will be enrolled in the school in grades K-5 the following September, and are zoned to a different school that has a pre-K program
3. Students who reside in the borough and have a sibling who will be enrolled in the school in grades K-5 the following September
4. Students who reside out-of-borough and have a sibling who will be enrolled in the school in grades K-5 the following September
5. Students who reside in the district and have no zoned school or whose zoned school has no pre-K program
6. Students who reside in the district and are zoned to a different school
7. Students who reside in the borough
8. Students who reside out-of-borough

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

Kindergarten applicants are considered for placement at each school listed on their application based on schools' admissions priorities. Students who fall in the first priority group will be considered for placement first; students in the second priority group will be considered next; and so on, until all available seats have been filled. Applicants will be considered at all District 1 schools ranked on the application, in order of ranked preference, according to the following priority order:

1. District 1 residents who attend a District 1 school for pre-k and choose their current school as their first choice for kindergarten
2. District 1 residents who have a verified sibling (in grades K-5 as of the following September) in a District 1 school and choose the sibling's school as their first choice for kindergarten
3. Students who reside outside District 1 who have a verified sibling (in grades K-5 as of the following September) in a District 1 school and choose the sibling's school as their first choice for kindergarten
4. All other District 1 residents who choose a school as their first choice for kindergarten
5. Students who reside outside District 1 who attend a different District 1 school for pre-k and choose the school as their first choice for kindergarten
6. Students who reside in District 1 who could not be accommodated in their first choice
7. All other out-of-district students

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

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,³² a Non-Public School Placement, or specialized programs,³³ are admitted to kindergarten in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

³² District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 347 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

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

Appendix C: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or integrated co-teaching section and a full-size or half-size room to accommodate each self-contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.