

EDUCATIONAL IMPACT STATEMENT:

The Proposed Consolidation of Urban Assembly Academy of Civic Engagement (08X366) with Mott Hall Community School (08X467) in Building X192 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate Urban Assembly Academy of Civic Engagement (08X366, “Civic Engagement”), an existing middle school that currently serves students in sixth through eighth grade, with Mott Hall Community School (08X467, “Mott Hall”), an existing middle school that serves students in sixth through eighth grade, beginning in the 2016-2017 school year. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. The DOE is proposing to consolidate Civic Engagement with Mott Hall because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges. Civic Engagement, in particular, has seen a significant drop in enrollment over the past several school years. If this proposal is approved, Civic Engagement and Mott Hall will be combined such that students, staff, and resources of Civic Engagement will become part of Mott Hall, and Civic Engagement will no longer exist as a distinct school option as of the 2016-2017 school year.

Mott Hall and Civic Engagement are co-located in building X192 (“X192”), located at 650 Hollywood Avenue, Bronx, NY 10465 in Community School District 8 (“District 8”), along with Urban Institute of Mathematics (08X371, “Urban Institute”), an existing middle school that serves students in sixth through eighth grade, and Bronx Delta School (08X392, “Delta”), an existing elementary school that is phasing in and currently serves students in kindergarten and first grade and offers a pre-kindergarten program. A co-location means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, and cafeterias. Building X192 also houses the following three community-based organizations (“CBOs”): Phipps Beacon Community Program (“Beacon”), East Side House Settlement (“East Side House”), and Xposure After-School Institute (“Xposure”). If this proposal is approved, Urban Institute will continue to serve students in sixth through eighth grade, and Delta will continue to phase in until it reaches full scale in the 2019-2020 school year, when it will serve students in kindergarten through fifth grade and offer a pre-kindergarten program. If this proposal is approved, Beacon, East Side House, and Xposure will continue to provide services and maintain their space in X192.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.¹ Both Mott Hall and Civic Engagement are identified as Focus schools. If this proposal is approved, the newly consolidated school would retain Mott Hall’s status as a Focus school.²

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 The New York State Education Department identified “Focus Schools” as Title I schools with the lowest student subgroup proficiency on the statewide assessments or high schools with the lowest graduation rate for subgroups of

Civic Engagement is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools. Schools selected to be Renewal Schools were assigned the state accountability status of Priority or Focus Schools by SED, demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Review at the time of selection. (Four schools were selected to be Renewal Schools per the Chancellor’s discretion.)³ Mott Hall is not a Renewal School.

As a Renewal School, Civic Engagement is currently being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges. If this proposal is approved, the newly consolidated Mott Hall would not be designated as a Renewal School, but it would be designated as a Community School.

Urban Institute is also a Community School; its status as a Community School will not be impacted by this proposal. Urban Institute is not a Renewal School.

Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the 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-pupil basis based on Fair Student Funding (“FSF”) 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 Civic Engagement with Mott Hall based primarily on the benefits students would derive from the combined resources made available by consolidating the two school organizations into one. At the consolidated school, students will have access to a variety of academic and enrichment opportunities, interventions, extended day learning, and enhanced supports through the Community School model, which may not have been financially feasible for Mott Hall to offer in the absence of consolidation. In addition to these 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 8 Superintendent in conjunction with the principals of the schools proposed for consolidation and their respective school communities through a collaborative planning process. The need to address limited resources and low enrollment at Civic Engagement became evident through conversations between the District 8 Superintendent and the leadership of Mott Hall and Civic Engagement. As explained above, the consolidation of Civic Engagement with Mott Hall will improve resources at the consolidated school, and will also reduce the number of under-enrolled middle schools in the district. The DOE believes this proposal

students. These schools were initially identified in 2012-2013. A new list of Focus schools will be released in early 2016 at which time the old list will sunset. More information is available at: <http://www.p12.nysed.gov/accountability/FocusDistrictOverview.html>.

³ Information on the School Renewal School program is available online at: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

will result in an improvement in the X192 campus and stronger school options for students in District 8.

Civic Engagement and Mott Hall are currently co-located in X192 and are working together in a number of ways. Collaboration and preparation for a strategic transition began prior to the start of the 2015-2016 school year and have continued since the school year began. This collaboration has been further enhanced by the appointment of the Mott Hall principal as the Master Principal of both Mott Hall and Civic Engagement for the 2015-2016 school year. In addition to the Master Principal, there is an interim acting principal for Civic Engagement who was appointed to serve in collaboration with the Master Principal. A “Master Principal” is an experienced principal put in place to supervise two schools; in this capacity, the Master Principal is responsible for overseeing the budget and allocating resources across both schools. If this proposal is approved, the Master Principal will be the principal of the consolidated Mott Hall beginning in the 2016-2017 school year.

Presently, Mott Hall and Civic Engagement are working to build a cohesive school culture, which includes: a shared bell schedule and lunch period; cross-school content area inquiry teams; co-planned professional development; shared instructional coaches; implementation of shared writing, reading, math, science, and social studies curricula across the schools; shared English as a Second Language (“ESL”) services and Special Education Teacher Support Services (“SETSS”); shared art, physical education, and music teachers; and co-mingling of sixth-grade students. The schools are also engaged in the following shared activities: field day, parent events, high school fair, varsity basketball, and cheerleading. In addition to 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, if approved.

Public Engagement

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

- A presentation made to the Community Education Council (“CEC”) 8 on September 28, 2015 by the Office of District Planning, at which the District 8 Superintendent announced the proposed consolidation. The principals of Civic Engagement and Mott Hall were among those in attendance.
- A meeting led by the District 8 Superintendent with staff and leadership of Civic Engagement and Mott Hall on September 29, 2015, at which the Superintendent discussed the proposed consolidation.
- Letters discussing the potential consolidation sent home with students of Civic Engagement and Mott Hall on September 29, 2015.
- Parent meetings and information sessions were held on October 2, 2015 for both Civic Engagement and Mott Hall.
- A walk-through of X192 with a Deputy Chancellor on October 20, 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 8 Superintendent as well as representatives from the Office of the Superintendent, the Office of District Planning, the Office of Space Planning, the Office of School Design, the United Federation of Teachers, CEC 8, Mott Hall’s School Leadership Team, Civic Engagement’s School Leadership Team, Urban Institute’s School Leadership Team, and Delta’s School Leadership Team. The walk-through began with a meeting led by the

Deputy Chancellor during which the rationale for consolidation was discussed and all participants had the opportunity to ask questions and have them answered by the Deputy Chancellor and representatives from other offices.

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 X192. 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 212-374-5159 or emailing D08Proposals@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, Civic Engagement will be consolidated with Mott Hall beginning in the 2016-2017 school year. The consolidated Mott Hall will continue to serve students in sixth through eighth grade. Civic Engagement will no longer exist as an individual school option, and current Civic Engagement students will be accommodated at Mott Hall (see Section III for more information).

Building X192 has the capacity to serve a total of 1,390 students.⁴ If this proposal is approved, Mott Hall will absorb the enrollment of Civic Engagement and will serve a projected 345-375 students in sixth through eighth grade in the 2016-2017 school year. Urban Institute will serve a projected 270-300 students in sixth through eighth grade in the 2016-2017 school year. Delta will serve a projected 236-266 students in kindergarten through second grade and pre-kindergarten in the 2016-2017 school year. This will result in a total projected building enrollment of 851-941 students in X192, yielding a building utilization rate of 61%-68%.⁵ Additional enrollment and

⁴ According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”).

⁵ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Budget Register Projections for district schools. 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 consolidated 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>.

utilization information is detailed in the following section.

II. Proposed or Potential Use of Building

As noted in Section I above, building X192 has the target capacity to serve 1,390 students. X192 currently serves 821 students across Mott Hall, Civic Engagement, Urban Institute, and Delta, yielding a building utilization rate of 59%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A. If this proposal is approved, X192 will serve a total of approximately 851-941 students in the 2016-2017 school year, resulting in a projected utilization rate of 61%-68%. When the proposal is at full-scale in the 2020-2021 school year, building X192 is projected to serve 1,106-1, 226 students and have a projected utilization rate of 80%-88%.

If this proposal is approved, the grade spans served by each of the current and proposed school organization in X192 will be as follows:

Grade Spans

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
08X467	Mott Hall Community School	6-8	6-8	6-8	6-8	6-8	6-8
08X366	Urban Assembly Academy of Civic Engagement	6-8	-	-	-	-	-
08X371	Urban Institute of Mathematics	6-8	6-8	6-8	6-8	6-8	6-8
08X392	Bronx Delta School ⁶	K-1	K-2	K-3	K-4	K-5	K-5

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

The chart below shows the projected enrollment and building utilization for X192, if this proposal is approved:

Building Utilization							
DBN	School Name	2015-2016 Projected Enrollment⁷	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment
08X467	Mott Hall Community School	231	345 - 375	340 - 370	345 - 375	345 - 375	345 - 375
08X366	Urban Assembly Academy of Civic Engagement	141	-	-	-	-	-
08X371	Urban Institute of Mathematics	275	270 - 300	265 - 295	270 - 300	270 - 300	270 - 300
08X392	Bronx Delta School ⁸	174	236 - 266	311 - 351	386 - 436	461 - 521	491 - 551
Total Building Enrollment		821	851 - 941	916 - 1,016	1,001 - 1,111	1,076 - 1,196	1,106 - 1,226
Utilization⁹		59%	61% - 68%	66% - 73%	72% - 80%	77% - 86%	80% - 88%

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 Mott Hall will receive its baseline or adjusted baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). In addition, Urban Institute and Delta will also continue to receive their baseline allocations of space pursuant to 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/ronlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

⁷ Projected Enrollment is based on the 2015-2016 Budget Register Projections. Unaudited register will be available after October 31, 2015.

⁸ Delta’s current and projected enrollment figures include enrollment in Delta’s pre-kindergarten program. Delta will be at full-scale in the 2019-2020 school year, serving students in kindergarten through fifth grade and pre-kindergarten. Enrollment and utilization rates are provided through 2020-2021 to show enrollment stabilization. The increasing utilization rate over the course of this proposal reflects Delta’s phase-in to the building and expected demand for the school.

⁹ All references to building utilization rates in 2015-2016 and beyond 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>.

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

A. Students

Civic Engagement and Mott Hall currently serve students in grades six through eight in X192. Because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate Civic Engagement with Mott Hall in X192. If this proposal is approved, current Civic Engagement students in sixth and seventh grades, as well as Civic Engagement students in the eighth grade who must repeat the grade, will be served in Mott Hall beginning in the 2016-2017 school year. Current Mott Hall students will continue to be served at the school alongside their new classmates from Civic Engagement. If Civic Engagement is consolidated with Mott Hall, new students will no longer enroll in Civic Engagement.

Impact on Students Currently Attending Mott Hall and Civic Engagement

The proposed consolidation of Civic Engagement with Mott Hall is expected to impact educational and/or extra-curricular programming available to Mott Hall students, as the consolidated school may offer opportunities currently available at Civic Engagement in place of or in addition to Mott Hall's current offerings. If approved, students currently attending Civic Engagement will gain access to the programming available at Mott Hall and will no longer be served by Civic Engagement as of the 2016-2017 school year, although programs and services currently provided by Civic Engagement may be offered instead by Mott Hall.

Mott Hall and Civic Engagement 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 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 the consolidated Mott Hall will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learner ("ELL") students currently enrolled at Mott Hall and Civic Engagement receive ESL services. If this proposal is approved, these services will continue to be provided at the consolidated school and all students will receive their mandated services.

Current eighth grade students who are on track to graduate will complete middle school at their current school (Civic Engagement or Mott Hall) at the end of the 2015-2016 school year, provided they meet promotional criteria, and can apply to high school through the high school admissions process.¹⁰

If this proposal is approved, current Mott Hall sixth and seventh grade students, as well as eighth grade students who are not on track to graduate, will continue to be served by Mott Hall alongside their new classmates from the former Civic Engagement. It is expected that all current Civic Engagement students, with the exception of those continuing on to high school, will attend the consolidated Mott Hall. 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.

¹⁰ More information can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Civic Engagement or Mott Hall 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.

Mott Hall currently offers the following extra-curricular activities and clubs, sports, and partnerships:¹¹

- **Extra-curricular activities and clubs:** Chess, Robotics, Band, Chorus, Dance, and Science, Technology, Engineering and Math (STEM) Discovery Program
- **Sports:** Basketball, Flag Football, Soccer, Track and Field, and CHAMPS Sports Co-ed Cross Country
- **Partnerships:** Xposure and East Side House

Civic Engagement currently offers the following extra-curricular activities and clubs, sports, and partnerships:¹²

- **Extra-curricular activities and clubs:** Art Club, Guitar Club, Latin Dancing, Hip Hop Dancing, Filmmaking, Arts and Crafts, Fashion, Cooking Class, Student Government, No Place for Hate Committee, School Newspaper, Yearbook Committee, Community Service trips, Super Scholar trips, Honor Roll luncheons, and Perfect Attendance breakfasts
- **Sports:** Basketball, Baseball, Flag Football, Softball, Step, Track and Field, and CHAMPS Sports Co-ed Soccer
- **Partnerships:** Xposure

If this proposal is approved, the consolidated Mott Hall 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 schools, which annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, Mott Hall may also offer programs and partnerships that are currently offered by Civic Engagement after Civic Engagement 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.

Impact on Current Students Attending Urban Institute and Delta

This proposal is not expected to impact students at Urban Institute or Delta. If this proposal is approved, Urban Institute will continue to serve students in sixth through eighth grades in X192,

¹¹ Information is from the 2016 New York Middle School Directory for District 8, available at: <http://schools.nyc.gov/NR/rdonlyres/CAF47140-0978-4058-AF70-EAEF01C04FF3/0/2016NYCMSDirectoryDistrict08.pdf>.

¹² Information is from the 2016 New York Middle School Directory for District 8, available at: <http://schools.nyc.gov/NR/rdonlyres/CAF47140-0978-4058-AF70-EAEF01C04FF3/0/2016NYCMSDirectoryDistrict08.pdf>.

and Delta will continue to phase in to serve students in kindergarten through fifth grade and pre-kindergarten in X192. This proposal is not anticipated to affect the admissions or programming of Urban Institute or Delta.

Urban Institute and Delta serve general education students and students requiring special education services, including students currently enrolled in ICT and SC special education classes and students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their 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 Urban Institute and Delta will continue to receive all mandated special education services if this proposal is approved.

In addition, ELL students currently enrolled at Urban Institute and Delta receive ESL services. If this proposal is approved, these services will continue to be provided and all students will continue to receive their mandated services.

Urban Institute currently offers the following extra-curricular activities, clubs, and sports:¹³

- **Extra-curricular activities and clubs:** Debate, Robotics, String Instruments/Orchestra, Theatre, Portfolio Art, Car Model Club, Honor Society, Peer Mediation, Chess Club, Yearbook, Teen Thursday, Math Team, Mighty Milers, National Junior Honor Society (NJHS), NYC Urban Debate League, Dancing Classrooms, and Specialized High School Admissions Test (SHSAT) Prep
- **Sports:** Basketball, Cheerleading, and CHAMPS Sports – Co-ed Dance, Flag Football, and Track and Field
- **Partnerships:** Urban Advantage, LitLife, New York Road Runners, The Bronx County Historical Society, High School Bound, Middle School Quality Initiative (MSQI), NYC Urban Debate League, Strategic Adolescent Reading Intervention (STARI), the Poulin Project, Achieve 3000, East Side Settlement House, Phipps Corporation, Generation Ready, The Princeton Review, Active Designs, Inc., Makeosity, Inc., Robin Hood Foundation, LightSail, SolarOne, National Training Network, Service in School Learning Institute, Jason Learning, and the Museum of Modern Art

Delta currently offers the following partnerships:¹⁴

- **Partnerships:** Education through Music and Phipps Beacon Community Program.

If this proposal is approved, Urban Institute and Delta 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 schools, which annually modify extra-curricular offerings based on student demand and available resources.

Impact on Future Middle School Students in District 8

Civic Engagement, Mott Hall, and Urban Institute currently admit students through the middle school admissions process using an unscreened method, giving priority to students living in the

¹³ School reported data as of October 23, 2015.

¹⁴ School reported data as of October 26, 2015.

schools' shared zone.

If this proposal is approved, Civic Engagement will no longer be a distinct school option and will cease to admit students as of the 2016-2017 school year. The consolidated Mott Hall will instead offer admissions to the seats previously available at Civic Engagement. Mott Hall will continue to admit students through the middle school admissions process using an unscreened admissions method, giving priority to students living in the zone.

If this proposal is approved, Urban Institute will continue to admit students through the middle school admissions process using an unscreened admissions method, giving priority to students living in the zone.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm> and Appendix B of this EIS.

Impact on Future Elementary School Students in District 8

This proposal is not expected to impact the elementary admissions process at Delta. Delta is a non-zoned school located in District 8. Applicants to Delta are considered for placement in the following order:

1. Students residing in the district whose verified siblings will be enrolled in grades K-5 in the school as of the following September;
2. Students residing outside the district whose verified siblings will be enrolled in grades K-5 in the school as of the following September;
3. Students residing in the district who are currently enrolled at the school for pre-kindergarten;
4. Students residing outside the district who are currently enrolled at the school for pre-kindergarten;
5. Students who reside in the district other than those in (1) and (3) above;
6. Students who reside outside the district other than those in (2) and (4) above.

See Appendix B for more information on elementary school enrollment.

Impact on Pre-Kindergarten

This proposal is not expected to impact the pre-kindergarten program at Delta. 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 Delta will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>. Please see Appendix B of this EIS for more information on pre-kindergarten admissions.

Enrollment Impact on Future Over-the-Counter (“OTC”) Students

Mott Hall, Civic Engagement, and Urban Institute also currently admit students through the OTC placement process. If this proposal is approved, the consolidated Mott Hall will continue to admit students through the OTC placement process. The consolidation is not expected to impact the DOE’s ability to accommodate future OTC middle school students in the district since the consolidated Mott Hall will have adequate capacity to accommodate students who would have been admitted through the OTC process to either Civic Engagement or Mott Hall.

OTC placement refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the beginning of the school year. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;¹⁵
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school arrives for OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school.

Impact on CBOs

Building X192 houses the following CBOs:

- Phipps Beacon Community Program, which serves students at Delta and provides children and teens with a safe, structured environment where they can do homework, participate in activities that enrich learning, and enjoy a fun, social experience outside of school hours.
- East Side House Settlement, which serves students at Urban Institute, Civic Engagement, and Mott Hall and provides an after-school program offering academic enrichment, arts programming, literacy services, homework help, structured recreation, and specialized activities.
- Xposure After-School Institute, which serves students at Mott Hall and helps young people apply what they are learning in school to the real world.

Phipps, East Side House, and Xposure are not expected to lose any space or reduce their services as a result of this proposal.

¹⁵ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the consolidated Mott Hall in X192 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/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint_91114newlogo.pdf.

According to a building walk-through and an updated desk survey performed on September 18, 2015 by a representative from the Office of Space Planning, X192 includes 65 full-size rooms, 18 half-size rooms, and 7.0 full-size equivalent ("FSE") rooms of designed administrative space. X192 also includes a gymnasium, an auditorium, a library, and a cafeteria, which are shared spaces for Mott Hall, Civic Engagement, Urban Institute, and Delta and would be shared between Urban Institute, Delta, and the consolidated Mott Hall if this proposal is approved. The below spaces are shared building spaces or represent spaces allocated to CBOs and will not be included in the allocation of space for any individual school:

- The school nurse's office occupies 1.0 FSE room of designed administrative space.
- The School-Based Support Team occupies 1 half-size room and 1.0 FSE room of designed administrative space.
- The custodian's office occupies 1 half-size room.
- A teacher's lounge occupies 1 full-size room.
- A dance room occupies 1 full-size room.
- East Side House Settlement occupies 1 full-size room.
- The Phipps Beacon Community Program occupies 1 half-size room.
- The Xposure After-School Institute occupies 1 full-size room.

Excluding the shared spaces outlined above, X192 has a total of 61 full-size rooms, 15 half-size rooms, and 5.0 FSE rooms of designed administrative space remaining to be allocated in X192.

Per the Footprint, Mott Hall's current baseline allocation is 10 full-size rooms, 3 half-size rooms, and 2.5 FSE rooms for administrative use. Due to building configuration and a lack of half-size spaces suitable for instruction on Mott Hall's current floor, the DOE adjusted Mott Hall's baseline allocation to include 2 full-size spaces in lieu of 2 half-size spaces. Thus, Mott Hall's adjusted baseline allocation for the 2015-2016 school year is 12 full-size spaces, 1 half-size space, and 2.5 FSE rooms for administrative use, comprised of 2.0 FSE rooms of designed administrative space and 1 half-size room, for a total of 12 full-size rooms, 2 half-size rooms, and 2.0 FSE rooms of designed administrative space. Currently, Mott Hall is using 15 full-size rooms, 2 half-size rooms, and 2.0 FSE rooms of designed administrative space. Therefore, Mott Hall is using 3 full-size rooms above its Footprint allocation.

Per the Footprint, Civic Engagement's current baseline allocation is 6 full-size rooms, 4 half-size rooms, and 2.0 FSE rooms for administrative use, comprised of 1.0 FSE room of designed administrative space and 1 full-size room, for a total of 7 full-size rooms, 4 half-size rooms, and 1.0 FSE room of designed administrative space. Currently, Civic Engagement is using 19 full-size rooms, 5 half-size rooms, and 1.0 FSE room of designed administrative space. Therefore, Civic Engagement is using 12 full-size rooms and 1 half-size room above its Footprint allocation.

If this proposal is approved, Civic Engagement will be consolidated with Mott Hall, and the consolidated Mott Hall's baseline space allocation will be 13 full-size rooms, 4 half-size rooms, and 3.0 FSE spaces for administrative use. If this proposal is approved, Mott Hall will relocate to Civic Engagement's current space, which has enough half-size rooms to accommodate Mott Hall's allocation. Thus, Mott Hall's baseline allocation for the 2016-2017 school year and beyond will be

13 full-size spaces, 4 half-size spaces, and 3.0 FSE rooms for administrative use, comprised of 1.0 FSE rooms of designed administrative space and 2 full-size spaces.

Per the Footprint, Urban Institute’s current baseline allocation is 11 full-size rooms, 3 half-size rooms, and 2.5 FSE rooms for administrative use, which is comprised of 2 full-size rooms and 0.5 FSE rooms of designed administrative space. Currently, Urban Institute is using 17 full-size rooms, 5 half-size rooms, and 0.5 FSE rooms of designed administrative space. Therefore, Urban Institute is using 4 full-size rooms and 2 half-size rooms above its Footprint allocation.

In 2016-2017 and beyond, Urban Institute’s baseline Footprint allocation will be 13 full-size rooms, 4 half-size rooms, and 2.5 FSE rooms for administrative purposes. Thus, Urban Institute’s baseline allocation in 2016-2017 and subsequent school years will be 13 full-size spaces, 4 half-size space, and 2.5 FSE rooms for administrative use, comprised of 2 full-size rooms and 0.5 FSE rooms of designed administrative space.

Per the Footprint, Delta’s current baseline allocation is 10 full-size rooms, 2 half-size rooms, and 2.0 FSE rooms for administrative use. Currently, Delta is using 8 full-size rooms, 2 half-size rooms, and 2.0 FSE rooms of administrative space, comprised of 1.5 FSE rooms of designed administrative space and 1 half-size room. Therefore, in the 2015-2016 school year, Delta is using 2 full-size rooms below its Footprint allocation. Delta has elected to utilize space on one floor only during the current school year so that it can maintain contiguous space, which is why the school is using less than its Footprint allocation.

Delta currently serves students in kindergarten and first grade and offers a pre-kindergarten program. Delta is phasing in and will be at full scale in the 2019-2020 school year, when it will serve students in grades kindergarten through five and offer a pre-kindergarten program. Delta’s baseline footprint allocation will continue to grow from the 2016-2017 school year through the 2019-2020 school year, reflecting the fact that Delta is still phasing into the X192 building. At full scale, Delta is anticipated to have a baseline footprint allocation of 23 full-size rooms, 5 half-size rooms, and 4.0 FSE rooms for administrative purposes, composed of 1 half-size rooms and 3.5 FSE rooms of designed administrative space. Delta’s full-size room allocations over the course of its phase-in are reflected in the chart below.

The current and estimated future baseline allocations of full-size rooms in X192, including adjustments for Mott Hall in 2015-2016, are detailed in the chart below:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
08X366	Civic Engagement	7	-	-	-	-	-
08X467	Mott Hall	12	15	15	15	15	15
08X371	Urban Institute	13	15	15	15	15	15
08X392	Delta	10	14	17	20	23	23
TOTAL		42	44	47	50	53	53
TOTAL FULL-SIZE ROOMS AVAILABLE FOR ALLOCATION		61	61	61	61	61	61
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		19	17	14	11	8	8

All necessary adjustments for administrative or other purposes have been reflected in the chart above.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

There are no other proposed uses or plans for building X192 at this time.

Building Safety and Security

If this proposal is approved, the consolidated Mott Hall, Urban Institute, and Delta will develop a safety and security plan for X192 prior to the first day of school in September 2016.

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

- 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

The DOE believes that the consolidation of Civic Engagement with Mott Hall will benefit the District 8 community by strengthening middle school options in the district, providing services at the consolidated Mott Hall beyond what Mott Hall or Civic Engagement can currently provide, and increasing enrollment at under-enrolled middle schools in the district. Both Civic Engagement and Mott Hall have experienced reduced enrollment in recent years.

Civic Engagement in particular has seen a significant drop in enrollment from 376 students in the 2009-2010 school year to 141 students in the 2015-2016 school year, a decline of 63%.¹⁶ Mott Hall’s first year as a fully phased-in middle school was the 2011-2012 school year, when its enrollment was 272 students. In the 2015-2016 school year, Mott Hall’s enrollment is 231 students, a decline of 15%. Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of Civic Engagement and Mott Hall will result in a healthier enrollment at the school and provide the budget required to run the consolidated school more effectively. Due to increased resources, the consolidated Mott Hall will be able to enhance programs offered, creating a stronger school environment and an improved middle school option for the community.

Civic Engagement has been designated as a Renewal School. As a Renewal School, Civic Engagement is currently being transformed into a Community School. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address

¹⁶ Enrollment figures for years prior to the 2015-2016 school year are from the Audited Register released October 31 of each year. Enrollment figures for the 2015-2016 school year are based on the 2015-2016 Budget Register Projections.

their common challenges. If this proposal is approved, the consolidated school would not be designated as a Renewal School, but it would be designated as a Community School, and students at the consolidated school will have access to a variety of academic and enrichment opportunities, interventions, extended day learning, and supports. The consolidation will also allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

Urban Institute is also a Community School; its status as a Community School will not be impacted by this proposal.

If this proposal is approved, community members and organizations will be able to obtain school building use permits at the X192 building. This proposal is not expected to impact the accessibility of X192, which is partially accessible.

IV. Enrollment, Admissions and School Performance Information

Mott Hall (08X467)

Admissions Data

Current Admissions	Grades 6-8: Middle school admissions process Admissions Method: Unscreened with zone priority
Admissions after Consolidation	Grades 6-8: Middle school admissions process Admissions Method: Unscreened with zone priority

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	90	70	71	231
2016-2017 (projections)	115-125	110-120	120-130	345-375
2017-2018 (projections)	115-125	115-125	110-120	340-370
2018-2019 (projections)	115-125	115-125	115-125	345-375
2019-2020 (projections)	115-125	115-125	115-125	345-375
2020-2021 (projections)	115-125	115-125	115-125	345-375

*Demographic Data*¹⁷

Percentage of Students Receiving ICT or SC Services	22%
Percentage of Students with Individualized Education Programs	32%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced-Price Lunch	75%

School Performance Data

Mott Hall Community School (08X467)	2012-2013	2013-2014	2014-2015
School Quality Indicators ^{18, 19}			
1.1 Curriculum	N/A	D ²⁰	N/A
1.2 Pedagogy	N/A	D	N/A
2.2 Assessment	N/A	P	N/A
3.4 High Expectations	N/A	P	N/A
4.2 Teacher Teams and Leadership Development	N/A	P	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	12%	15%	17%
Math % Proficient (Levels 3 and 4)	14%	14%	11%
Other Key Performance Indicators			
Attendance Rate ²¹	91%	91%	N/A
2015-2016 State Accountability Status ²²	Focus		

¹⁷ All figures are reported as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

¹⁸ 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>.

¹⁹ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Mott Hall did not have a Quality Review for the 2012-2013 or 2014-2015 school years.

²⁰ 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>.

²¹ Attendance Rate for 2014-2015 is not available at this time.

²² This status is determined by the New York State Education Department 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>.

Urban Assembly Academy of Civic Engagement (08X366)*Admissions Data*

Current Admissions	Grades 6-8: Middle school admissions process Admissions Method: Unscreened with zone priority
Admissions after Consolidation	None

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	24	56	61	141
2016-2017 (projections)	-	-	-	-
2017-2018 (projections)	-	-	-	-
2018-2019 (projections)	-	-	-	-
2019-2020 (projections)	-	-	-	-
2020-2021 (projections)	-	-	-	-

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	79%

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

Urban Assembly Academy of Civic Engagement (08X366)	2012-2013	2013-2014	2014-2015
School Quality Indicators^{24, 25}			
1.1 Curriculum	P ²⁶	N/A	D
1.2 Pedagogy	D	N/A	P
2.2 Assessment	WD	N/A	P
3.4 High Expectations	P	N/A	P
4.2 Teacher Teams and Leadership Development	P	N/A	WD
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	8%	9%	7%
Math % Proficient (Levels 3 and 4)	4%	3%	3%
Other Key Performance Indicators			
Attendance Rate ²⁷	91%	90%	N/A
2015-2016 State Accountability Status²⁸	Focus		

Urban Institute of Mathematics (08X371)*Admissions Data*

Current Admissions	Grades 6-8: Middle school admissions process Admissions Method: Unscreened with zone priority
Admissions after Consolidation	Grades 6-8: Middle school admissions process Admissions Method: Unscreened with zone priority

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. Civic Engagement did not have a Quality Review for the 2013-2014 school year.

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 the New York State Education Department 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>.

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	89	102	84	275
2016-2017 (projections)	90-100	85-95	95-105	270-300
2017-2018 (projections)	90-100	90-100	85-95	265-295
2018-2019 (projections)	90-100	90-100	90-100	270-300
2019-2020 (projections)	90-100	90-100	90-100	270-300
2020-2021 (projections)	90-100	90-100	90-100	270-300

Demographic Data²⁹

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with Individualized Education Programs	19%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced-Price Lunch	74%

²⁹ All figures are reported as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

School Performance Data

Urban Institute of Mathematics (08X371)	2012-2013	2013-2014	2014-2015
School Quality Indicators^{30, 31}			
1.1 Curriculum	P ³²	N/A	N/A
1.2 Pedagogy	WD	N/A	N/A
2.2 Assessment	WD	N/A	N/A
3.4 High Expectations	WD	N/A	N/A
4.2 Teacher Teams and Leadership Development	WD	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	20%	29%	37%
Math % Proficient (Levels 3 and 4)	18%	25%	22%
Other Key Performance Indicators			
Attendance Rate ³³	92%	92%	N/A
2015-2016 State Accountability Status³⁴	Good Standing		

Bronx Delta School (08X392)*Admissions Data*

Current Admissions	Pre-kindergarten: Standard pre-kindergarten admissions process Grades K-5: Unzoned
Admissions after Consolidation	Pre-kindergarten: Standard pre-kindergarten admissions process Grades K-5: Unzoned

³⁰ 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>.

³¹ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Urban Institute did not have a Quality Review for the 2013-2014 or 2014-2015 school years.

³² 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>.

³³ Attendance Rate for 2014-2015 is not available at this time.

³⁴ This status is determined by the New York State Education Department 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>.

Enrollment Data

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016 (projections)	36	87	51	-	-	-	-	174
2016-2017 (projections)	36	75-85	80-90	45-55	-	-	-	236-266
2017-2018 (projections)	36	75-85	75-85	80-90	45-55	-	-	311-351
2018-2019 (projections)	36	75-85	75-85	75-85	80-90	45-55	-	386-436
2019-2020 (projections)	36	75-85	75-85	75-85	75-85	80-90	45-55	461-521
2020-2021 (projections)	36	75-85	75-85	75-85	75-85	75-85	80-90	491-551

Demographic Data³⁵

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	15%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced-Price Lunch	76%

³⁵ All figures are reported as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

School Performance Data

Bronx Delta School (08X392)	2012-2013	2013-2014	2014-2015
School Quality Indicators^{36, 37}			
1.1 Curriculum	N/A ³⁸	N/A	D
1.2 Pedagogy	N/A	N/A	D
2.2 Assessment	N/A	N/A	D
3.4 High Expectations	N/A	N/A	P
4.2 Teacher Teams and Leadership Development	N/A	N/A	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators			
Attendance Rate ³⁹	N/A	N/A	N/A
2015-2016 State Accountability Status⁴⁰	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 FSF per capita allocation levels. As shown in Section IV above, Mott Hall's total enrollment is expected to increase as a result of the consolidation, and as a result Mott Hall's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, English Language Learners, and those students with other supplemental academic needs. Please refer to the FSF Guide⁴¹

³⁶ 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>.

³⁷ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Delta opened in the 2014-2015 school year and did not have a Quality Review for the 2012-2013, 2013-2014, or 2014-2015 school years.

³⁸ 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>.

³⁹ Attendance Rate for 2014-2015 is not available at this time.

⁴⁰ 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>.

⁴¹ 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 Memoranda⁴² 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.

Furthermore, the consolidated school would not be designated as a Renewal School, as Civic Engagement was, but it would be designated as a Community School. As a result, the consolidated school will receive funding through the Community School program but not through the Renewal School program.

This proposal should not otherwise impact the operating budget or costs of instruction at Urban Institute or Delta.

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

A. Personnel Needs

If this proposal is approved, some Mott Hall and/or Civic Engagement staff members may be excessed when the school is consolidated. Where possible, the DOE will seek to minimize excessing⁴³ of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from Civic Engagement and Mott Hall 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.

This proposal is not expected to impact the staffing of Urban Institute or Delta.

B. Administration

If this proposal is approved, some Mott Hall and/or Civic Engagement staff members may be excessed when the school is 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 Mott Hall and Civic Engagement 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.

This proposal is not expected to impact the administration of Urban Institute or Delta.

⁴² 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.

⁴³ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

C. Transportation

There will be no change to existing transportation practices at Mott Hall or Civic Engagement during the current school year (2015-2016). This proposal is not expected to affect transportation practices at Urban Institute or Delta for the 2015-2016 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending Urban Institute, Delta, and the consolidated Mott Hall 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.

VII. Building Information

Building		X192
Type of Building		IS/JHS
Year Built		1972
Overall BCAS rating		2.47
2014-2015 Blue Book Target Building Utilization		54%
2014-2015 Blue Book Target Building Capacity		1,390
FY 2014 Maintenance Costs	Labor	\$111,058
	Materials	\$0
	Maintenance, repair, and service contracts	\$137,270
	Custodial operations costs—Materials	\$10,481
	Custodial operations costs—Custodial Allocation	\$326,172
FY 2015 Energy Costs	Electric	\$195,029
	Gas	\$1,281
	Steam	n/a
	Oil	\$217,595
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Elevators, Flood Elimination
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

The DOE offers choice, or non-zoned, elementary schools and zoned elementary schools. A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to non-zoned schools in the following order of priority:

- a. in-district students whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- b. out-of-district students whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. in-district students other than those in (a) and (c) above; out-of-district students other than those in (b) and (d) above.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,⁴⁴ a Non-Public School Placement, or specialized programs,⁴⁵ are admitted to schools 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.

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

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.*
- b. Students residing in the zone, who do not have a sibling at the school.*
- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-K program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-K program.
- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.
- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-K program
- h. Students residing in the district, who are zoned to a different school which has a pre-K program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

⁴⁴ 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>.

⁴⁵ Specialized programs refer to a set of programs that are not in every district 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.

* Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

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

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission processes. Information about all of these options is printed in each district's Middle School Directory, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year will be in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016, and eligible students will have the opportunity to submit a "new schools" application at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated 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 are admitted to middle school 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.

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 ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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

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