

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of M.S. 584 (16K584) in Building K335 at the end of the 2016-2017 School Year**

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

The New York City Department of Education (“DOE”) is proposing the closure of M.S. 584 (16K584), an existing district middle school that currently serves students in sixth through eighth grades in building K335 (“K335”), located at 130 Rochester Avenue, Brooklyn, NY 11213 in Community School District 16 (“District 16”). M.S. 584 is currently co-located<sup>1</sup> in K335 with P.S. 335 Granville T. Woods (16K335, “P.S. 335”), an elementary school that serves students in kindergarten through fifth grade and offers a pre-kindergarten (“pre-K”) program. K335 also houses the two Community Based Organization (“CBOs”), NYC Community Learning Schools Initiative-UFT and Counseling with Schools.

The DOE is proposing to close M.S. 584 based on its persistently low enrollment, low performance, and lack of demand by students and families. If this proposal is approved, M.S. 584 will close at the end of the 2016-2017 school year and will no longer exist as a middle school option beginning in the 2017-2018 school year. DOE staff will work individually with current sixth and seventh grade students, as well as eighth grade students who do not meet promotional criteria, to ensure that those students are offered seats in other higher-performing district middle schools. Current eighth grade students who meet promotional criteria will complete middle school at M.S. 584 at the end of the 2016-2017 school year, and may enroll in the high school to which they were matched in the Citywide High School Admissions Process.<sup>2</sup>

There is sufficient capacity in middle schools throughout District 16 to accommodate current M.S. 584 students, as well as future students who might have attended M.S. 584 if it remained open as a middle school option. Please see Appendix A of this Educational Impact Statement (“EIS”) for a list of schools serving middle school grades in District 16. If the proposed closure of M.S. 584 is approved, all non-graduating students will receive individualized enrollment support from the superintendent’s staff and Borough Family Welcome Center (“FWC”) counselors, which will help students and families in thinking through the options presented in order to ensure that students choose the right school to continue their education for the 2017-2018 school year. This will involve an application process by which students will be offered options including higher-performing high schools. Students who are not on track to meet graduation requirements will also receive individualized support and be offered a seat at a higher-performing school. All non-graduating students will receive alternative middle school options before being discharged from the closing school.

In addition to this closure proposal, the DOE is also issuing a second proposal affecting a District 16 middle school option. In a separate EIS, the DOE is proposing to truncate the middle school grades served by P.S. 262 El Hajj Malik El Shabazz School (16K262, “P.S. 262”) beginning in the 2017-2018 school year. P.S. 262 is an existing district school currently serving students in kindergarten through eighth grade and offering a full-day pre-K program in building K262, located at 1500 Macon Street, Brooklyn, NY 11233 also in District 16.<sup>3</sup> If that proposal is approved, beginning in the 2017-2018 school year, P.S. 262 will no longer enroll or serve students in sixth through eighth grades after the conclusion of the 2016-2017

<sup>1</sup> A “co-location” means that two or more school organizations are located in the same building and may share common spaces such as the auditorium, gymnasium, library and cafeteria.

<sup>2</sup> More information about the high school admissions process can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

<sup>3</sup> More information about this proposal can be found online at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>.

school year, and will only serve students in kindergarten through fifth grade and offer a pre-K program. The proposal to close M.S. 584 and the proposal to truncate the middle school grades served by P.S. 262 are not contingent upon one another and will be voted on separately by the Panel for Educational Policy (“PEP”). If both proposals are approved, there is still sufficient capacity in middle schools throughout District 16 to accommodate current M.S. 584 and P.S. 262 middle school students, as well as future students who might have attended M.S. 584 or P.S. 262 for middle school if they remained open as middle school options.

M.S. 584 is one of a cohort of 86 schools that have been designated by the DOE as Renewal Schools.<sup>4</sup> Schools selected to be Renewal Schools were assigned a “Priority” or “Focus” accountability status by the New York State Department of Education (SED),<sup>5</sup> demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Reviews.<sup>6</sup> (In four instances, which did not include M.S. 584, schools were selected to be Renewal Schools per the Chancellor’s discretion). M.S. 584 has a “Focus” accountability status and received a score of “Developing” on its most recent Quality Review. Despite programmatic, leadership, and structural interventions, M.S. 584 continues to struggle with enrollment, performance, and demand. Consequently, the DOE is proposing that M.S. 584 close at the end of this school year.

Renewal Schools have been transformed into Community Schools. Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities can congregate to share resources and address their common challenges.<sup>7</sup>

### *Rationale for Closure*

The DOE has implemented an expanded support and supervision structure that provides for regular engagement and evaluation of schools to ensure that every student in New York City receives a high-quality education and is prepared for post-secondary success. As a result of this increased support, the DOE has identified schools, including M.S. 584, that have experienced persistently low enrollment, low performance, and lack of demand by students and families. At M.S. 584, these ongoing challenges have contributed to a loss of per-pupil and state funding, high staff turnover, and fewer extracurricular and athletic opportunities—all of which have negatively impacted the school’s ability to improve student achievement. Student learning experiences are limited in variety beyond core subjects. Additionally, teachers have few opportunities for instructional collaboration with colleagues as they are often the only staff member teaching a particular subject area.

In an effort to support M.S. 584, the superintendent has worked closely with leadership at the district and school level to reverse these problematic trends. As previously mentioned, M.S. 584 is a Renewal School and Community School. Through the Renewal School program, long-struggling schools receive clear guidance on the progress they need to make, as well as intensive resources and supports to make sustainable improvements and to ensure that every student in New York City receives a high-quality education and is on track to graduate ready for college and career. Many Renewal Schools are improving as a result of these supports. However, for schools that are not showing progress, additional strategies, such as closure, may be considered. In the case of M.S. 584, the school did not improve as a result of these additional supports. Consequently, the DOE is proposing that M.S. 584 close at the end of this school year.

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<sup>4</sup> More information regarding the School Renewal Program can be found online at <http://schools.nyc.gov/AboutUs/schools/RenewalSchool#schools>.

<sup>5</sup> SED assigns an accountability status to each district school – Good Standing, Local Assistance Plan, Focus or Priority. For more information on accountability designations, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

<sup>6</sup> Schools can earn the following scores on Quality Review: 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>.

<sup>7</sup> Information on the New York City Community Schools Initiative is available online at: <http://www1.nyc.gov/site/communityschools/index.page>.

During the 2011-2012 school year, M.S. 584 served 180 students in sixth through eighth grades. In the current 2016-2017 school year, M.S. 584 is serving 78 students<sup>8</sup>, which represents a nearly 57% decline in enrollment over five years. In 2015-2016, only 12% of students at M.S. 584 were proficient in English Language Arts, compared to 18% in District 16 and 37% citywide. Similarly only 7.5% of students were proficient in Math, compared to 14% in District 16 and 32% citywide.<sup>9</sup>

### *Community Engagement*

Engagement was conducted in the course of creating this proposal. This engagement includes the following:

- Calls were made to families of M.S. 584 on January 9, 2017 to notify them of the proposed closure and the upcoming community meeting scheduled for January 18, 2017.
- Letters notifying families of this proposed closure, as well as about community meetings scheduled for January 18, 2017, were backpacked home with students on January 9, 2017.
- The Superintendent, along with key representatives from DOE Central, held a community meeting on January 18, 2017 to provide information and answer any questions families had about the proposed closure of M.S. 584. Approximately 50 members of the public attended this meeting.

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 K335. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing [D16Proposals@schools.nyc.gov](mailto:D16Proposals@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 can provide comment on this proposal. All comments received at the above-noted hearing or through the dedicated phone line or email address 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/2016-2017/March222017SchoolProposals>.

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<sup>8</sup> This data is based on the 2016-2017 unaudited register as of October 31, 2016.

<sup>9</sup> Data is based on 2016 state test results that can be found:

<http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

## II. Proposed or Potential Use of Building

Building K335 has the target capacity to serve a total of 918 students<sup>10</sup> and currently serves a total of 359 students, yielding a building utilization rate of approximately 39%.<sup>11</sup> The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS.

If this proposal is approved, M.S. 584 will close at the end of the 2016-2017 school year and will no longer exist as a middle school option. As noted above, K335 is currently serving a total of 359 students and is therefore operating below the target capacity. If the closure of M.S. 584 is approved, P.S. 335 is projected to serve 248-308 students in K335, yielding a projected utilization rate of 27%-34%. K335 will continue to be considered “under-utilized” and will have excess space available. If this proposal is approved, the DOE may issue a separate proposal for the use of that space in the future.

The grade spans for all schools and programs in K335 are as follows, if the proposal to close M.S. 584 is approved by the PEP:

Grade Spans in K335			
DBN	School Name	2016-2017	2017-2018
16K584	M.S. 584	6-8	-
16K335	P.S. 335 <sup>12</sup>	K-5	K-5

The table below shows the current and projected enrollments for all schools in K335 and the current and projected building utilization rate, if the proposal is approved by the PEP:

Enrollment in K335			
DBN	School Name	2016-2017 Enrollment <sup>13</sup>	2017-2018 Projected Enrollment
16K584	M.S. 584	78	-
16K335	P.S. 335 <sup>14</sup>	281	248 - 308
<b>Total Building Enrollment</b>		359	248 - 308
<b>Utilization</b>		39%	27% - 34%

<sup>10</sup> According to the 2015-2016 Enrollment Capacity Utilization Report (the “Blue Book”).

<sup>11</sup> All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and the 2016-2017 Unaudited Register as of October 31, 2016. 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/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

<sup>12</sup> P.S. 335 currently serves pre-k and will continue to serve pre-k in the 2017-2018 school year.

<sup>13</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment.

<sup>14</sup> P.S. 335 total enrollment also includes the enrollment of the pre-kindergarten program.

If this proposal is approved, M.S. 584 will close at the conclusion of the 2016-2017 school year and, as a result, will no longer be allocated space in K335. P.S. 335 will continue to receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“Footprint”)<sup>15</sup>. More details about space allocation are available in Section III and Appendix D of this EIS.

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

#### A. Students

If this proposal is approved, M.S. 584 will close at the end of the 2016-2017 school year and will no longer exist as a middle school option beginning in the 2017-2018 school year. All current students will continue at the school for the remainder of the 2016-2017 school year. There is a sufficient number of middle school seats in District 16 to accommodate all M.S. 584 middle school students. Similarly, there is a sufficient number of middle school seats to accommodate any future middle school students who would have been served at M.S. 584. There is currently an excess of about 1,550 middle school seats in District 16. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 16.

#### *Impact on Current Students at M.S. 584*

##### Academic and Extra-Curricular Offerings

With respect to academics, M.S. 584 will continue to offer all classes to support current students as they work to meet mandated articulation requirements for the remainder of the 2016-2017 school year.

M.S. 584 currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). 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 students enrolled at M.S. 584 will continue to receive all mandated special education services for the duration of the school year if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at M.S. 584 receive English as a New Language (“ENL”) services. If this proposal is approved, these services will continue to be provided to those students currently attending M.S. 584 and all students will receive their mandated services for the duration of the school year.

Current M.S. 584 students who receive special education or ENL services will continue to receive those services at their new schools and will receive individualized support from the superintendent’s staff and Family Welcome Center counselors to find a seat aligned to their needs and interests.

As a Renewal School, M.S. 584 has been transformed into a Community School<sup>16</sup> and is partnered with the CBOs NYC Community Learning Schools Initiative/UFT and Counseling with Schools. Approval of this proposal will not impact M.S. 584’s status as a Renewal or Community School for the remainder of the school year. Additional academic and social-emotional supports will be offered to all current M.S. 584 students before school, after-school, and summer expanded learning time activities to address students’

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<sup>15</sup> Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

<sup>16</sup> 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.

identified needs and accelerate their learning in preparation for the transition to a new school environment for the 2017-2018 school year.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at M.S. 584 for the duration of the current (2016-2017) school year.

M.S. 584's extra-curricular activities and clubs, and sports include:<sup>17</sup>

- **Extra-curricular Activities and Clubs:** Community Service Outreach, Yearbook, Musical Theater, Student Council, Girls and Boys Mentor Programs, Scholars Who Cook, Counseling in Schools, Public Speaking, Jazz at Lincoln Center, Community Counseling and Mediation, Broadway Junior Musical Theater, Field Trips/Travel, Arts, Carnegie Hall Choral Program, SHSAT Prep, Penny Harvest, Brooklyn Academy of Music
- **Sports:** Basketball

If this proposal is approved, M.S. 584 will close after the 2016-2017 school year and will no longer offer the above-referenced extra-curricular activities and clubs and sports. However, current M.S. 584 students will have the opportunity to participate in programs, partnerships, extra-curricular activities and clubs at their new schools, which will be offered 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.

#### Current Sixth- and Seventh-Grade Students at M.S. 584

If the proposed closure of M.S. 584 is approved, all current sixth and seventh grade students will receive individualized enrollment support from the superintendent's staff and FWC counselors, who will work to help each student find a seat at an alternative middle school that is aligned to his or her needs and/or interests. This will include an application process through which students will be offered options of higher-performing district middle schools from which to choose. All students will receive alternative options for enrollment in District 16 or their district of residence (if different) before being discharged from M.S. 584.

Please see Appendix A for a list of schools serving middle school grades in District 16.

As described above in Section II, there will be sufficient capacity across District 16 to accommodate all current sixth and seventh grade students from M.S. 584, as well as the eighth grade students who do not meet promotional criteria from M.S. 584, should they so choose to enroll.

#### Current Eighth-Grade Students at M.S. 584

Current eighth grade students who meet promotional criteria will complete middle school at M.S. 584. At the end of the 2016-2017 school year, eighth grade students who meet promotional criteria will enroll in the high school to which they were matched through the citywide high school admissions process. See Appendix C of this EIS for more information on high school admissions.

Current eighth grade students at M.S. 584 who do not meet promotional criteria will receive individualized enrollment support from the superintendent's staff and FWC counselors, who will work to help each student find a seat at an alternative middle school that is aligned to his or her needs and/or interests. All students will receive alternative options for enrollment in District 16 or their district of residence (if different) before being discharged from M.S. 584.

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<sup>17</sup> Information is from the District 16 Middle School Directory, available at <http://schools.nyc.gov/NR/rdonlyres/EB87A24A-FF7B-4469-B848-47CF6BF90BA7/0/2017NYCMiddleSchoolDirectoryDistrict16.pdf> last visited on January 27<sup>th</sup>, 2017.

Please see Appendix A of this EIS for a list of schools serving middle school grades in District 16.

### *Impact on Current and Future Students at P.S. 335*

The proposal to close M.S. 584 in K335 is not expected to impact current and future enrollment or academic or extra-curricular programming at P.S. 335.

P.S. 335 serves 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 any future students enrolled at P.S. 335 will continue to receive all mandated special education services in K335 if this proposal is approved.

In addition, ELL students currently enrolled at P.S. 335 receive ENL services. If this proposal is approved, these services will continue to be provided at P.S. 335, and all students will continue to receive their mandated services.

This proposal is not expected to impact the admissions process or enrollment at P.S. 335. P.S. 335 currently admits students through the elementary school admissions process using a zoned admissions method.

See Appendix C of this EIS for more information on elementary school admissions.

P.S. 335 currently offers the following extra-curricular activities and programs, and sports:<sup>18</sup>

- Extra-curricular Activities and Programs:** Technology Lab, Art Program, Theatre and Drama, Cookshop for Kids, Cookshop for Families, Extended day literacy and mathematics program (PreK-5), Chess-In-Schools, Extended day Chess Club (Science Technology Engineering Arts Mathematics (S.T.E.A.M. Lab)
- **School Sports:** Basketball, Cheerleading

The DOE does not anticipate that this proposal will impact the current programs, extra-curricular activities, sports or partnerships offered to elementary school students at P.S. 335. P.S. 335 will continue to offer special programs, initiatives, extra-curricular programs and partnerships based on students' interests and available resources, though the specific programs offered are always subject to change. That is true at any City school, as all schools modify extra-curricular offerings annually based on student demand and available resources.

General information about the elementary school admissions process can be found in Appendix B of this EIS.

### *Impact on Future Middle School Students in District 16*

This proposal to close M.S. 584 is not expected to impact the admissions process at other District 16 middle schools. As mentioned above, the DOE has issued a separate proposal to truncate the middle school grades at P.S. 262. These two proposals are not contingent upon one another and will be voted on separately by the PEP.

If this proposal is approved, M.S. 584 will no longer exist after the end of the 2016-2017 school year and no longer admit students through the middle school admissions process. Incoming sixth graders who applied to M.S. 584 will have that choice removed from their applications and be matched to another school ranked on their application, where possible. If a student does not match to one of the programs

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<sup>18</sup> School-reported data as of January 31, 2017.

ranked on their application, they will receive a placement in a school where they are eligible to attend middle school.

As described in greater detail in Section C below, there will continue to be sufficient sixth grade seats in District 16 to accommodate future students who may have otherwise enrolled in M.S. 584.

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>.

If this proposal is approved, the closure of M.S. 584 may have an impact on enrollment at other district and charter schools serving middle school grades in District 16. Please see Appendix A for a list of district and charter schools serving middle school grades in District 16.

If this proposal is approved, enrollment at the schools listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on any one school in particular.

General information about the middle school admissions process can also be found in Appendix C of this EIS.

### *Impact on CBOs*

K335 houses the CBOs NYC Community Learning Schools Initiative/UFT and Counseling with Schools. The DOE does not anticipate that this proposal will impact the space allocated to NYC Community Learning Schools Initiative/UFT and Counseling with Schools housed in K335, which currently provides services to P.S. 335 and M.S. 584. If this proposal is approved, the DOE anticipates that NYC Community Learning Schools Initiative/UFT and Counseling with Schools will continue to provide services to P.S. 335.

### *Enrollment Impact on Over-the-Counter ("OTC") Placements*

In addition to admitting students through the middle school admissions processes, M.S. 584 currently admits some students through the OTC process. If this proposal is approved, M.S. 584 will no longer admit OTC students in the future. If this proposal is approved, other middle schools in District 16 will continue to admit some students through the OTC process.

Please see Appendix C of this EIS for more information on the OTC process.

## **B. Schools**

If this proposal is approved, there will be sufficient space in K335 to accommodate P.S. 335 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/Offices/OSP/KeyDocuments/Instructional Footprint>.

According to a walk-through and survey of K335 conducted on October 27, 2016 by a representative from the Office of Space Planning, K335 has a total of 51 full-size rooms,<sup>19</sup> 13 half-size rooms,<sup>20</sup> 5 quarter-size rooms,<sup>21</sup> and 5.0 full-size equivalent ("FSE") rooms of designed administrative space. K335 also has the following shared spaces: a gym, an auditorium, and a cafeteria. The below spaces are shared or contain

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<sup>19</sup> Full-size classrooms have an area of 500 square feet or more.

<sup>20</sup> Half-size classrooms have an area of 240 square feet or more, but less than 500 square feet.

<sup>21</sup> Quarter-size rooms have an area of less than 240 square feet.

building services and will not be included in the allocation of space for any individual school:

- The Pre-K Motion Room occupies 1 full-size space.
- The Speech Room occupies 1 half-size space.
- The nurse's office occupies 0.5 FSE of designed administrative space.
- The School Based Support Team occupies 1.0 FSE of designed administrative space.
- The STEAM LAB occupies 1 full-size space.
- The custodian's office occupies 1 half-size space.
- The teacher's café occupies 1 full-size space.
- The ELL Room occupies 1 half-size space.
- D16 School Food occupies 1 full-size space.
- The CBO NYC Community Learning Schools Initiative-UFT and Counseling with Schools, Counseling in Schools occupies 3 full-size rooms, 2 half-size rooms, and 2 quarter-size spaces.

Excluding the spaces outlined above, K335 has a total of 44 full-size rooms, 8 half-size rooms, 3 quarter-size rooms, and 3.5 FSE of designed administrative space available for use by P.S. 335 and M.S. 584. If this proposal is approved, M.S. 584 will no longer be allocated space in K335 and P.S. 335 will receive its baseline Footprint allocation in K335.

Per the Footprint, M.S. 584's current baseline Footprint allocation is 4 full-size rooms, 2 half-size rooms, and 2.5 FSE spaces for administrative use. Due to a lack of half-size spaces in the building suitable for instruction, the DOE adjusted M.S. 584's baseline Footprint allocation to substitute 1 full-size room in lieu of 1 half-size room. Thus, M.S. 584's adjusted baseline Footprint allocation is 5 full-size rooms, 1 half-size room, and 2.5 FSE spaces for administrative use, comprised of 1 full-size room, 2 half-size rooms, and .5 FSE of designated administrative use. This yields a total adjusted baseline Footprint allocation of 6 full-size rooms, 3 half-size rooms, and 0.5 FSE of designated administrative space. Currently, M.S. 584 is using 18 full-size rooms, 3 half-size rooms, 1 quarter-size room, and 0.5 FSE of designated administrative space. Therefore, M.S. 584 is using 12 full-size rooms and 1 quarter-size room above its adjusted Footprint allocation. If this proposal is approved, M.S. 584 will no longer be allocated space in K335 after the conclusion of the 2016-2017 school year.

Per the Footprint, P.S. 335's current baseline Footprint allocation is 15 full-size rooms, 5 half-size rooms, and 3.0 FSE spaces for administrative use. Due to a lack of half-size spaces in the building suitable for instruction, the DOE adjusted P.S. 335's baseline Footprint allocation to substitute 3 full-size rooms in lieu of 3 half-size rooms. Thus, P.S. 335's total adjusted baseline Footprint allocation is 18 full-size rooms, 2 half-size rooms, and 3.0 FSE for administrative use comprised of 3.0 FSE of designed administrative space. Currently, P.S. 335 is using 26 full-size rooms, 5 half-size rooms, 2 quarter-size rooms, and 3.0 FSE of designated administrative space. Therefore, P.S. 335 is using 8 full-size rooms, 3 half-size rooms, and 2 quarter-size rooms above its adjusted baseline Footprint allocation.

Should this proposal be approved, there is sufficient space in K335 to continue to accommodate P.S. 335's baseline Footprint allocation. Additionally, the DOE may issue a separate proposal for the use of the excess space in the future.

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

<b>Adjusted Baseline Footprint Allocations for Full-Size Spaces</b>			
<b>DBN</b>	<b>School Name</b>	<b>2016-2017</b>	<b>2017-2018</b>
16K335	P.S. 335	18	18
16K584	M.S. 584	6	-
<b>TOTAL</b>		<b>24</b>	<b>18</b>
<b>ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS</b>		<b>20</b>	<b>26</b>

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

If this proposal is approved, M.S. 584 will no longer be allocated space in K335 and P.S. 335 will receive at least its baseline Footprint allocation in K335.

### *Building Safety and Security*

If this proposal is approved, P.S. 335 will develop a new safety and security plan for the building prior to the first day of school in September 2017.

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**

M.S. 584 has experienced persistently low enrollment, performance issues, and lack of demand by students and families. These issues result in a loss of per-pupil and state funding, high staff turnover, and fewer extracurricular and athletic opportunities—all of which negatively impact the school’s ability to improve student achievement. The DOE strives to ensure that all families have access to high-quality schools that meet their children’s needs. The unsustainable and consistently declining student enrollment at M.S. 584 over the past five years, as demonstrated in the chart below, along with persistent performance issues, indicates that there is a need to provide better options for current and future students in the M.S. 584 community.

Non-graduating students currently attending M.S. 584 will have the opportunity to attend other middle schools beginning in the 2017-2018 school year, if this proposal is approved. The superintendent’s staff and FWC counselors will provide individualized enrollment support to non-graduating students to find an alternative seat in a higher performing middle school that is aligned to their needs and interests. These students will receive alternative options for enrollment in District 16 or their district of residence (if different) before being discharged from the school.

District 16 district schools currently have the capacity to serve approximately 2,650 students in grades six through eight while only 1,098 such students are currently enrolled in 2016-2017. This means that District 16 currently has an excess of about 1,550 middle school seats in district schools. If the closure of M.S. 584 is approved, District 16 schools will have the capacity to serve approximately 2,350 students in grades six through eight and will have an excess of about 1,250 middle school seats. Additionally, if the concurrent proposal to truncate the middle school grades of P.S. 262 in K262 is also approved, District 16 schools will have the capacity to serve approximately 2,050 students in grades six through eight and will have an excess of about 950 middle school seats.

There are also six charter schools in District 16 serving approximately 1,250 middle school students. Students in District 16 can also apply to these schools. More information can be found on the DOE website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

If this proposal is approved, the closure of M.S. 584 may have an impact on enrollment at other district and charter schools serving middle school grades in District 16. Please see Appendix A for a list of district and charter schools serving middle school grades in District 16. If this proposal is approved, enrollment at the schools listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on any one particular school.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K335. This proposal is not expected to impact the accessibility of K335, which is not accessible.

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

##### M.S. 584

##### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 6-8:</b> Middle School Admissions Process <b>Admissions Method:</b> Unscreened
<b>Admissions if Closure Proposal Is Approved</b>	N/A

##### *Enrollment Data<sup>22</sup>*

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2016-2017	25	26	27	78
2017-2018 (projections)	-	-	-	-

<sup>22</sup> 2016-2017 Unaudited Register as of October 31, 2016.

*Demographic Data*<sup>23</sup>

% Students with Disabilities (any student receiving an IEP)	33%
% English Language Learners	10%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	87%

*School Performance Data*

<b>M.S. 584</b>	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators</b> <sup>24</sup>			
1.1 Curriculum	N/A	Proficient	Proficient
1.2 Pedagogy	N/A	Developing	Proficient
2.2 Assessment	N/A	Developing	Developing
3.4 High Expectations	N/A	Developing	Developing
4.2 Teacher Teams and Leadership Development	N/A	Developing	Developing
<b>Performance Data</b> <sup>25</sup>			
English Language Arts % Proficient (Levels 3 and 4)	2%	5%	8%
Math % Proficient (Levels 3 and 4)	4%	5%	7%
<b>Other Key Performance Indicators</b>			
Attendance Rate	90%	90%	90%
<b>2016-2017 State Accountability Status</b> <sup>26</sup>	Focus School		

<sup>23</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

<sup>24</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>. Not all schools receive Quality Reviews every year. M.S. 584 did not have a Quality Review for the 2013-2014 school year.

<sup>25</sup> Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

<sup>26</sup> This status is determined by 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. 335**

*Admissions Data*

<b>Current Admissions</b>	<p><b>Pre-kindergarten:</b> Standard pre-kindergarten admissions process</p> <p><b>Grades K-5:</b> Zoned</p>
<b>Admissions if Closure Proposal Is Approved</b>	<p><b>Pre-kindergarten:</b> Standard pre-kindergarten admissions process</p> <p><b>Grades K-5:</b> Zoned</p>

*Enrollment Data<sup>27</sup>*

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2016-2017	23	51	29	43	41	46	48	281
2017-2018 (projected)	18	45-55	45-55	25-35	40-50	35-45	40-50	248-308

*Demographic Data<sup>28</sup>*

% Students with Disabilities (any student receiving an IEP)	19%
% English Language Learners	4%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	87%

<sup>27</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment.

<sup>28</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

*School Performance Data*

<b>P.S. 335</b>	2013-2014	2014-2015 <sup>29</sup>	2015-2016
<b>School Quality Indicators<sup>30</sup></b>			
1.1 Curriculum	Proficient	N/A	Developing
1.2 Pedagogy	Proficient	N/A	Developing
2.2 Assessment	Developing	N/A	Developing
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
<b>Performance Data<sup>31</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	17%	21%	30%
Math % Proficient (Levels 3 and 4)	14%	19%	29%
<b>Other Key Performance Indicators</b>			
Attendance Rate	90%	90%	92%
<b>2016-2017 State Accountability Status<sup>32</sup></b>	Good Standing		

**V. Initial Impact on Budget and Cost of Instruction**

This proposal is not expected to impact current costs or allocations at P.S. 335 or M.S. 584

If this proposal is approved, once the closure is implemented, the DOE will cease to allocate funds to M.S. 584 and will repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if the teachers and other school staff, who are no longer needed at the school, are unsuccessful in finding other employment opportunities in the DOE. These staff members would be placed in the Absent Teacher Reserve (“ATR”) pool, which is described further below.

If this proposal is approved, the DOE does not expect any impact on future cost or allocations at P.S. 335.

**VI. Effect on Personnel Needs, Administration, Transportation and Other Support Services**

**A. Personnel Needs**

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at M.S. 584 will be excessed after the closure.<sup>33</sup> All excessing would be conducted in accordance with existing labor contracts.

<sup>29</sup> Not all schools receive Quality Reviews every year. P.S. 335 did not have a Quality Review for the 2014-2015 school year.

<sup>30</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/ronlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

<sup>31</sup> Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

<sup>32</sup> This status is determined by 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>.

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

Excessed teachers will be eligible to apply for positions in other district schools. Any teachers who do not find a position would be placed in the ATR pool where they would provide coverage for short- and long-term instructional needs while they continue to look for a regular assignment.

This proposal is not expected to impact personnel needs for P.S. 335.

### **B. Administration**

If this proposal is approved, all school supervisor and/or administrator positions assigned to M.S. 584 would be excessed when the school is closed. Again, all excessing would take place in accordance with existing labor contracts.

This proposal is not expected to impact the administration at P.S. 335.

### **C. Transportation**

If this proposal is approved, transportation for students at M.S. 584 would continue to be provided through the end of the 2016-2017 school year according to Chancellor's Regulation A-801, available at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

This proposal is not expected to affect transportation practices at P.S. 335 for the 2016-2017 school year or in future school years. Transportation will continue to be provided to DOE schools in accordance with Chancellor's Regulation A-801.

### **D. Other Support Services**

The provision of certain support services is described above. Other support services would continue to be provided consistent with citywide policy if this proposal is approved, until MS 584 is closed.

This proposal is not expected to impact the support services at P.S. 335.

## VII. Building Information

<b>Building</b>		K335
<b>Type of Building</b>		PS
<b>Year Built</b>		1968
<b>Overall BCAS rating</b>		M.S. 584
<b>2015-2016 Blue Book Target Building Utilization<sup>34</sup></b>		43%
<b>2015-2016 Blue Book Target Building Capacity</b>		918
<b>FY 2016 Maintenance Costs</b>	<b>Labor</b>	\$381
	<b>Materials</b>	\$488
	<b>Maintenance, repair, and service contracts</b>	\$16,871
	<b>Custodial operations costs—Materials</b>	\$7,140
	<b>Custodial operations costs—Custodial Allocation</b>	\$289,295
<b>FY 2016 Energy Costs</b>	<b>Electric</b>	\$68,824
	<b>Gas</b>	\$1,891
	<b>Steam</b>	N/A
	<b>Oil</b>	\$39,933
<b>Projects completed during the current or prior school year</b>		IP SURVEILLANCE CAMERA INSTALLATION
<b>Projects proposed in the capital plan</b>		SOIL INVESTIGATION AND REMEDATION
<b>Accessibility of the building</b>		No Accessibility
<b>Building attributes</b>		LIBRARY ART ROOM NURSE/MEDICAL SUITE SCIENCE CLASSROOM FOR PS THEATRE ARTS/DRAMA AUDITORIUM GYMNASIUM COMPUTER LAB

<sup>34</sup> The capacity and utilization include any attached structure such as an annex, mini school, tandem building, or TCB along with the main building.

## Appendix A: District 16 Middle School Options

All students will receive alternative options for enrollment in District 16 (or in their middle school district of residence) before being discharged from MS 584. Please see the table below for a list of district and charter schools serving middle school grades in District 16 besides M.S. 584.

The table below lists all district and charter schools currently serving middle school grades in District 16.

DBN	School Name	Address	Grade Span 2016-2017	Grade Span at Scale	Admissions Method	2016-2017 Enrollment <sup>35</sup>	2015-2016 School Capacity <sup>36</sup>	2016-2017 School Utilization
<b>District-wide Choice Options</b>								
16K035	M.S. 035 Stephen Decatur	272 MACDONO UGH STREET	6-8	6-8	Unscreened	181	423	43%
16K057	J.H.S. 057 Whitelaw Reid	125 STUYVESA NT AVENUE	6-8	6-8	Unscreened	213	341	62%
16K267	M.S. 267 Math, Science & Technology	800 GATES AVENUE	6-8	6-8	Unscreened	161	664	24%
16K308	P.S. 308 Clara Cardwell	616 QUINCY STREET	K-8	K-8	Unscreened	306	647	47%
16K262	P.S. 262 El Hajj Malik El Shabazz Elementary School	500 MACON STREET	K-8	K-8	Unscreened	362	640	57%
16K681	Madiba Prep Middle School	1014 LAFAYETT E AVENUE	6-8	6-8	Unscreened	136	315	43%
<b>Charter Options</b>								
84K360	Launch Expeditionary Learning Charter School	1580 DEAN STREET	6-8	6-8	Lottery	311	371	84%
84K406	Teaching Firms of America- Professional Preparatory Charter School	616 QUINCY STREET	K-6	K-6	Lottery	439	357	123%
84K593 <sup>37</sup>	Excellence Boys Charter School	239 PATCHEN AVENUE	K-8	K-8	Lottery	788	-	N/A
84K648	Bedford Stuyvesant Collegiate Charter School	800 GATES AVENUE	5-8	5-12	Lottery	342	992	34%

<sup>35</sup> 2016-17 Unaudited Register as of October 31, 2016 for district schools and the charter headcount as of October 1, 2016 for charter schools, reflecting the enrollment for all grades served by the school.

<sup>36</sup> School capacity is from the 2015-2016 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

<sup>37</sup> These schools are located in private space and therefore do not have utilization rates.

84K731 <sup>37</sup>	Brooklyn Excelsior Charter School	856 QUINCY STREET	K-8	K-8	Lottery	523	-	N/A
84K782 <sup>37</sup>	Bedford Stuyvesant New Beginnings Charter School	82 LEWIS AVENUE	K-8	K-8	Lottery	653	-	N/A

## Appendix B: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals 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 target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2016-2017 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change 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 goal 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 C: School Admissions

### *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, limited unscreened, 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 2017-2018 school year was in December 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year will be available for students to consider in early 2017, and eligible students will have the opportunity to submit a "new schools" application at that time. Information about middle school application deadlines is 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 receive appropriate services in accordance with DOE policy.

### *Elementary School Admissions*

The DOE offers zoned, non-zoned, and choice elementary schools.<sup>38</sup> 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 kindergarten at zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

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<sup>38</sup> 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.

- 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;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and as OSE 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 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 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;
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to kindergarten at non-zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

- a. Students who reside in the school's district 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 school year;
- b. Students who reside outside the school's district 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;
- 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. Students other than those in (a) and (c) above who are residents of that district;
- f. Students other than those in (b) and (d) above who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>39</sup> a Non-Public School Placement, or specialized programs,<sup>40</sup> are admitted to schools in the same manner as

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<sup>39</sup> 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 349 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>.

<sup>40</sup> 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

general education students. Schools will ensure that students with disabilities 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 to receive appropriate services in accordance with DOE policy.

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

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of applications submission and will be in grades K-5 in the school at the start of the following September;  
In some cases, dependent upon the timing of the approval of a rezoning plan, a student's zoned district school may change during the application period. In such cases, the student continues to have priority to the original zoned school.
- b. Zoned students other than those in (a);
- 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 September who are residents of that district;
- d. Out-of-district students whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- e. In-district students;
- f. Out-of-district students

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:

- a. 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 September who are residents of that district;
- b. Out-of-district students, whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- c. In-district students;
- d. Out-of-district students.

For both kindergarten and pre-kindergarten, if there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

### *High School Admissions*

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to any of the 8 Specialized High Schools requiring the Specialized High School Admissions Test ("SHSAT"), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

There are two application rounds in the High School Admissions Process:

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enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

**Round One:** All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March for the school year that commences the following September.

**Round Two:** All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. Round Two choices include school programs with availability and new schools or programs that will open or be available the following September. Students will receive Round Two results in May for the upcoming school year.

For more information about the High School Admissions Process, please visit:  
<http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities 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.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2017-2018 school year was December 1, 2016. The 2017 New York City High School Directory, which is available in print at DOE middle schools, High School Fairs, Family Welcome Centers, or online at <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs citywide.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at High School Fairs, Family Welcome Centers or online at <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

### *Over-the-Counter (“OTC”) Placement*

OTC is 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 time school started. 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;<sup>41</sup>
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle or high school admissions processes for some other reason.

When a student eligible for middle or high school arrives for OTC placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students requiring an OTC middle school placement 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 middle school student visits a Family Welcome Center where he or she meets with a

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<sup>41</sup> 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.

counselor who reviews options that will meet the student's needs. In many districts, middle school students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and at the start of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

High school screened programs (those that base admissions decisions on students' academic criteria) which have a two-year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,<sup>42</sup> international schools,<sup>43</sup> and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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<sup>42</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE Web site at: [www.goingforme.org](http://www.goingforme.org).

<sup>43</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

## Appendix D: 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.