

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Truncation of P.S. 165 Ida Posner (23K165) in Building K165 from a K-8 School to a K-5 School Beginning in the 2017-18 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to truncate the middle school grades served by P.S. 165 Ida Posner (23K165, “P.S. 165”) beginning in the 2017-2018 school year. P.S. 165 is an existing district school serving students in kindergarten through eighth grade and offering a pre-kindergarten (“Pre-K”) program in building K165 (“K165”), located at 76 Lott Avenue, Brooklyn, NY 11212 in Community School District 23 (“District 23”). If this proposal is approved by the Panel for Educational Policy (“PEP”), P.S. 165 will no longer enroll or serve students in sixth through eighth grades after the conclusion of the 2016-2017 school year, at which point it will only serve students in kindergarten through fifth grade and offer a Pre-K program.¹ K165 also houses the Community Based Organization (“CBO”) Partnership with Children, Inc.

The DOE is proposing to truncate the middle school grades of P.S. 165 based on declining enrollment as well as low performance, particularly in the middle school grades. The DOE believes that this truncation will benefit the P.S. 165 and District 23 communities by allowing P.S. 165 to focus exclusively on its elementary school grades and continue to build a quality elementary school option.

If this proposal is approved, beginning in the 2017-2018 school year, P.S. 165 will serve only elementary school students in kindergarten through fifth grade and offer a Pre-K program, and will no longer exist as a middle school option. DOE staff will work 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. Eighth grade students who meet promotional criteria may continue on to the high school to which they are matched in the high school admissions process², described in greater detail in Appendix C of this Educational Impact Statement (“EIS”).

Current fifth grade students who meet promotional criteria will complete elementary school at P.S. 165 at the end of the 2016-2017 school year and continue on to the middle school to which they are matched through the middle school admissions³ process, although they will no longer have the opportunity to remain at P.S. 165 for middle school. Students who applied to P.S. 165 for sixth grade through the middle school admissions process, including current P.S. 165 fifth grade students, will have that choice removed from their applications and be matched to another school ranked on their application where possible.

Rationale for Truncation

P.S. 165 is one of a cohort of 86 schools that have been designated by the DOE as Renewal Schools.⁴

¹ P.S. 165 offers a Pre-K program in the 2016-2017 school year. As with all Pre-K programs, the availability of pre-K at P.S. 165 will be subject to continued funding availability and demand.

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

³ More information on the middle school admissions process is described in greater detail in Appendix C and online at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>

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

Schools selected to be Renewal Schools were assigned a “Priority” or “Focus” accountability status by the New York State Education Department (“SED”),⁵ demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Review.⁶ (In four instances, which did not include P.S. 165, schools were selected to be Renewal Schools per the Chancellor’s discretion). As a Renewal School, P.S. 165 is also a Community School.⁷ 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. This proposal will not impact the school’s participation in the School Renewal Program or any tailored ancillary services, extended instruction time, or other additional resources elementary students at P.S. 165 may receive as a result of the School Renewal Program and the school’s designations as a Community School, although those services would only be provided to students in the remaining grades and may be tailored to better meet the needs of the school once it no longer serves middle school students.

Through the Renewal School program, long-struggling schools are receiving 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 truncation, may be considered.

P.S. 165’s middle school grades have consistently performed well below the districtwide average. In 2015-2016, P.S. 165’s middle school had proficiency rates of 5.2% and 3.1%, respectively in English Language Arts (“ELA”) and math, compared to 20.1% and 14.0% respectively on average in District 23. However, the school’s elementary grades are significantly outperforming the middle school grades, particularly in ELA. In the 2015-2016 school year, 20.2% of elementary school students were proficient in ELA, as compared to only 5.2% in the middle school grades.⁸ P.S. 165 has also seen an overall decline in enrollment in its middle school grades. In the 2016-2017 school year, there are only 108 total students served in sixth through eighth grades, which represents a 23% decline since the 2013-2014 school year. Such low enrollment at the middle school level creates budgetary and programmatic challenges. This truncation will enable P.S. 165 to focus exclusively on its elementary school grades and continue to build a quality elementary school option for the District 23 community.

In addition, this proposal is also expected to help reduce the excess of 1,850 middle school seats in District 23 by supporting the enrollment at other middle schools across the district that will enroll future students who may have otherwise attended middle school at P.S. 165.

If the proposed truncation of P.S. 165 is approved, all current sixth and seventh grade students will receive individualized enrollment support from the Superintendent’s staff and Family Welcome Center (“FWC”) counselors, which will help students and families in thinking through the options presented in order to ensure 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 district middle schools. Eighth grade students who do not meet promotional requirements will also receive

⁵ 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>.

⁶ Schools can earn the following scores on Quality Review: well-developed, proficient, developing, or underdeveloped. For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

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

⁸ Data is based on 2016 state test results that can be found: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

individualized support and be offered a seat at a higher-performing school. All students will receive alternative options for enrollment in District 23 and their district of residence (if different) before being discharged from P.S. 165.

Please see Appendix A of this EIS for a list of schools serving middle school grades in District 23.

Community Engagement

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

- Calls were made to families on the evening of January 9, 2017 to notify them of the proposed truncation and the upcoming community meeting scheduled for January 11, 2017.
- Letters notifying families of this proposed truncation, as well as about the January 11, 2017 community meeting were backpacked home with students on January 9.
- The Superintendent, along with key representatives from DOE Central and Field offices, held a community meeting on January 11, 2017 to provide information and answer any questions families had about the proposed truncation of P.S. 165. Approximately 50 members of the public attended this meeting.

The DOE will provide additional public engagement opportunities, including:

- An optional supplemental community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE will meet with the school community (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K165. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of 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 D23Proposals@schools.nyc.gov.
- A Panel for Educational Policy (“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 on the 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>.

According to the 2015-2016 Enrollment Capacity Utilization Report (the “Blue Book”), K165 has the capacity to serve 538 students.⁹ In the current 2016-2017 school year, K165 serves 371 total students,

⁹ According to the 2015-2016 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

yielding an estimated utilization rate of 69%.¹⁰ If this proposal is approved, P.S. 165 will no longer serve middle school students upon the completion of the 2016-2017 school year. Therefore, beginning with the 2017-2018 school year, P.S. 165 will serve approximately 226-286 students in kindergarten through fifth grade and offer a Pre-K program, yielding an estimated building utilization rate of 42%-53%. More details about building utilization rates are available in Appendix B of this EIS.

II. Proposed or Potential Use of Building

As noted above, K165 has the capacity to serve 538 students. In the current 2016-2017 school year, K165 serves 371 total students, yielding an estimated utilization rate of 69%. If this proposal is approved, P.S. 165 is projected to serve approximately 226-286 students in the 2017-2018 school year when P.S. 165 will serve only students in kindergarten through fifth grade and offer a Pre-K program. This will yield an estimated building utilization rate of 42%-53%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS.

The current and proposed grade spans and enrollment for P.S. 165, as well as the projected building utilization rates, are shown in the two tables below, if this proposal is approved:

Grade Spans in K165			
DBN	School Name	2016-2017	2017-2018
23K165	P.S. 165 Ida Posner ¹¹	K-8	K-5

Enrollment and Utilization in K165 ¹²			
DBN	School Name	2016-2017 Enrollment ¹³	2017-2018 Projected Enrollment
23K165	P.S. 165	371	226 - 286
Total Building Enrollment		371	226 - 286
Utilization		69%	42% - 53%

¹⁰ 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 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/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

¹¹ P.S. 165 also offers a Pre-K program. As with all Pre-K programs, the availability of Pre-K at P.S. 165 will be subject to continued funding availability and demand.

¹² Enrollment is inclusive of students in the Pre-K program at P.S. 165.

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

If this proposal is approved, P.S. 165 will receive its baseline allocation of space pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III.B and Appendix D of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

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

A. Students

If this proposal is approved, P.S. 165 will no longer serve middle school students following the completion of the 2016-2017 school year. Thus, beginning in the 2017-2018 school year and beyond, P.S. 165 will serve students in kindergarten through fifth grade and will continue to offer a Pre-K program subject to continued funding availability and demand. There are a sufficient number of middle school seats in District 23 to accommodate any future middle school students who would have been served at P.S. 165.

Please see Appendix A of this EIS for a list of schools serving middle school grades in District 23.

Impact on Current and Future Students at P.S. 165

If this proposal is approved, P.S. 165 will cease to serve middle school grades after the conclusion of the 2016-2017 school year, and as such, will no longer offer middle school programming or admit middle school students. Current students enrolled in the middle school grades at P.S. 165 will receive an alternative placement, described further below.

This proposal is not expected to impact programming, admissions, or enrollment at the elementary grades of P.S. 165. However, current and future P.S. 165 elementary students who would have received priority to enroll in sixth grade at the school will no longer have this priority, described further below, as the school will cease to serve middle school grades in the 2017-2018 school year and beyond.

With respect to instruction, P.S. 165 will continue offering all classes to support current students as they work to meet mandated articulation requirements for the remainder of the 2016-2017 school year. In the 2017-2018 school year, P.S. 165 will no longer serve students in grades six through eight and will only offer classes to support students in kindergarten through fifth grade, as well as a Pre-K program.

P.S. 165 currently serves general education students and students requiring special education services, including students currently enrolled in Self-Contained (“SC”) special education classes and students receiving Special Education Teacher Support Services (“SETSS”). P.S. 165 also serves students in Integrated Co-Teaching (“ICT”) classes. If this proposal is approved, students with disabilities will continue to receive services in accordance with their Individualized Education Program (“IEP”) and this proposal will not result in any reduction in the school’s ability to provide special education services to students who need them. IEP services may vary from year to year, as they are tailored to meet the individual needs of the students currently enrolled in a school.

In addition, students classified as English Language Learners (“ELLs”) who are enrolled at P.S. 165 receive English as a New Language (“ENL”) services. All current and future students enrolled at P.S. 165 will continue to receive all their mandated special education and/or ENL services if this proposal is approved.

The elementary school grades at P.S. 165 are a choice option and P.S. 165 will continue to give priority to elementary school students who live in District 23, as it has in the past and in accordance with Chancellor's Regulation A-101. General information about the elementary school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm> and Appendix B of this EIS.

P.S. 165 currently admits sixth grade students through the middle school admissions process via an unscreened admissions method, giving priority to continuing fifth graders, then to students residing in District 23, and then to all other students and residents of Brooklyn. As described above, if this proposal is approved, fifth grade students who meet promotional criteria at the conclusion of the 2016-2017 school year and who would have received priority to the sixth grade of P.S. 165 will no longer have this priority, as the school will cease to serve middle school grades in the 2017-2018 school year and beyond. Students who applied to P.S. 165 for sixth grade through the middle school admissions process, including current P.S. 165 fifth grade students, will have that choice removed from their applications and be matched to another school ranked on their application where possible. Most students are matched to one of the programs ranked on their application, but it is not guaranteed. If a student does not match to one of the programs ranked on their application or does not submit an application, they will receive a placement in a school where they are eligible to attend middle school.¹⁴ The middle school application was due December 1st, 2016. More information on the middle school admissions process is described in greater detail in Appendix B of this EIS.

If the proposed truncation of P.S. 165 is approved, all current sixth and seventh grade students will receive individualized enrollment support from the Superintendent's staff and Borough FWC counselors, which will help students and families in thinking through the options presented in order to ensure 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 district middle schools. Eighth grade students who do not meet promotional requirements will also receive individualized support and be offered a seat at a higher-performing school. All students will receive alternative options for enrollment in District 23 and their district of residence (if different) before being discharged from the closing school. Eighth grade students who meet promotional criteria may continue on to the high school to which they are matched in the high school admissions process¹⁵, described in greater detail in Appendix C of this EIS.

If this proposal is approved, P.S. 165 will no longer admit middle school students as of the 2017-2018 school year, although students in District 23 will continue to have access to a broad variety of middle school options, described further below.

The middle school admissions process is described in greater detail in Appendix C of this EIS.

P.S. 165 currently offers the following extra-curricular activities and partnerships for elementary school:¹⁶

¹⁴ More information on the middle school admissions process is described in greater detail in Appendix C and online at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

¹⁵ More information about the high school admissions process can be found in Appendix C and online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

¹⁶ Information is from the District 23 Middle School Directory, available at <http://schools.nyc.gov/NR/rdonlyres/EB87A24A-FF7B-4469-B848-47CF6BF90BA7/0/2017NYCMiddleSchoolDirectoryDistrict23.pdf> last visited on January 27th, 2017 and school-reported data as of January 31, 2017.

Extra-curricular activities and partnerships: Saturday Academy Enrichment, Mobile Response Team, Partnership with Children, Respect for All Program, Robin Hood Library, Girl Scouts, Open Access Library, Modern Dance, Reading and Math Success Academy

P.S. 165 currently offers the following extra-curricular activities, partnerships, and sports for middle school:¹⁷

Extra-curricular activities and partnerships: Saturday Academy Enrichment, Mobile Response Team, Partnership with Children, Respect for All Program, 21st Century After School, Robin hood Library, Open Access Library, Modern Dance, Reading and Math Success Academy

Sports: Karate

If this proposal is approved, P.S. 165 will no longer offer extra-curricular activities for middle school grades as of the 2017-2018 school year. Students in kindergarten through fifth grade will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change based on student interests, available resources, and staff support for those programs. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources.

Impact on the Pre-K Program

This proposal is not expected to impact the Pre-K program at P.S. 165. Incoming Pre-K students can apply to the Pre-K program through the centralized Pre-K admissions process. As with all Pre-K programs, the availability of Pre-K at P.S. 165 will be subject to continued funding availability and demand. Students will continue to be offered placement in Pre-K 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 C of this EIS for more information on Pre-K admissions.

Impact on Future Middle School Students in District 23

This proposal to truncate the middle school grades of P.S. 165 is not expected to significantly impact the admissions process at other District 23 middle schools. If this proposal is approved, students in District 23 will no longer have the opportunity to enroll in P.S. 165 for middle school. They will, however, continue to have access to a broad range of middle school options, listed in Appendix A of this EIS. As described in greater detail in Section C below, there will continue to be sufficient sixth grade seats in District 23 to accommodate future students who may have otherwise enrolled in P.S. 165.

District 23 district schools currently have the capacity to serve approximately 4,500 students in grades six through eight while only 2,656 such students are currently enrolled in 2016-2017. This means that District 23 currently has an excess of about 1,850 middle school seats in district schools. If the truncation of P.S. 165 is approved, District 23 schools will have the capacity to serve approximately 4,200 students in grades six through eight and will have an excess of about 1,550 middle school seats. There are also approximately

¹⁷ Information is from the District 23 Middle School Directory, available at <http://schools.nyc.gov/NR/rdonlyres/EB87A24A-FF7B-4469-B848-47CF6BF90BA7/0/2017NYCMiddleSchoolDirectoryDistrict23.pdf> last visited on January 27th, 2017 and from school-reported data as of January 31, 2017.

1,550 middle school students being served in grades six through eight in six charter schools in District 23. Students in District 23 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>.

P.S. 165 uses the unscreened admissions methods for the sixth grade, giving priority to continuing fifth graders, then to students residing in District 23, then to students and residents of Brooklyn. After the 2016-2017 school year, fifth grade students will no longer have priority admissions to P.S. 165 for the sixth grade, as the school will no longer serve middle school grades.

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 also be found in Appendix C of this EIS.

Impact on Over-the-Counter ("OTC") Placements

In addition to admitting students through the elementary and middle school process, P.S. 165 also currently admits some middle school students through the OTC placement process. However, if this proposal is approved, in the 2017-2018 school year P.S. 165 will no longer enroll OTC students. There is sufficient capacity at other District 23 middle schools to accommodate any students who may have otherwise enrolled in P.S. 165 OTC for middle school, as described further below.

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

Impact on Community Based Organizations

K165 houses the CBO Partnership with Children, Inc., which provides services to P.S. 165. The DOE does not anticipate that this proposal will impact the space allocated to Partnership with Children, Inc. in K165. If this proposal is approved, Partnership with Children, Inc. will continue to provide services to P.S. 165.

B. Schools

Although P.S. 165 will no longer serve sixth through eighth grade students as of the 2017-2018 school year, if this proposal is approved, it will continue to serve students in K165. K165 has adequate capacity to accommodate P.S. 165 students. If this proposal is approved, in the 2017-2018 school year, P.S. 165 is projected to enroll an estimated 226-286 students. At that point, the projected utilization rate for K165 would be approximately 42%-53%.

The estimated enrollment figures for P.S. 165 and building utilization figures for K165 are shown in Sections II and IV of this EIS.

If this proposal is approved, pursuant to the Footprint, there will be sufficient space to accommodate P.S. 165 after P.S. 165's middle school truncation. Please see Appendix D 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.

Building Safety and Security

P.S. 165 will develop a safety and security plan for K165 prior to the first day of school in September 2017. The DOE makes available the following supports to schools relating to safety and security:

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

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

C. Community

As noted above, the DOE is proposing to truncate the middle school grades of P.S. 165 based on declining enrollment as well as low performance, particularly in the middle school grades. The DOE believes that the truncation of the middle school grades will benefit the P.S. 165 community and District 23 communities. The proposed truncation of the middle school grades at P.S. 165 will provide P.S. 165 with the opportunity to focus exclusively on its elementary school grades and further P.S. 165’s ability to serve as a quality elementary school option for the students in its community. This proposal is expected to help reduce the excess of middle school capacity in District 23 by decreasing the number of middle school seats at P.S. 165.

There are 16 district schools in District 23 that serve middle school grades and can provide seats to those students who may have otherwise attended P.S. 165 for middle school (see Appendix A). District 23 middle schools currently have the capacity to serve approximately 4,500 students in sixth through eighth grades; however there are only 2,656 middle school students enrolled in the current 2016-2017 school year. This means that District 23 currently has an excess of about 1,850 middle school seats in its district schools. If the grade truncation of P.S. 165 is approved, District 23 schools will have the capacity to serve approximately 4,200 students in grades six through eight and will still have an excess of about 1,550 middle school seats. Therefore, if this proposal is approved, the DOE believes that there is sufficient capacity in District 23 schools to accommodate the students who might otherwise have attended the middle school grades of P.S. 165. Additionally, this truncation aims to support enrollment at other middle schools in the district that may enroll current and future students who may have otherwise enrolled at P.S. 165.

There are also approximately 1,550 middle school students being served in grades six through eight in six charter schools in District 23. Students in District 23 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 grade truncation of P.S. 165 may have an impact on enrollment at other district and charter schools serving middle school grades in District 23, as students who may have attended P.S. 165 for middle school may enroll in these schools. As described above, this is not expected to substantially impact any particular school given the volume of excess middle school seats in the district. Please see Appendix A for a list of district and charter schools serving middle school grades in District 23.

This proposal is also not expected to impact the ability of community members and organizations to obtain school building use permits at K165. In addition, this proposal is not expected to impact the accessibility of K165, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

P.S. 165

Admissions Data

Current Admissions	<p>Pre-K: Standard Pre-K admissions process</p> <p>Grades K-5: District 23 Elementary School Choice Process</p> <p>Grades 6-8: District 23 Middle School Choice Process</p> <p>Admissions Method: Unscreened</p>
Admissions if Proposal is Approved	<p>Pre-K: Standard Pre-K admissions process</p> <p>Grades K-5: District 23 Elementary School Choice Process</p> <p>Grades 6-8: N/A</p> <p>Admissions Methods: N/A</p>

*Enrollment Data*¹⁸

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017	34	41	35	40	35	40	38	37	43	28	371
2017-2018 (projected)	36	35-45	35-45	30-40	30-40	30-40	30-40	-	-	-	226-286

*Demographic Data*¹⁹

Percentage of Students with Individualized Education Programs	27%
Percentage of English Language Learner Students	4%
Percentage of Students Qualifying for Free or Reduced Price Lunch or Eligible for Human Resources Administration (HRA) Benefits	100%

¹⁸ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment.

¹⁹ 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

P.S. 165	2013-2014	2014-2015	2015-2016
School Quality Indicators²⁰			
1.1 Curriculum	N/A	Developing	Developing
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Developing	Developing
3.4 High Expectations	N/A	Developing	Developing
4.2 Teacher Teams and Leadership Development	N/A	Proficient	Proficient
Performance Data²¹			
English Language Arts % Proficient (Levels 3 and 4)	10%	9%	12%
Math % Proficient (Levels 3 and 4)	8%	8%	7%
Other Key Performance Indicators			
Attendance Rate	86%	86%	87%
2016-2017 State Accountability Status²²	Priority School		

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, funding will decrease when P.S. 165 no longer serves middle school grades as the DOE will cease to allocate funds to P.S. 165 for the middle school grades.

Most funding in schools’ budgets is allocated on a per-pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As stated above, as a result of this proposal, the total number of students enrolled at P.S. 165 will decline beginning in the 2017-2018 school year. As a result the school’s budget is expected to decrease, and it is

²⁰The 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. P.S. 165 did not have a Quality Review for the 2013-2014 school year.

²¹ Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

²²This 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>.

expected to need fewer teachers and fewer supplies to meet the needs of its student population. For more information on staffing is available in Section VI.

Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the city, with budgets increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide²³ and FY16 School Allocation Memoranda²⁴ 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 register changes at P.S. 165. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

If this proposal is approved, some current P.S. 165 staff are expected to be excessed²⁵ due to the elimination of grades six through eight. It is difficult to precisely predict the number of affected positions.

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

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

Students who would otherwise have enrolled in P.S. 165's sixth through eighth grades would now be enrolled in other middle schools and those schools might need to hire additional staff. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

B. Administration

If this proposal is approved, some P.S. 165's administrative positions may be excessed once the school truncates its middle school grades since administrative needs may decrease as the school serves a smaller student population and fewer grades. As noted above, all excessing will take place in accordance with existing labor contracts.

²³ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/fy17_pdf/fsf_guide.pdf.

²⁴ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html.

²⁵ 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 P.S. 165 during the current school year (2016-2017). This proposal is not expected to affect transportation practices at P.S. 165 for the 2017-2018 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending P.S. 165 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 continue to be provided consistent with citywide policy.

V. Building Information

Building		K165
Type of Building		PS
Year Built		1912
Overall BCAS rating		2.56
2015-2016 Blue Book Target Building Utilization		76%
2015-2016 Blue Book Target Building Capacity		538
FY 2016 Maintenance Costs	Labor	\$43,716
	Materials	\$31,423
	Maintenance, repair, and service contracts	\$48,339
	Custodial operations costs—Materials	\$4,340
	Custodial operations costs—Custodial Allocation	\$247,707
FY 2016 Energy Costs	Electric	\$48,261
	Gas	\$31,404
	Steam	N/A
	Oil	\$4,197
Projects completed during the current or prior school year		AUXILIARY SIGNAL/BELL SYSTEM FIRE ALARM SYSTEM PUBLIC ADDRESS SYSTEM
Projects proposed in the capital plan		CELLAR STRUCTURAL
Accessibility of the building		No Accessibility
Building attributes		Art Rooms Auditorium Cafeteria Computer Rooms Library Multi-purpose Room Nurse's Office Science Lab

Appendix A: District 23 Middle School Options

The table below lists all district and charter schools currently serving middle school grades in District 23.

DBN	School Name	Address	Grade Span 2016-2017	Grade Span at Scale	Admissions Method	2016- 2017 Enrollment ²⁶	2015-2016 School Capacity ²⁷	2016-2017 School Utilization
District-wide Choice Options								
23K041	P.S. 041 Francis White	411 THATFORD AVENUE	K-8	K-8	Unscreened	476	709	67%
23K137	P.S./I.S. 137 Rachel Jean Mitchell	121 SARATOGA AVENUE	K-8	K-8	Unscreened	278	418	67%
23K155	P.S./I.S. 155 Nicholas Herkimer	1355 HERKIMER STREET	K-8	K-8	Unscreened	418	786	53%
23K178	P.S. 178 Saint Clair Mckelway	2163 DEAN STREET	K-8	K-8	Unscreened	334	892	37%
23K184	P.S. 184 Newport	273 NEWPORT STREET	K-8	K-8	Unscreened	477	754	63%
23K284	P.S. 284 Lew Wallace	213 OSBORN STREET	K-8	K-8	Unscreened	459	507	91%
23K323	P.S./I.S. 323	210 CHESTER STREET	K-8	K-8	Unscreened	459	617	74%
23K327	P.S. 327 Dr. Rose B. English	111 BRISTOL STREET	K-5,7-8	K-5	Unscreened	376	770	49%
23K363	Brownsville Collaborative Middle School	85 WATKINS STREET	6-8	6-8	Limited Unscreened	88	264	33%
23K392	I.S. 392	104 SUTTER AVENUE	6-8	6-8	Screened	294	329	89%
23K518	Kappa V	985 ROCKAWAY AVENUE	6-8	6-8	Screened	200	413	48%
23K522	Mott Hall IV	1137 HERKIMER STREET	6-8	6-8	Screened	165	357	46%
23K644	Eagle Academy for Young Men II	1137 HERKIMER STREET	6-12	6-12	Limited Unscreened	626	824	76%
23K664	Brooklyn Environmental Exploration School (BEES)	251 MCDOUGAL STREET	6-8	6-8	Unscreened	89	112	79%
23K668	Riverdale Avenue Middle School	76 RIVERDALE AVENUE	6-8	6-8	Limited Unscreened	115	311	37%
23K671	Mott Hall Bridges Academy	210 CHESTER STREET	6-8	6-8	Limited Unscreened	198	443	45%
Charter Options								

²⁶ 2016-17 Unaudited Register as of October 31, 2016 for district schools and the charter headcount as of October 1, 2016 for charter schools. It reflects the enrollment for all grades served by the school.

²⁷ 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.

84K626	Achievement First Brownsville Charter School	2021 BERGEN STREET	K-9	K-10	Lottery	906	795	114%
84K710	Brownsville Collegiate Charter School	364 SACKMAN STREET	5-8	K-1, 5-8	Lottery	325	400	81%
84K711	Leadership Preparatory Brownsville Charter School	985 ROCKAWAY AVENUE	K-8	K-8	Lottery	768	666	115%
84K737 ²⁸	Brownsville Ascend Charter School	1501 PITKIN AVENUE	K-8	K-8	Lottery	1009	N/A	N/A
84K775 ²⁸	Leadership Preparatory Ocean Hill Charter School	51 CHRISTOPHER AVENUE	K-12	K-12	Lottery	958	N/A	N/A
84K777	Ocean Hill Collegiate Charter School	1137 HERKIMER STREET	5-8	k-3, 5-8	Lottery	339	294	115%

²⁸ These schools serve students in private space and capacity and enrollment rates are therefore not available.

Appendix B: Target Capacity and Utilization Rate

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, 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 ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The 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 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

Elementary School Admissions

The DOE offers zoned, non-zoned, and choice elementary schools.²⁹ 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:

- 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 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;

²⁹ 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.

- 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,³⁰ a Non-Public School Placement, or specialized programs,³¹ are admitted to schools in the same manner as 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 be also 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:

³⁰ 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>.

³¹ 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.

- 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.

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 process. Information about all of these options is printed in each district's Middle School Directories, 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 may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school) or composite score admissions method (a combination of factors are used to create one score for each applicant);
- 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 2017-2018 school year was December 1, 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. Eligible students will have the opportunity to submit a "new schools" application in 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.

Over-the-Counter (“OTC”) Placements

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 NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;³² or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When a middle or high school-eligible student arrives for 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 are eligible to attend middle school based on their 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 counselor who reviews options that will meet the student’s needs. In many districts, middle 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 into the opening of school 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.

Screened programs (those that base admissions decisions on students’ academic criteria) that 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 an audition schools, transfer schools,³³ international schools,³⁴ 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.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past.

³² 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.

³³ 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 colleges 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 website at: www.goingforme.org.

³⁴ 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 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 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.