

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Expansion of The Lexington Academy (04M072) from K-5 to K-8 Beginning in the 2014-2015 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to expand The Lexington Academy (04M072, “P.S. 72”) to serve students in kindergarten through eighth grade. P.S. 72 is an existing, zoned district elementary school serving students in kindergarten through fifth grade in building M072 (“M072”) located at 131 East 104th Street, New York, NY 10029, in Community School District 4 (“District 4”). P.S. 72 also offers a pre-kindergarten program, with three sections of full-day pre-kindergarten.

P.S. 72 will serve approximately 538 students in kindergarten through fifth grade and pre-kindergarten in the 2013-2014 school year.¹ If this proposal is approved, students enrolled in P.S. 72 will have first priority to remain at the school through eighth grade. Beginning in the 2014-2015 school year, P.S. 72 will add one grade each year until 2016-2017, when it will reach full scale and serve students in kindergarten through eighth grade and pre-kindergarten. The DOE does not anticipate that the proposed grade expansion of P.S. 72 will affect the pre-kindergarten program at the school.

The DOE strives to increase quality options for students. As part of the provisional approval process, the DOE evaluates each school’s instructional capacity to serve the expanded school level by reviewing school expansion applications, conducting site visits, and facilitating panel interviews. Schools interested in expanding must have received at least a “C” on their most recent Progress Report to be eligible to apply to the grade reconfiguration process. Schools provisionally approved for expansion must receive at least a “C” in the Progress Report released prior to their expansion in order to remain eligible. In the event that the school does not receive a C or better on the Progress Report prior to its expansion, this proposed expansion will not be implemented.

The proposal to expand P.S. 72 initially came from the school community. In May 2013, a grade expansion team composed of P.S. 72 teachers, staff and administrators submitted a formal application to expand the grades served by the school. That application was supported by parents and the broader school community. This suggests a high level of satisfaction within the school and its parent body and strongly implies that an expanded P.S. 72 will suit the needs of children in District 4. This grade expansion will allow P.S. 72 to serve students in elementary and middle school grades, as well as pre-kindergarten. P.S. 72 currently offers an elementary dual-language program in Spanish. This proposed expansion will allow P.S. 72 to continue providing its students with dual language services through middle school.

The M072 building has the capacity to serve 644 students² and will serve approximately 538 students in kindergarten through fifth grade and pre-kindergarten, yielding a utilization rate of 84% in the 2013-2014 school year.³ This means that the building is “underutilized.”⁴ If this proposal is approved, the building

¹ All figures are from the 2013-2014 Budget Register Projections. Pre-kindergarten is a program that can be offered both full-day or half-day; the projection figures represent the full day equivalency.

² 2011-2012 Enrollment, Capacity, Utilization Report (“Blue Book”).

³ The utilization rate reported here may differ from that published in the 2011-2012 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the 2013-2014 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁴ The revised Under-Utilized Space Memorandum was updated on November 20, 2012, and can be accessed at:

http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf. The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

would serve approximately 769 – 859 students and have a utilization rate of 119% - 133% in 2016-2017 when P.S. 72 reaches full scale.

However, this standard utilization rate is likely overstated because the current capacity of the building does not assume any rooms for use by middle school students, who rotate among classrooms during the school day, thus increasing the efficiency of the space. Furthermore, the school leadership of P.S. 72 intends to change the programming of M072's spaces in order to create middle school instructional spaces, likely increasing the target capacity of the building in future years.

As discussed in more detail in Section III.B., despite a utilization rate above 100%, the building has sufficient space to provide P.S. 72 with at least its baseline room allocation. Therefore, the M072 building has the capacity to accommodate the proposed grade expansion of P.S. 72. The expansion proposal will result in more students being served within M072 and thus more efficient use of building space within District 4, while simultaneously providing parents and students with an additional middle school choice.

If this proposal is approved, fifth grade students will be able to apply to attend middle school at P.S. 72 through the District 4 Middle School Choice Process for the 2014-2015 school year. Students enrolled at P.S. 72 will have admissions priority if they wish to remain for sixth grade. Other eligible fifth grade students in District 4 will have the opportunity to apply to attend middle school at P.S. 72. For additional information about P.S. 72's admissions policies, please refer to Section III.A.

II. Proposed or Potential Use of Building

There is sufficient space in building M072 to accommodate P.S. 72's proposed expansion to serve students in kindergarten through eighth grade along with its pre-kindergarten program. According to the 2011 - 2012 Enrollment, Capacity, Utilization Report (the "Blue Book"), building M072 has a target capacity to serve 644 students. (The concept of "target capacity" and the related concept of "utilization rate" are explained in section III.B. below.)

The proposed grade spans that P.S. 72 will serve between 2013-2014 and 2016-2017 are as follows:

Grade Spans					
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017
04M072	P.S. 72	K-5	K-6	K-7	K-8

If this proposal is approved, the projected enrollment at P.S. 72 and building utilization rates for M072 between 2013-2014 and 2016-2017 will be as follows:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
04M072	P.S. 72	538	589 - 659	684 - 764	769 - 859
Total Building Enrollment		538	589 - 659	684 - 764	769 - 859
Utilization⁵		84%	91% - 102%	106% - 119%	119% - 133%

P.S. 72 will serve approximately 769 – 859 students in kindergarten through eighth grade and pre-kindergarten when it completes its expansion and achieves full scale in 2016-2017.

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s 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 most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this Educational Impact Statement (“EIS”), the DOE’s utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change would 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 would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s 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 would decrease.

There is currently one Community-Based Organization (“CBO”) in building M072, Union Settlement. A District 79 after-school program, Adult Literacy, also occupies space within M072. This proposal is not expected to impact the siting of Union Settlement or the continued operation of the adult literacy program.

There are no proposed additional uses for the M072 building at this time.

⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter projections as of June 2013 or the 2013-2014 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

Please visit the DOE’s website to access the Citywide Instructional Footprint (the “Footprint”), which guides space allocation and use in City schools (available in the Key Documents section): <http://schools.nyc.gov/community/planning/default.htm>. For more detail on the Footprint and room allocations in building M072, see Section III.B. below.

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

A. Students

Impact on Students Currently Attending P.S. 72

P.S. 72 is an existing zoned elementary school that currently serves kindergarten through fifth-grade students, and students in three full-day sections of pre-kindergarten. This proposal is not expected to impact the pre-kindergarten program at P.S. 72. P.S. 72 will continue to offer a full-day pre-kindergarten program, subject to demand and funding availability.

P.S. 72’s grade expansion will provide an additional middle school option to students in District 4 and will allow current P.S. 72 students to continue their education at the school in a seamless kindergarten through eighth grade experience. According to the 2012-2013 Audited Register, 22% of P.S. 72’s student population are English Language Learner (“ELL”) students, higher than both the District 4 and Citywide K-5 average. In order to best serve this student population, P.S. 72 currently offers an elementary dual-language program in Spanish. This expansion would allow P.S. 72’s fifth grade students to continue their dual language education at the middle school level. P.S. 72 offers a Spanish Transitional Bilingual Education program that serves students in second through fifth grade in the 2013-2014 school year. P.S. 72 also offers dual-language Spanish classes in kindergarten and first grade. The dual-language program is expected to continue phasing up through the elementary and eventually middle school grades. The DOE supports increasing and expanding school options that focus on language development and provide cross-cultural support.

P.S. 72 currently offers Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) classes, and Special Education Teacher Support Services (“SETSS”). Current students will be able to continue in their existing ICT and SC classes and SETSS will continue to be provided. Students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”).

The DOE does not anticipate that this proposal will impact the partnerships of P.S. 72. P.S. 72 will continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed expansion would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

According to the school Web site and school leadership, P.S. 72’s special programs, extra-curricular activities, and partnerships include:⁶

⁶ Includes principal reported information. For more information, please visit <http://schools.nyc.gov/SchoolPortals/04/M072/AboutUs/Overview/Special+Programs.htm>.

Special Programs:

- Dual Language Spanish kindergarten and first grade ⁷
- Transitional Bilingual Spanish program in second through fifth grade

Extracurricular Activities:

- Asphalt Green Swimming and Recreation
- Open Airways
- Soccer
- Dance
- Tennis
- Cheerleading
- Track

Partnerships:

- Columbia University Teachers College
- Union Settlement
- Museo del Barrio
- Asphalt Green
- Randall's Island Park Alliance
- Harlem Meer Center
- Pfizer, Inc.
- Midori and Friends Music in Schools
- City Soccer
- Learning Leaders

Impact on Future Elementary School Students in District 4

This proposal is not expected to impact the elementary admissions process at P.S. 72. P.S. 72 will continue to give priority to students who live in its zone, as it has in the past and in accordance with 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>.

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

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

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, 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.

⁷ The dual language Spanish classes is expected to operate in kindergarten through second grade in 2014-2015.

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

As mentioned above, independent of this proposal, P.S. 72 will continue to be a zoned elementary school that will give priority to students residing in the P.S. 72 zone.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school, are admitted to schools in the same manner as general education students.⁸ 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S. 72.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 72. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students enrolled at P.S. 72 will have first priority for admission to the pre-kindergarten program at P.S. 72. Students who reside in the P.S. 72 zone who do not have siblings enrolled at P.S. 72 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 72 will be subject to continued funding availability and demand.

Impact on Future Middle School Students in District 4

If this proposal is approved, beginning with the 2014-2015 school year application period, P.S. 72 will

⁸ 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 410 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>.

admit prospective sixth grade students through District 4's Middle School Choice Process via a limited unscreened admissions method with a preference for P.S. 72 fifth grade students. Fifth grade students at P.S. 72 who wish to remain for middle school may indicate that preference in their middle school choice application for the 2014-2015 school year and beyond. P.S. 72 students who wish to rank other middle schools ahead of P.S. 72 will have the opportunity to do so on the District 4 Middle School Choice application, as well. Continuing fifth grade students at P.S. 72 will be given first priority to a sixth grade seat at P.S. 72 if they choose to remain for sixth grade, provided they satisfy promotional requirements. Any remaining seats will be open to other students residing in District 4 through the Middle School Choice Process.

P.S. 72 will admit prospective sixth grade students into a limited unscreened program. Admissions preference for middle school enrollment will be given to students in the following order:

- Continuing fifth grade students from P.S. 72;
- District 4 students who attend an information session or open house; and
- Other District 4 students.

Through the middle school application process, students will be 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 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 this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school application 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:

- Choice middle schools or programs with a limited unscreened or screened admissions method (admission is based on criteria designated by the school);
- K-8 schools with a screened admissions method that have available seats for middle school students;
- 3-8 schools with a limited unscreened admissions method that have available seats for middle school students;
- 6-12 schools with a limited unscreened or screened admissions method for middle school students; or
- Schools with borough-wide or Citywide eligibility with screened or school-based application admissions methods.

The Citywide deadline for fifth grade students to submit middle school applications for the 2014-2015 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider. After the Panel for Educational Policy ("PEP") votes on the proposals to open new schools, eligible students will have the opportunity to submit a "new schools" application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for 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.

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

If this proposal is approved, P.S. 72 might also admit students through the OTC admissions process, depending on seat availability in P.S. 72’s middle school grades.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a 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;⁹ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student 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 are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school.

This proposal may have a mild impact on enrollment at other District 4 middle schools as some students who would have attended other schools will instead choose to attend P.S. 72 for middle school. However, at present there is no way to reliably predict which schools will be impacted, or by how many seats.

B. Schools

The proposed expansion of P.S. 72 to serve kindergarten through eighth grade students will allow students currently enrolled in P.S. 72 to continue at the school through eighth grade. P.S. 72 has earned an overall A grade on its most recent 2011-2012 Progress Report.¹⁰

Building M072 has adequate capacity to accommodate the expansion of P.S. 72 at full scale. P.S. 72 is projected to enroll an estimated 769-859 students in the 2016-2017 school year. At that point, P.S. 72 would be at full scale and the projected utilization rate for building M072 would be approximately 119% - 133%.

Despite projected utilization rates over 100%, the building has sufficient space to provide P.S. 72 with its baseline room allocation. Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation.

⁹ 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.

¹⁰ P.S. 72’s Progress Reports are available at: <http://schools.nyc.gov/SchoolPortals/04/M072/AboutUs/Statistics/default.htm>.

P.S. 72's current utilization calculations assume that all rooms in M072 are used to serve elementary classes, which are planned for lower class sizes than middle school classrooms. In addition, the school leadership of P.S. 72 has planned to convert several rooms that are not marked for student instruction into classrooms during the years of this proposed grade expansion. Therefore, the target capacity of M072 as listed in this EIS is understated and the projected utilization rates overstated. P.S. 72 will receive its baseline allocation pursuant to the Citywide Instructional Footprint throughout all years of this proposal. Therefore, the M072 building has the capacity to accommodate P.S. 72 during and after its grade expansion.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

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

According to the walk-through of the M072 building conducted by the Borough Director of Space Planning on October 19, 2012, building M072 has a total of 39 full-size rooms,¹¹ 11 half-size rooms,¹² 7 quarter-size rooms¹³ and the full-size equivalent ("FSE") of 2.0 designed administrative spaces.

Of this total, the following spaces are building facilities and will not be allocated to P.S. 72 as part of the school's instructional footprint:

- The equivalent of 1.0 FSE designed administrative space is allocated to the nurse's office;
- 1 half-size room is allocated to the CBO Union Settlement;
- 1 quarter-size room is allocated to the school custodian;
- 1 full-size space is allocated to the school-based support team;
- 1 full-size space is allocated to Adult Literacy; and
- 1 full-size space is used as a teachers' cafeteria.

This leaves 36 full-size rooms, 10 half-size rooms, 6 quarter size rooms and 1.0 full-size equivalent designed administrative space available to be allocated to P.S. 72.

Building M072 also has a cafeteria, auditorium, gymnasium, and library.

If this proposal is approved, P.S. 72 will serve approximately 538 students in kindergarten through fifth grade and pre-kindergarten in 2013-2014. Per the Footprint, P.S. 72 will be apportioned a baseline space allocation of 25 full-size classrooms, 7 half-size classrooms and 3.5 full-size equivalent administrative spaces.¹⁴ The space available to P.S. 72 in building M072 is sufficient to cover this allocation.

¹¹ Full-size classrooms have an area of 500 square feet or more.

¹² Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

¹³ Quarter-size classrooms have an area of less than 240 square feet.

¹⁴ The half-size room allocation includes the space allocation for P.S. 72's self-contained sections.

P.S. 72 will continue to add one grade level per year until 2016-2017, when it will reach full scale and serve students in kindergarten through eighth grade and pre-kindergarten. At this point, P.S. 72 will serve approximately 769 – 859 students. Per the Footprint, P.S. 72 will be allocated a baseline space allocation of 34 full-size classrooms, 9 half-size classrooms and 5.0 FSE administrative spaces, as shown in the table below. The space available to P.S. 72 in building M072 is sufficient to cover this allocation.

The following table outlines the baseline footprint allocation for P.S. 72 in the 2016-2017 school year, once the school has reached full scale and serves students in kindergarten through eighth grade, as well as students in three sections of full-day pre-kindergarten.

DBN	School Name	Non-Admin Spaces		Administrative Spaces				
		Full Size Rooms	Half Size Rooms	Designed Admin (FSE)	Full Size Rooms	Half Size Rooms	Quarter Size Rooms	Total Admin (FSE)
04M072	P.S. 72	34	9	1.0	2	1	6	5.0

Once P.S. 72 has reached full scale, there will be approximately 769 – 859 students served in the building, yielding a building utilization rate of 119% - 133%. As the table above demonstrates, there is adequate space in M072 to accommodate the grade expansion.

Building Safety and Security

If this proposal is approved, P.S. 72 will develop a safety and security plan for building M072 prior to the first day of school in September 2014. The DOE makes available the following supports to schools around safety and security:

- Best Practice 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 NYPD)
- Technical assistance when incidents occur via the Borough Safety Directors
- Professional development and support to CFN Safety Liaisons
- Professional development and kits for Building Response Teams and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs. The proposed expansion of P.S. 72 to serve sixth through eighth grade students in building M072 is intended to meet this goal by providing current students with the option to continue attending P.S. 72 through middle school. Additionally, the grade expansion of P.S. 72 will create an additional Spanish dual-language middle school option for District 4 students, alongside Esperanza Preparatory Academy (04M372), Mosaic Preparatory Academy (04M375), and P.S. 155 William Paca (04M155), among others. Dual Language programs provide half of the instruction in English and half in the native language of the ELL students in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bilingual and fluent in both languages.

As previously noted, M072 has space to enroll additional students. The expansion proposal will result in more students being served within M072 and thus more efficient use of building space within District 4, while simultaneously providing parents and students with an additional middle school choice.

If this proposal is approved, the expansion of P.S. 72 may have a small impact on enrollment at other District 4 middle schools, since students who would have attended other middle schools in District 4 may now attend P.S. 72. However, given the small cohort size at P.S. 72 and the small concentrations of P.S. 72 students who have historically articulated to other receiving middle schools, this proposal is not expected to have a material impact on any individual middle school. The District 4 middle schools to which P.S. 72 students articulated in 2012-2013 are listed below (the table does not reflect students who left the system or articulated to schools outside of District 4):

DBN	School Name	Grade Span 2013-2014 ¹⁵	Grade Span at Scale ¹⁶	Number of P.S. 72 Fifth Grade Students that Articulated in 2012-2013 ¹⁷	Total Number of Sixth Grade Students Served in 2012-2013 ¹⁸
04M013	J.H.S. 013 Jackie Robinson	7-8	Closed	7	56
04M108	P.S. 108 Assemblyman Angelo Del Toro Educational Complex	K-8	K-8	19	121
04M171	P.S. 171 Patrick Henry	K-8	K-8	6	95
04M224	M.S. 224 Manhattan East School for Arts & Academics	6-8	6-8	2	45
04M372	Esperanza Preparatory Academy	6-10	6-12	6	86
04M377	Renaissance School of the Arts	6-8	6-8	6	39
04M381	Global Neighborhood Secondary School	6-8	6-8	2	42
04M406	Global Technology Preparatory	6-8	6-8	2	58
04M610	Young Women's Leadership School	6-12	6-12	12	50
04M825	Isaac Newton Middle School for Math & Science	6-8	6-8	6	103

P.S. 72 students may choose to remain at the school for middle school, or they may choose to enroll at another middle school through the District 4 Middle School Choice Process. Fifth-grade students from

¹⁵ 2013-2014 grade span does not include Pre-Kindergarten.

¹⁶ Grade span at scale does not include Pre-Kindergarten.

¹⁷ Based on the 2011-2012 and 2012-2013 Audited Registers (as of October 31, 2011 and October 26, 2012, respectively).

¹⁸ 2012-2013 Audited Register (as of October 26, 2012)

other elementary schools may choose to apply to P.S. 72 through the District 4 Middle School Choice Process, but admission will depend on seat availability at P.S. 72, as priority will be given to continuing P.S. 72’s fifth-grade students.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M072.

IV. Enrollment, Admissions and School Performance Information

P.S. 72

Admissions Data

Current Admissions	<p>Pre-kindergarten: Standard Universal Pre-Kindergarten Admissions Process</p> <p>Grades K-5: Zoned</p>
Admissions after Grade Reconfiguration is Completed	<p>Pre-kindergarten: Standard Universal Pre-Kindergarten Admissions Process</p> <p>Grades K-5: Zoned</p> <p>Grades 6-8: District 4 Middle School Choice Process</p> <p>Admissions Method: Limited Unscreened</p>

Enrollment Data¹⁹

	PK ²⁰	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	54	90	90	71	81	69	83	-	-	-	538
2014-2015 (projections)	54	85-95	85-95	85-95	65-75	75-85	65-75	75-85	-	-	589-659
2015-2016 (projections)	54	85-95	85-95	85-95	85-95	65-75	75-85	75-85	75-85	-	684-764
2016-2017 (projections)	54	85-95	85-95	85-95	85-95	85-95	65-75	75-85	75-85	75-85	769-859

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	23%
Percentage of English Language Learner Students	22%
Percentage of Students Eligible for Free or Reduced Lunch	86%

¹⁹ All figures are from the 2013-2014 Budget Register Projections. P.S. 72 is expected to serve three sections of students per grade in grades six through eight once it begins phasing in its middle school grades in 2014-2015.

²⁰ Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full day equivalency.

²¹ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

Lexington Academy²²	2008-2009	2009-2010 ²³	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	D	A
Quality Review Score ²⁴	N/A ²⁵	N/A	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	40%	38%	37%
Math % Proficient (Levels 3 and 4)	52%	42%	52%
Other Key Performance Indicators			
Attendance Rate	93%	92%	93%
2012-2013 State Accountability Status²⁶		In Good Standing	

V. Initial Impact on Budget and Cost of Instruction

The expansion of a school creates the need for one-time Other-Than-Personal-Service (“OTPS”) funding to cover any additional textbooks and supplies that may be required. The OTPS per capita allocation to offset these costs has historically been \$80 per student.²⁷ Since P.S. 72’s grade expansion is expected to initially result in approximately 75-85 additional sixth grade seats, the DOE estimates that P.S. 72 would receive a one-time award of approximately \$6,000-\$6,800 in 2014-2015 based on projected registers.

If grade appropriate furniture is not available onsite, the school may receive additional furniture packages. In FY 2012, the cost of a furniture package for each elementary school class section was approximately \$6,000 - \$7,000.²⁸ Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

The proposal should not otherwise affect the cost of instruction, although the operating budget will increase with the increase in enrollment. Most funding in schools’ budgets is allocated on a per pupil basis, based on current by the Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds

²² Source: Progress Report.

²³ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City’s students’ raw scores on the tests remained largely unchanged relative to the prior year.

²⁴ Quality Reviews rate school on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating), “Developing” or “D,” “Proficient” or “P,” and “Well Developed” or “WD” (the highest possible rating). For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁵ Not all schools receive a Quality Review every year.

²⁶ For more information about State Accountability, please visit <http://www.p12.nysed.gov/irs/accountability/>.

²⁷ FY13 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools

²⁸ Office of Space Planning Memorandum

for students with disabilities, English language Learners (ELLs), and those with other supplemental academic needs.

Please refer to the FSF Guide²⁹ and FY14 School Allocation Memoranda³⁰ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 72. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

New administrative staff and non-pedagogical positions will be created at P.S. 72 over the course of the school's middle school phase-in. P.S. 72 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year will be determined once annual enrollment projections are released in the Spring of 2014. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades. District schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

B. Administration

P.S. 72 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's middle school phase-in.

C. Transportation

There will be no change to existing transportation practices at P.S. 72 due to this proposal.

Transportation will continue to be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

²⁹ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf.

³⁰ The FY14 School Allocation Memoranda is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf.

VII. Building Information

Building		M072
Type of Building		PS
Year Built		1924
Overall BCAS rating		2.59
2011-2012 Target Building Utilization		82%
2011-2012 Target Building Capacity		644
FY 2012 Maintenance Costs	Labor	\$14,049
	Materials	\$10,499
	Maintenance and repair contracts	\$2,459
	Service contracts	\$0
	Custodial operations costs—Materials	\$5,175
	Custodial operations costs—Custodial Allocation	\$235,242
FY 2012 Energy Costs	Electric	\$74,047
	Gas	\$32,799
	Steam	\$0
	Oil	\$1,300
Projects completed during the current or prior school year		Auditorium Upgrade, FY13 Reso A Technology, IEH PO 1-Gym Floor
Projects proposed in the capital plan		None
Accessibility of the building		Building is not Functionally Fully Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office