

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Expansion of P.S. 084 Jose De Diego (14K084)

from a K-5 to a K-8 School Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to expand P.S. 084 Jose De Diego (14K084, “P.S. 84”) to serve students in kindergarten through eighth grade. P.S. 84 is an existing, zoned elementary school located in building K084 (“K084”) at 250 Berry Street, Brooklyn, NY 11211, in Community School District 14. P.S. 84 currently serves students in kindergarten through fifth grades and offers four sections of a full-day pre-kindergarten program. The proposed middle school grades will also be served in school building K084. Building K084 also houses an Adult and Continuing Education program managed by District 79 (“79K755”).¹

If this proposal is approved, P.S. 84 will begin enrolling sixth-grade students in the 2014-2015 school year, and will add one grade each year until it serves students in grades kindergarten through eight in the 2016-2017 school year. As mentioned above, P.S. 84 currently offers four sections of a full-day pre-kindergarten program. This proposal will not impact P.S. 84’s ability to offer pre-kindergarten. The DOE’s pre-kindergarten programs are maintained based on available funding, student enrollment, and space availability, and the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 84 in 2014-2015 and beyond, subject to continuing funding, demand, and space availability. Fifth-grade students currently enrolled in P.S. 84 will be able to stay at P.S. 84 for sixth through eighth grades, provided they meet promotional requirements.

P.S. 84 began offering in the 2012-2013 school year a specialized program for students with Autism Spectrum Disorders (“ASD”) that is not widely available in other New York City schools. The program, known as ASD Nest, uses a reduced class size Integrated Co-Teaching (“ICT”) program model for higher functioning children with ASD. Sited within supportive neighborhood schools, the ASD Nest program is designed to help children learn how to function well academically, behaviorally, and socially in school and in their community. Currently, the ASD Nest program is available for kindergarten and first grade students at P.S. 84 and will expand to serve an additional grade each year, serving students in grades kindergarten through five in 2017-2018. If this proposal is approved, the ASD Nest program will additionally be offered in the middle school grades starting in the 2018-2019 school year after the program is fully phased in at the kindergarten through fifth grade levels. General education students and students with ASD will continue to learn together in an inclusive classroom setting, with specialized curricula and/or other pull-out services offered as appropriate.

The DOE strives to increase quality options for students. Schools that apply for a grade reconfiguration are subject to a thorough evaluation process. As part of the provisional approval process, the DOE evaluates each school’s instructional capacity to serve the expanded school level by reviewing 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(s) released prior to their expansion in order to remain eligible. In the event that a school does not receive a

¹ District 79 schools and programs provide academic, social, and emotional support to students under 21 years old who have experienced an interruption to their studies. Programs include General Educational Development (“GED”) preparation services, academic intervention, and referral services. More information about District 79 sites and programs can be found at <http://schools.nyc.gov/Offices/District79/default.htm>.

“C” or better on the Progress Report(s) prior to its expansion, the proposed expansion shall not be implemented. Consistent with the above, P.S. 84’s grade expansion application has been provisionally approved, but the implementation of the grade expansion is subject to P.S. 84 earning an overall “C” grade or higher on its 2012-2013 Progress Report.

K084 has the capacity to serve 1,085 students.² In 2013-2014 school year, P.S. 84 is projected to serve a total of approximately 517 students in kindergarten through fifth grades and 72 students in pre-kindergarten, yielding a utilization rate of 54%.³ If this proposal is approved, the building will serve approximately 917-1,007 students and have a utilization rate of 85%-93% in 2016-2017 when P.S. 84 reaches full scale. As discussed in Section III.B, the building has sufficient space to accommodate this grade expansion.

Background on the DOE’s Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high quality school at every stage of their education. The grade expansion of P.S. 84 is intended to provide an additional middle school option to students and families in District 14.

The proposal to expand P.S. 84 originated from within the school community. In May 2013, the principal of P.S. 84 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 with the school from its parent body and strongly implies that an expanded P.S. 84 will serve the needs of the children in District 14. Furthermore, P.S. 84 earned overall “B” grades on its last two Progress Reports.⁴ This grade expansion will allow P.S. 84 to serve children from kindergarten through eighth grades, as well as continue offering its pre-kindergarten program.

II. Proposed or Potential Use of Building

There is sufficient space in K084 to accommodate P.S. 84’s proposed grade expansion. According to the 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”),⁵ K084 has a target capacity to serve 1,085 students. (The concept of “target capacity” and the related concept of “utilization rate” are explained in section III of this proposal.) In 2013-2014, the building serves approximately 589 students, yielding a building utilization rate of 54%. This means that the building is “underutilized” and has space to accommodate additional students.⁶

If this proposal is approved, P.S. 84 will begin serving sixth grade in K084 in 2014-2015 and will phase in one additional grade at a time until 2016-2017, when it will reach full scale.

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

³ 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 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.

⁴ 2010-2011 Progress Report and 2011-2012 Progress Report.

⁵ The 2011-2012 Enrollment, Capacity, Utilization Report (the “Blue Book”) can be found here http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

⁶ The most recent Under-Utilized Space Memorandum and List 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.

The proposed grade spans for P.S. 84 over a four-year period are as follows:

Grade Spans					
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017
14K084	P.S. 84	K-5	K-6	K-7	K-8

P.S. 84 will serve approximately 917-1,007 students in kindergarten through eighth grades and in the pre-kindergarten program in K084 when it completes its expansion and reaches full scale in 2016-2017, yielding a projected building utilization rate of 85%-93%.

The projected enrollment for P.S. 84 and building utilization rates for K084 over the course of four years is described in the table below:⁷

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
14K084 ⁸	P.S. 84	589	682 - 752	807 - 887	917 - 1,007
Total Building Enrollment		589	682 - 752	807 - 887	917 - 1,007
Utilization		54%	63% - 69%	74% - 82%	85% - 93%

As described in more detail in the 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 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 most recent year for which target capacity has been calculated for buildings is 2011-2012. The DOE’s projected 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 the 2013-2014 school

⁷ 2013-2014 enrollment projections are from Budget Register Projections. Projections for 2014-2015 and beyond are based on a kindergarten enrollment plan of two general education sections and two ASD Nest sections.

⁸ Enrollment projections in this chart include projected pre-kindergarten enrollment.

year 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 administrative rooms in high schools 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.

For more detail on room allocations, see section III.B below. Please visit the DOE's Website to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

A. Students

Impact on Students Currently Attending P.S. 84

P.S. 84's grade expansion will provide an additional middle school option to students in District 14 and, specifically, will allow current P.S. 84 students to continue their middle-school grade-level education at the same school.

If this proposal is approved, P.S. 84's existing ASD Nest program will expand to serve the middle school grades beginning in the 2018-2019 school year as the program gradually phases in. Currently, the ASD Nest program is available for kindergarten and first grade students at P.S. 84 and will expand to serve an additional grade each year, serving students in grades kindergarten through five in 2017-2018. As noted earlier, if this proposal is approved, the ASD Nest program will additionally be offered in the middle school grades starting in the 2018-2019 school year after the program is fully phased in at the kindergarten through fifth grade levels. Fifth-grade students enrolled in the P.S. 84 ASD Nest program will be able to remain in the program through middle school grades. Other students will have the opportunity to apply for any seats remaining in the program once current P.S. 84 students are accommodated.

P.S. 84 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and students receiving Special Education Teacher Support Services ("SETSS") and related services. Upon admission, the school works with parents of students requiring special education services to develop an individualized education program ("IEP") that reflects the resources that the school can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. If this proposal is approved, these students at P.S. 84 will continue to receive special education services in accordance with their IEPs.

In addition, students classified as English Language Learner ("ELL") students are enrolled at P.S. 84 and receive English as a Second Language ("ESL") services. If this proposal is approved, students at P.S. 84 will continue to receive their mandated services. P.S. 84 also offers a dual language Spanish program. If this proposal is approved, P.S. 84 will continue to offer this program based on demand. This program will be available in the middle school grades, again, contingent on demand.

P.S. 84 currently offers the following special programs, extracurricular activities, and partnerships:⁹

Special Academic Programs and Extra-Curricular Activities: Dual Language: Spanish, ASD Nest, Spatial-Temporal Math, Integrated Co-Teaching, Special Education Teacher Support Services, English as a Second Language, Visual Thinking Strategies, YMCA 2nd-grade Swim for Life Program, Greenhouse instruction

Partnerships: YMCA, El Puente, Education through Music, American Ballet Theater, Community Word Project, Marquis Studio, Elite Learning: Passport to Brooklyn, Wellness in the School, NY Sunworks Greenhouse Sustainability Curriculum, Trout in the Classroom program.

There are no proposed changes to the extracurricular programs currently offered at P.S. 84 due to this proposal. If this proposal is approved, P.S. 84 will continue to offer these extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed grade expansion will not impact those opportunities, but it may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will 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 all City students, as all schools annually modify extracurricular offerings based on student demand and available resources.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 84. 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. 84 will have first priority for admission to the pre-kindergarten program at P.S. 84. Students who reside in the P.S. 84 zone who do not have siblings enrolled at P.S. 84 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 84 will be subject to continued funding availability and demand.

Impact on Future Elementary School Students in District 14

This proposal is not expected to impact the admissions process for the elementary grades at P.S. 84. P.S. 84 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 K-5 in the school at the start of the following school year in September; and
- 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

⁹ School-reported data.

students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders).

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

Additionally, P.S. 84 currently offers an ASD Nest program. Upon referral, students can apply to ASD Nest programs through a centralized admissions process managed by the Division of Students with Disabilities and English Language Learners. This proposal is not expected to impact the ASD Nest admissions process.¹⁰

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,¹¹ 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 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. 84.

Impact on Future Middle School Students in District 14

Beginning in 2014-2015, continuing fifth graders at P.S. 84 will have the opportunity to remain at P.S. 84 for middle school, provided that they satisfy promotional requirements. All students at P.S. 84 will be expected to submit an application for middle school indicating their preference for remaining at P.S. 84 or attending one of the other options for which they are eligible. P.S. 84 students who indicate a preference for remaining at P.S. 84 through the middle school application are guaranteed a seat. Any remaining seats will be filled with other eligible students who indicate a preference for P.S. 84 through the Middle School

¹⁰ For additional information on ASD Nest programs and how to apply, please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/ASD.htm>.

¹¹ 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>.

Admissions Process, which is described in greater detail in the following paragraphs.

P.S. 84 will admit incoming sixth-grade students through the Middle School Admissions Process using a limited unscreened admissions method. Admissions preference for middle school enrollment will be given to students in the following order:

- Continuing fifth graders from P.S. 84
- Students who are zoned for District 14 for middle school or, students who attend a District 14 elementary school and who also attend an information session, school tour, open house event or visiting the school's exhibit at the Middle School Fair
- Other students who are zoned for District 14 for middle school or who attend a District 14 elementary school.

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 admission processes. Information about all of these options is printed in each district's Middle School Choice Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm#Brooklyn>. Please note that this directory is updated yearly.

Under the middle school admissions process, students will rank their preferences from among the options printed on their customized middle school application

These options include:

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

The Citywide deadline for fifth graders 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. 84 will also admit middle school students through the OTC admissions process. 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;¹² 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.

Impact on the Adult and Continuing Education Program

As noted earlier, K084 houses an Adult and Continuing Education Program which operates on Saturdays. It offers Spanish and English citizenship classes for adults. The DOE does not anticipate that this program will be affected by the grade expansion of P.S. 84.

Building Safety and Security

If this proposal is approved, P.S. 84 will develop a safety and security plan for K084 prior to the first day of school in September 2014. This plan will have changes, as needed, to account for the additional grade levels.

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 support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

¹² Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

B. Schools

The proposed expansion of P.S. 84 to serve students in kindergarten through eighth grades will allow students currently enrolled in P.S. 84 to continue at that school through eighth grade.

K084 has adequate capacity to accommodate the expansion of P.S. 84 at full scale. P.S. 84 is projected to enroll an estimated 917-1,007 students across kindergarten through eighth grades and in the pre-kindergarten program in 2016-2017. At that point, P.S. 84 will be at full scale and the projected utilization for K084 will be approximately 85%-93%.

Pursuant to the Citywide Instructional Footprint (the “Footprint”), there is sufficient space to accommodate the grade expansion of P.S. 84 in building K084. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools (available in the Key Documents section): <http://schools.nyc.gov/community/planning/changes/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served and number of classes per grade at that school. 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 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 one full-size or half-size room to accommodate each self-contained (“SC”) 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 a walk-through of K084 conducted by the Office of Space Planning on March 11, 2013, K084 has a total of 54 full-size rooms, 8 half-size rooms, 8 quarter-size rooms, and the full-size equivalent of 2.5 designed administrative spaces.

The following rooms are shared spaces or contain building services, and will not be included in P.S. 84’s baseline allocation:

- The nurse’s office occupies one half-size room
- The custodian’s office occupies one half-size room
- The school-based support team occupies one full-size room
- A specialized art room equipped with a kiln occupies one full-size room

Excluding the spaces outlined above, the K084 building currently has a total of 52 full-size rooms, 6 half-size rooms, 8 quarter-size rooms, and 2.5 designed administrative spaces available to be allocated to P.S. 84.

K084 also has the following rooms: a cafeteria, auditorium, gymnasium, and library.

If this proposal is approved, P.S. 84 will serve approximately 682-752 students in 33 general education/ICT sections of students in kindergarten through sixth grades (including pre-kindergarten, dual language and

ASD Nest sections) in 2014-2015. Per the Footprint, P.S. 84’s baseline allocation¹³ is 36 full-size rooms, 6 half-size rooms, and the equivalent of 4.5 full-size rooms for administrative use.

P.S. 84 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 grades. In 2015-2016, P.S. 84 is projected to serve approximately 807-887 students in 38 general education or ICT sections (including pre-kindergarten, dual language, and ASD Nest sections). Per the Footprint, P.S. 84’s baseline allocation will be 42 full-size rooms, 7 half-size rooms, and the equivalent of 5.0 full-size rooms for administrative use. P.S. 84’s baseline footprint allocation has been adjusted to include one additional full-size room in lieu of one half-size room due to an insufficient number of half-size rooms in the building. The adjusted baseline footprint allocation is 43 full-size rooms, 6 half-size rooms and the equivalent of 5.0 full-size rooms for administrative use.

In 2016-2017, P.S. 84 is projected to serve 917-1,007 students in 43 general education or ICT sections (including pre-kindergarten, dual language, and ASD Nest sections). Per the Footprint, P.S. 84’s baseline allocation will be 47 full-size rooms, 8 half-size rooms, and the equivalent of 5.5 full-size rooms for administrative use. P.S. 84’s baseline footprint allocation has been adjusted to include two additional full-size rooms in lieu of two half-size rooms due to an insufficient number of half-size rooms in the building. The adjusted baseline footprint allocation is 49 full-size rooms, 6 half-size rooms and the equivalent of 5.5 full-size rooms for administrative use.

Adjusted Baseline Footprint Allocation for Full-Size Instructional Classrooms

DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017
14K084	P.S. 84	32	36	43	49

ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS	2013-2014	2014-2015	2015-2016	2016-2017
	20	16	9	3

At full scale P.S. 84 is expected to serve approximately 917-1,007 students in building K084, yielding a building utilization rate of 85%-93%. Thus, there is adequate space in K084 to accommodate the grade expansion.

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. 84 to serve middle school grades in K084 is intended to meet those goals by allowing current students to remain at the school for middle school, by increasing the number of ASD Nest seats at the middle school level, and by providing an additional middle school option for District 14.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K084.

¹³ P.S. 84’s baseline allocations for 2014-2015 and beyond reflect the ASD Nest program, which has a larger instructional footprint need than general education/ICT sections.

If this proposal is approved, the expansion of P.S. 84 may have a small impact on enrollment at other District 14 middle schools, since students who would have attended other middle schools in District 14 may now attend P.S. 84. However, given the small cohort size at P.S. 84 and the small concentrations of P.S. 84 students who have historically articulated to most of the receiving middle schools, this proposal is not expected to have a material impact on any individual middle school. Although the greatest number of P.S. 84 students articulated to I.S. 318 Eugenio Maria De Hostos (“I.S. 318”) (32 students), this only comprised a relatively small percentage of I.S. 318’s overall sixth-grade enrollment. The District 14 middle schools to which P.S. 84 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 14):

DBN	School Name	Grade Span 2013-2014	Grade Span at Scale	Number of P.S. 84 5th Graders that Articulated in 2012-2013 ¹⁴	Total Number of 6th Graders Served in 2012-2013 ¹⁵
14K050	J.H.S. 050 John D. Wells	6-8	6-8	12	83
14K071	Juan Morel Campos Secondary School	6-12	6-12	4	123
14K126	John Ericsson Middle School 126	6-8	6-8	3	68
14K318	I.S. 318 Eugenio Maria De Hostos	6-8	6-8	32	565
14K577	Conselyea Preparatory School	6-8	6-8	11	163
14K586	Lyons Community School	6-12	6-12	3	79

¹⁴ Based on the 2011-2012 and 2012-2013 Audited Registers (as of October 31, 2011 and October 26, 2012, respectively).

¹⁵ 2012-2013 Audited Register (as of October 26, 2012).

Enrollment, Admissions and School Performance Information

P.S. 84

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions Process ¹⁶ K-5: Zoned Admissions Process
Admissions after Proposed Grade Reconfiguration	Pre-K: Standard Universal Pre-K Admissions Process K-5: Zoned Admissions Process 6-8: Priority to current fifth grade students; District 14 Middle School Choice Process; Limited Unscreened

Enrollment Data¹⁷

	PK ¹⁸	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	72	124	119	80	74	62	58	-	-	-	589
2014-2015 (projections)	72	70-80	120-130	115-125	75-85	70-80	55-65	105-115	-	-	682-752
2015-2016 (projections)	72	70-80	75-85	120-130	115-125	75-85	70-80	105-115	105-115	-	807-887
2016-2017 (projections)	72	70-80	75-85	75-85	120-130	115-125	75-85	105-115	105-115	105-115	917-1,007

Demographic Data¹⁹

Percentage of Students Receiving ICT or SC Services	5%
Percentage of Students with IEPs	14%
Percentage of ELLs	21%
Percentage of Students Eligible for Free or Reduced Lunch	43%

¹⁶ Information about the Standard Universal Pre-K Admissions Process is published on the DOE website: <http://schools.nyc.gov/ChoicesEnrollment/PreK/default.htm>.

¹⁷ All figures are from the 2013-2014 Budget Register Projections.

¹⁸ Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day; the projection figures represent the full-day equivalency.

¹⁹ P.S. 84 does not yet serve middle school grades. Therefore, this data reflects the demographics of its current students in grades kindergarten through five.

School Performance Data²⁰

P.S. 84	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	B	B
Quality Review Score ²¹	P	N/A ²²	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	25%	30%	38%
Math % Proficient (Levels 3 and 4)	28%	30%	43%
Other Key Performance Indicators			
Attendance Rate	93%	93%	94%

2012-2013 State Accountability Status²³	In Good Standing
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IV. Initial Impact on Budget and Cost of Instruction

The expansion of a school creates the need for one-time Other than Personnel Services (“OTPS”) funding to cover any additional textbooks and supplies that may be required. The allocation to offset these costs has historically been \$80 per student. Since P.S. 84’s grade expansion is expected to initially result in approximately 105-115 additional sixth-grade seats, the DOE estimates that the school will receive a one-time award of approximately \$8,400-\$9,200 for OTPS in 2014-2015 based on projected registers.

If grade appropriate furniture is not available on-site, the school may receive additional furniture packages. In FY 2012 the cost of a furniture package for each class section was approximately \$6,000-\$7,000.²⁴ 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 for students with disabilities, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide²⁵ and FY14 School Allocation Memoranda²⁶ 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. 84. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

²⁰ P.S. 84 does not yet serve middle school grades. Therefore, this data reflects the Elementary School Progress Report scores.
²¹ Quality Reviews rate schools 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’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.
²² Not all schools receive a Quality Review every year.
²³ This status is determined by the SED under the No Child Left Behind Act. For more information, please visit the SED’s Web site at: <http://www.p12.nysed.gov/irs/accountability>.
²⁴ Office of Space Planning Memorandum.
²⁵ The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf.
²⁶ 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.

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

A. Personnel Needs

The proposed expansion is not expected to significantly alter the duties of current staff at P.S. 84.

New administrative staff and non-pedagogical positions will be created at P.S. 84 over the course of the school’s expansion. P.S. 84 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would 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. 84 is expected to hire school supervisors and/or administrative personnel as needed throughout the course of the school’s grade expansion.

C. Transportation

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

This proposal is not expected to impact the existing transportation practices at P.S. 84.

D. Other Support Services

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

VI. Building Information

Building	K084	
Type of Building	PS	
Year Built	1969	
Overall BCAS rating	2.45	
2011-2012 Target Building Utilization	40%	
2011-2012 Target Building Capacity	1085	
FY 2012 Maintenance Costs	Labor	\$8,709
	Materials	\$1,460
	Maintenance and repair contracts	\$26,658
	Service contracts	\$917
	Custodial operations costs— Materials	\$6,643

	Custodial operations costs— Custodial Allocation	\$254,535
FY 2012 Energy Costs	Electric	\$111,111
	Gas	\$3,845
	Steam	\$0
	Oil	\$53,433
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		Building is not Functionally Programmatically Accessible
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, Library, Multipurpose Room, Nurse's Office