

EDUCATIONAL IMPACT STATEMENT

The Proposed Grade Expansion of P.S. 291 (10X291) to a K-5 School Beginning in 2013-2014

I. Summary of Proposal

P.S. 291 (10X291, “P.S. 291”) is an existing zoned elementary school located in building X015 (“X015”), located at 2195 Andrews Avenue, Bronx, NY 10453, in Community School District 10 (“District 10”). It currently serves students in kindergarten through fourth grades. P.S. 291 is co-located with P.S. 15 Institute for Environmental Learning (10X015, “P.S. 15”), an existing district choice school¹ that serves students in kindergarten through eighth grades, and a District 75 program² (75X010, “P010X”)³ that provides both self-contained and inclusion classes. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. This is a proposal to implement a “grade expansion,” whereby P.S. 291 would expand to serve students in kindergarten through fifth grades (“K-5”) at full scale. If this proposal is approved, P.S. 291 will begin enrolling fifth-grade students for the 2013-2014 school year.

The standard exit point for an elementary school in the Bronx is fifth grade; therefore P.S. 291’s grade configuration of kindergarten through fourth grade is not aligned with all other District 10 elementary schools. Many students residing in the P.S. 291 elementary zone are also zoned to I.S. 206 Ann Mersereau (10X206, “I.S. 206”), a middle school that currently serves fifth through eighth grades. P.S. 291 and I.S. 206 are the only two schools in District 10 that serve irregular grade spans in the K-8 realm, and this proposal seeks to bring these schools into conformity with the rest of the district. As it stands, the majority of fourth-grade students graduating from P.S. 291 enroll in I.S. 206 for fifth grade, not only because many students residing in the P.S. 291 elementary zone are also zoned to I.S. 206 for middle school, but also due to the schools’ complementary exit and entrance points. It is sensible that most graduating fourth-graders from P.S. 291 attend I.S. 206; otherwise, they would have to complete one additional year of school (fifth grade) at a new elementary school, before switching again for middle school (sixth through eighth grades).

In a separate Educational Impact Statement (“EIS”) posted in September of 2012, the DOE is proposing to truncate I.S. 206 to become a traditional middle school serving sixth through eighth grades. This proposal can be found on the DOE Web site: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Nov2012Proposals>. Under that proposal, I.S. 206 will no longer enroll fifth-grade students. By aligning P.S. 291 and I.S. 206 with other schools in the district, the DOE will offer a better range of options to students who graduate from P.S. 291. If both proposals are approved, fourth-grade students enrolled at P.S. 291 will be able to stay at P.S. 291 for fifth grade and will no longer be able to attend I.S. 206 for fifth grade. Other fourth-grade students residing in District 10 may also apply for a seat at I.S. 206 for fifth grade but their enrollment will depend on seat availability as I.S. 206 would first give preference to its current fourth-grade students and then to other zoned students.

¹ A “choice school” has open enrollment for all students living in a defined area (which may be district-wide, borough-wide, or citywide) but does not offer preferred enrollment to students from any particular geographic zone within the catchment area. In the case of P.S. 15, the school gives priority to any student living in District 10.

² District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or 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 310 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>.

³ P010X has nine sites located throughout the Bronx: building X162 in District 7; buildings X101 and X152 in District 8; building X240 in District 9; buildings X015 and X844 in District 10; building X415 in District 11; and buildings X234 and X817 in District 12.

The DOE is confident that P.S. 291 can accommodate fifth grade in the excess space available in the X015 building. P.S. 291 already decided to reduce the number of incoming kindergarten sections from approximately five to four for the 2012-2013 school year and will continue this practice in the coming years, and the Office of School Enrollment (“OSE”) has implemented a new enrollment strategy whereby District 10 schools will no longer enroll out-of-zone students, further ensuring the feasibility of this expansion in terms of space availability within the X015 building. The enrollment and space utilization for the X015 building is discussed in further detail in Sections II and III.B of this proposal.

II. Proposed or Potential Use of Building

If this proposal is approved, in 2013-2014, P.S. 291 will expand to serve fifth grade. The current and projected grade spans for the three organizations that will occupy X015 if this proposal is approved are indicated in the chart below.

DBN	School Name	2012-13	2013-14
10X015	P.S. 15	K-8	K-8
75X010	P010X	K-8	K-8
10X291	P.S. 291	K-4	K-5

There is sufficient space in X015 to accommodate X291’s proposed expansion to serve students in K-5. According to the 2010-2011 Enrollment Capacity Utilization Report (the “Blue Book”), X015 had a target capacity to serve 1,086 students. In 2012-2013, P.S. 291 currently serves 554 K-4 students,⁴ P.S. 15 serves approximately 547 students,⁵ and P010X serves approximately 115 students,⁶ thereby serving a total of 1,216 students across the building yielding an estimated target utilization rate of 112%.⁷

If this proposal is approved, P.S. 291 will expand to create approximately 115-125 fifth-grade seats in the 2013-2014 school year. In that year, it is projected that P.S. 291 will serve a total of approximately 600-660 students, P.S. 15 will serve approximately 490-580 students, and P010X will serve approximately 110-120 students, thereby yielding an estimated target utilization rate of 110-125%⁸ for X015.⁹ 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

⁴ According to the 2012-2013 Budget Register Projections.

⁵ According to the 2012-2013 Budget Register Projections.

⁶ As reported by the D75 program office as of August 2012

⁷ All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book and enrollment data from the 2012-2013 budgeted enrollment projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁸ All projections referenced for the 2012-2013 school year and beyond reflect the forward promotion of cohorts by grade using the 2012-2013 Budget Register Projections. Projected enrollment at P.S. 291 is based on the assumption that P.S. 291’s fourth-grade class would remain at the school for fifth grade.

⁹ This utilization rate, as indicated in the 2010-2011 Blue Book, is comparable to other nearby elementary buildings in District 10: Building X206 has a utilization rate of 122%; Building X091 has utilization rate of 100% with a mini-building (X891) that has a utilization of 152%; X226 has a utilization rate of 75% with a mini-building (X826) that has a utilization of 114%; Building X026 has a utilization of 75%; and Building X279 has a utilization rate of 104% and has a mini-building (X896) utilization of 158%.

different uses than the standard assumptions in the utilization calculation, as described below. Moreover, as mentioned above, P.S. 291 has made changes to its enrollment strategies, as of 2012-2013, such that the school now only accepts zoned students and now admits one fewer kindergarten section; the DOE anticipates that these changes will continue to reduce P.S. 291’s overall enrollment over the course of the next four years and projects that building X015’s overall utilization will decrease to 102-117% by the 2015-2016 school year.

If this proposal is approved, the current and projected building utilization rates for X015 as well as the schools’ enrollments are anticipated as follows:

DBN	School Name	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
10X015	P.S. X015 Institute for Environmental Learning	547	490 - 580
75X010	P.S. X010	115	110 - 120
10X291	P.S. 291	554	600 - 660
Total Building Enrollment		1,216	1,200 – 1,360
Utilization		112%	110% - 125%

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.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 standards for maximum classroom capacities (which are lower than the 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 2010-2011. The DOE’s projected utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 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 the 2011-2012 school 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 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 standard for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Impact on Current and Future Students at P.S. 291

P.S. 291 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special education classes, as well as students receiving Special Education Teacher Support Services ("SETSS").

The existing ICT, SC, and SETSS classes at P.S. 291 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"), regardless of where they are sited. Services are tailored to meet the individual needs of the students with disabilities attending P.S. 291 and, as such, may vary from year to year.

Additionally, P.S. 291 serves English Language Learners ("ELLs"), students who are of limited English proficiency. ELL students at P.S. 291 receive English as a Second Language ("ESL") classes. All current and future ELL students attending P.S. 291 will receive ESL services in accordance with DOE policy.

The DOE does not anticipate that this proposal will impact the partnerships of P.S. 291. Similarly, P.S. 291 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. 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 any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

P.S. 291 currently has the following partnerships, which are not expected to change, subject to continued funding and demand, as a result of this proposal:

- Reading Partners with I.S. 206

P.S. 291 currently offers the following extracurricular programs, which are not expected to change, subject to continued funding and demand, as a result of this proposal:

- Literacy through the Arts
- Recorder Lessons
- Chess
- Student Council
- Student Newsletter
- Drama Club
- Science Club
- Art Club

Impact on Current and Future Students at P.S. 15

P.S. 15 currently serves general education students and students requiring special education services,

including students enrolled in Self-Contained (“SC”) special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”).

The existing SC and SETSS classes at P.S. 15 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities attending P.S. 291 and, as such, may vary from year to year.

Additionally, P.S. 15 serves English Language Learners (“ELLs”), students who are of limited English proficiency. ELL students at P.S. 15 receive English as a Second Language (“ESL”) classes. All current and future ELL students attending P.S. 15 will receive ESL services in accordance with DOE policy.

The DOE does not anticipate that this proposal will impact the partnerships of P.S. 15. Similarly, P.S. 15 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. 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 any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

P.S. 15 currently has the following partnerships, which are not expected to change, subject to continued funding and demand, as a result of this proposal: ¹⁰

- Good Shepherd Services

P.S. 15 currently offers the following extracurricular programs, which are not expected to change, subject to continued funding and demand, as a result of this proposal: ¹¹

- After-School Literacy Program
- After-School Math Program
- Chess Team
- Friday Afternoon Clubs
- Renaissance Music Program

P.S. 15 offers the following sports programming: ¹²

- Developmental Basketball
- Road Runners Track Team – Young Runners
- Mighty Milers

Impact on Current and Future Students at P010X

The District 75 students in the X015 site will not be impacted by this proposal. Students will continue to be placed in District 75 schools based on individual student needs and recommended special education services. District 75 students who are in SC classes in elementary school and who are articulating into middle school work with their District 75 school and placement staff to identify the middle school programs that best meet their needs. The following variables are taken into account when considering the best placement: whether the student needs a barrier-free site, whether the student requires nursing services, the student’s home district, and whether the student has siblings in the articulating school. For additional information about District 75 programs, please visit the DOE website at:

<http://schools.nyc.gov/Offices/District75/default.htm>.

¹⁰ School-reported data

¹¹ School-reported data

¹² School-reported data

Schools like P010X, which has some self-contained sites, some inclusion sites, and some, like the one at X015, which have both, continually reevaluate student progress throughout the year, and in some cases, students who are excelling in a self-contained site might be deemed ready to transition into an inclusion site. In these instances, the District 75 district and school staff work closely with the general education staff at the inclusion site(s) where the District 75 school's students attend school to determine if a placement can be made in an inclusion class.

P010X currently offers no extra-curricular programs or partnerships with outside organizations at the X015 building.

This proposal will not impact P010X's current enrollment or programming at the X015 building.

Enrollment Impact for Future Elementary School Students in District 10

P.S. 291 will continue to serve elementary school students in its zone. A student's zoned school is determined by his or her home address. If this grade expansion proposal is approved, P.S. 291 students may choose to remain at the school for fifth grade. All K-5 students residing in the P.S. 291 zone will continue to have a right to a seat at P.S. 291 since it is their zoned elementary school. As mentioned above, starting in the 2012-2013 school year, OSE has implemented a new enrollment strategy whereby OSE will no longer approve out-of-zone requests for District 10 schools, further ensuring the feasibility of this expansion in terms of space availability within the X015 building. All schools and students citywide are subject to the enrollment policies as outlined in Chancellor's Regulation A-101.

If this proposal is approved, P.S. 291 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 A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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

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

P.S. 291 will continue to accept zoned students over-the-counter ("OTC"). 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 New York City school at the time school started. These students fall into one of four categories:

- Students who are new to the New York City school system;
- Students who left the New York City school system and have returned;
- Students who are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Students who did not participate in the elementary or middle school admissions process for some other reason.

Students with IEPs (with the exception of those recommended for a District 75 or a non-public school placement) will follow the same process as their non-disabled peers. The DOE will support schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education environment to the

greatest extent possible. Any students with IEPs will continue to receive appropriate services at the school in which they are enrolled, including P.S. 291 and P.S. 15.

In accordance with DOE policy, ELL students will also be admitted to elementary school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at their zoned school or choice school at which they are enrolled, including P.S. 291 and P.S. 15.

Enrollment Impact on Future Students—Middle School Choice Process

If this proposal is approved, students who meet promotional requirements after the completion of the fifth grade may enroll at their zoned middle school or may participate in the district-wide middle school choice process.

Districts 9 and 10 share a Middle School Choice Process, which means that District 9 and District 10 students have equal preference for choice schools and programs in both districts. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to any District 9 or 10 choice middle school. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Choice 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 and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an 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;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

Students may also choose to apply to a number of schools that manage their own admissions processes. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

If a student eligible for middle school needs an 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 at the start of the school year.

This proposal will not impact P.S. 15's current admissions process for its middle school grades. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 15.

P.S. 15 has a test-based application process and does not appear on the Districts 9 and 10 Middle School Choice Application. Students who are zoned for P.S. 15 for middle school receive priority for admissions. Since P.S. 15 is a K-8 school, generally students who were zoned to and enrolled in the school during the

elementary grades there will articulate into the middle school grades. However, should seats remain available in the middle school grades, students may choose to apply to P.S. 15 through its own admissions process.

Students zoned to P.S. 15 may also choose to participate in the Districts 9 and 10 Middle School Choice Process, as described above.

In addition to the school-based application process, P.S. 15 may admit zoned students through the OTC admissions process, as described above.

Middle school students with IEPs and ELLs are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELLs is the same as described above.

Information about all of these options is printed in each district’s Middle School Choice Directory, which can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm> (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE’s Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

B. Schools

The projected enrollments for the existing and proposed school organizations in building X015 over a two-year period are shown below:

P.S. 291:

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (projections)	85	116	126	105	122	-	554
2013-14 (projections)	75-85	80-90	110-120	120-130	100-110	115-125	600-660

P.S. 15:

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (projections)	55	51	51	69	62	60	74	61	64	547
2013-14 (projections)	50-60	50-60	45-55	45-55	65-75	55-65	55-65	70-80	55-65	490-580

P010X:

	Total Enrollment
2012-13 (projections)	115
2013-14 (projections)	110 - 120

If this proposal is approved, though more students would occupy X015, there would continue to be sufficient space to serve students in X015 pursuant to the DOE's Instructional Footprint ("Footprint") after the grade expansion is completed. 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. 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 the school's principal.

For elementary schools serving grades kindergarten through five the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching ("ICT") section and a 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 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, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

The Footprint allocates the number of baseline full-size equivalent ("FSE") classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

On November 11, 2011, the Bronx Director of Space Planning conducted an official walkthrough of X015 and determined that there were 64 full-size rooms in the building (including 1 science demonstration room), 11 half-size rooms, 4 quarter-size rooms, and 5.5 FSE rooms of designed administrative space in the building. 2.0 FSE of designed administrative space is used for the nurse's office and the school-based support team, and 1 half-size equivalent space is used for the custodial office. In total, building X015 has 64 full-size rooms, 10 half-size spaces, 4 quarter-size spaces, and 3.5 FSE of designed administrative space allocated among P.S. 291, P.S. 15, and P010X.

According to the Footprint, P.S. 15's current space allocation should be 22 full-size rooms, 6 half-size rooms, and 4.0 FSE of administrative space. Currently, the school is allocated 25 full-size rooms, 5 half-size rooms, and 5.0 FSE of administrative space (which includes 1.5 FSE of designed administrative space, 3 half-size rooms, and 2 quarter-size spaces). Therefore P.S. 15 is currently over footprint by 3 full-size rooms and 1.0 FSE of administrative space.

According to the Footprint, based on enrollment at the time of the walkthrough, P.S. 291 should receive a baseline allocation of 25 full-size rooms, 4 half-size rooms, and 4.0 FSE rooms for administrative use. The DOE has adjusted P.S. 291's baseline Footprint allocation because building X015 does not have a sufficient number of half-size rooms. P.S. 291's adjusted baseline Footprint allocation is thus 28 full-size rooms, 1 half-size room, and 4.0 FSE of administrative space. P.S. 291 is currently allocated 27 full-size rooms, 1

half-size space, and 1 FSE of administrative space (includes 0.5 of designed administrative space and 2 quarter-size rooms). While P.S. 291 is currently operating under Footprint by 1 full-size room and 3.0 FSE of administrative space, the school leadership had agreed to operate with the current space allocation in serving its current grade sections.

According to the Footprint, based on enrollment at the time of the walkthrough, P010X should receive a baseline allocation of 11 full-size rooms, 2 half-size rooms, and 2.0 FSE rooms for administrative use. The DOE has adjusted P010X’s baseline Footprint allocation because building X015 does not have a sufficient number of half-size rooms and administrative spaces. P010X’s adjusted baseline Footprint allocation is thus 12 full-size rooms, 1 half-size room, and 1.5 FSE of administrative space. P010X is currently allocated 12 full-size rooms, 1 half-size space, and 1.5 FSE of administrative space (includes 1.5 of designed administrative space). Therefore, P010X’s is currently allocated the appropriate number of rooms and is at Footprint as per the adjusted baseline.

The DOE believes that there is sufficient space in building X015 to accommodate P.S. 15, P010X, and P.S. 291’s proposed expansion to serve students in kindergarten through fifth grades. In order to allow for P.S. 291’s proposed expansion, P.S. 291’s leadership has agreed to continue to operating under Footprint with respect to its administrative space allocation; P.S. 291’s Footprint requirements for instructional space will be met by reallocating P.S. 15’s three excess rooms to P.S. 291 for 2013-2014 and beyond. No other redistributions of spaces are expected to be needed. The table below shows a summary of the baseline Footprint allocation of full-size instructional spaces for each school throughout the proposed grade expansion at P.S. 291, P.S. 15, and P010X.

DBN	School Name	2012-13	2013-14
10X291	P.S. 291	27	30
10X015	P.S. 15	25	22
75X010	P010X	12	12
TOTAL ROOMS ALLOCATED		64	64
EXCESS ROOMS		3	0

C. Community

Historically, P.S. 291 students have attended several different schools for fifth grade after completing fourth grade at P.S. 291. The creation of approximately 115-125 fifth-grade seats at P.S. 291 will have a slight effect on enrollment at these other schools. I.S. 206 will be impacted by this proposal (because I.S. 206 currently admits most of P.S. 291’s fifth-graders), except for the fact that the DOE is simultaneously proposing to truncate I.S. 206 so that it will no longer serve fifth-grade students beginning in 2013-2014.

The table below lists the schools where P.S. 291 fourth-grade students enrolled for fifth grade in the 2012-2013 school year. Based on historical patterns, the DOE projects that enrollment at other District 10 elementary and middle schools would be minimally impacted by this proposal, because as outlined in the table below, most P.S. 291 fourth-graders have been attending I.S. 206 for fifth grade, with other elementary schools assuming only a modest number of P.S. 291 students:

DBN	School Name	Grade Span 2012-13 ¹³	Grade Span at Scale ¹⁴	Number of P.S. 291 4th Graders that Articulated in 2011-12 ¹⁵	Total # of 5th Graders Served in 2011-12
10X206	I.S. 206 Ann Mersereau	5-8	5-8	47	58
84M478	Inwood Academy for Leadership Charter School	5-7	5-12	12	107
10X015	P.S. X015 Institute for Environmental Learning	K-8	K-8	7	75
10X246	P.S. 246 Poe Center	K-5	K-5	5	129
10X086	P.S. 086 Kingsbridge Heights	K-6	K-06	3	261

P.S. 291 students may choose to remain at the school for fifth grade. All K-5 students residing in the P.S. 291 zone will continue to have a right to a seat at P.S. 291 since it is their zoned elementary school. All schools and students citywide are subject to the enrollment policies as outlined in Chancellor’s Regulation A-101.

The DOE believes that this proposal will be beneficial for the community as P.S. 291 students may remain at the school for fifth grade and, by expanding P.S. 291 to serve fifth grade, P.S. 291 would be aligned with most DOE elementary schools, which traditionally serve K-5.

In addition to the proposed expansion of P.S. 291 to serve fifth-grade students, there are currently 38 DOE managed schools serving fifth-grade students in District 10 and 1 charter school. In 2012-2013, the DOE projects that District 10 will have a deficit of 554 fifth grade seats.¹⁶ As indicated in the chart below, should the proposed expansion of P.S. 291 and truncation of I.S. 206 be approved, approximately 70 additional fifth grade seats will be created, reducing the fifth grade seat deficit to 484 seats in District 10.¹⁷

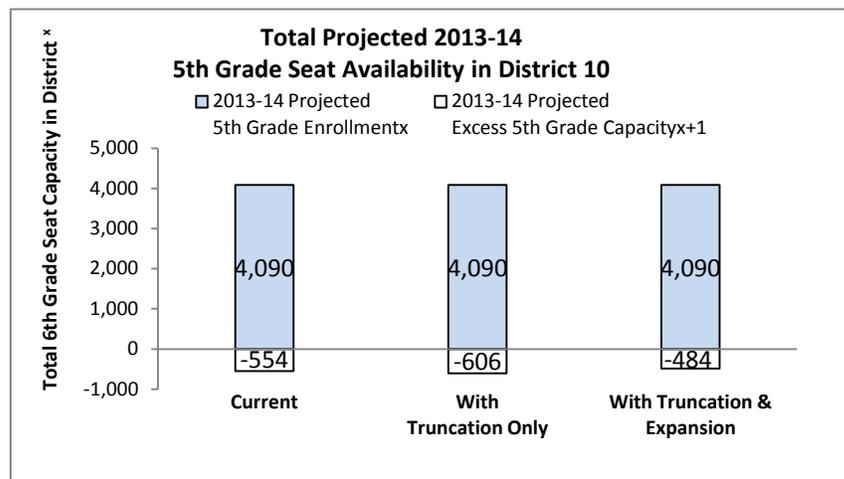
¹³ 2012-2013 grade span does not include pre-kindergarten.

¹⁴ Grade span at scale does not include pre-kindergarten.

¹⁵ Based on 2011 Audited Register.

¹⁶ Based on fourth grade enrollment projections from the 2012-2013 Budget Register Projections.

¹⁷ The fifth-grade seat capacity is derived by multiplying the weighted fifth-grade projected enrollment (%) by the 2011 Blue Book organizational capacity.



If this proposal is approved, District 10 will have sufficient elementary school capacity to accommodate the fifth-grade students who would have otherwise enrolled at I.S. 206 for fifth grade. As mentioned throughout this EIS, creating a single entry grade helps schools build and foster stronger school communities. Taken collectively, District 10’s Middle School Choice process along with the proposed expansion of P.S. 291 and the proposed truncation of I.S. 206 will enable schools to better support students throughout District 10.

As mentioned above, P.S. 291 worked with OSE to reduce incoming kindergarten sections by one for this 2012-2013 school year, a practice that will continue in the coming years. This enrollment reduction, though independent of this proposal, has been reflected in the projections throughout this EIS. Given new construction coming online in subsequent years,¹⁸ the DOE does not anticipate a significant impact on overall elementary capacity throughout the district as result of this enrollment reduction.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X015.

IV. Enrollment, Admissions and School Performance Information

P.S. 291

Admissions Data

Current Admissions	K-4: Zoned
Admissions after Grade Reconfiguration Is Completed	K-5: Zoned

¹⁸ For example, the SCA is currently building a new elementary school on Webster Avenue that is slated to open in the 2014-2015 school year. Additionally, the SCA recently approved an addition for P.S. 056 Norwood Heights that is anticipated to create additional elementary capacity.

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2012-13 (projections)	85	116	126	105	122	-	554
2013-14 (projections)	75-85	80-90	110-120	120-130	100-110	115-125	600-660

*Demographic Data*¹⁹

Percentage of Students Receiving ICT or SC Services	9%
Percentage of Students with Individualized Education Plans	15%
Percentage of English Language Learner Students	34%
Percentage of Students Eligible for Free or Reduced Lunch	100%

School Performance Data

P.S. 291	2008-2009	2009-2010 ²⁰	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	B	B
Quality Review Score			
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	67%	49%	51%
Math % Proficient (Levels 3 and 4)	92%	65%	59%
Other Key Performance Indicators			
Attendance Rate	92.3%	92.7%	91.8%

2010-2011 State Accountability Status ²¹	In Good Standing
--	------------------

¹⁹ All figures are as a percentage of total students from the 2011 audited register.

²⁰ 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 proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

²¹ <http://www.p12.nysed.gov/irs/accountability/>.

P.S. 15

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2012-13 (projections)	55	51	51	69	62	60	74	61	64	547
2013-14 (projections)	50-60	50-60	45-55	45-55	65-75	55-65	55-65	70-80	55-65	490-580

Demographic Data

Percentage of Students Receiving ICT or SC Services	6%
Percentage of Students with Individualized Education Plans	12%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced Lunch	67%

School Performance Data

P.S. 15 Institute for Environmental Learning	2008-2009	2009-2010 ²²	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	A	A
Quality Review Score			
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	73%	40%	45%
Math % Proficient (Levels 3 and 4)	90%	69%	74%
Other Key Performance Indicators			
Attendance Rate	94.4%	93.5%	94.3%
2010-2011 State Accountability Status²³	In Good Standing		

²² 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 proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

²³ <http://www.p12.nysed.gov/irs/accountability/>.

P010X

Enrollment Data

	Total Enrollment²⁴
2012-13 (projections)	115
2013-14 (projections)	110 - 120

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Plans	100%
Percentage of English Language Learner Students	11%
Percentage of Students Eligible for Free or Reduced Lunch	81%

School Performance Data²⁶

P010X	2008-2009	2009-2010 ²⁷	2010-2011
School Performance and Progress²⁸			
Overall Progress Report Grade	-	A	B
Quality Review Score ²⁹	-	-	P
Performance Data			
% of Alternate Assessment Students at Proficiency in ELA (Levels 3 and 4)	-	94.8%	98.0%
% of Alternate Assessment Students at Proficiency in Mathematics (Levels 3 and 4)	-	98.5%	96.1%
Other Key Performance Indicators			
Average Change Attendance	-	1.1%	-0.9%

²⁴ Enrollment projections are site specific for the P010X program in building X015.

²⁵ These percentages are not site specific and represent program P010X as a whole.

²⁶ Site-specific performance data is not available for District 75 schools, therefore all information in the table above pertains to the P010X school, across all of its sites.

²⁷ 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 proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City students’ scale scores on the tests remained largely unchanged relative to the prior year.

²⁸ District 75 schools did not receive Progress Report grades prior to the 2009-2010 school year.

²⁹ Not all schools receive a Quality Review each year.

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.³⁰ Since P.S. 291’s grade expansion is expected to initially result in approximately 115-125 additional fifth-grade seats, the DOE estimates that P.S. 291 would receive a one-time award of approximately \$9,200.00-\$10,000 in 2013-2014 based on projected registers.

If grade appropriate furniture is not available onsite, the school may receive additional furniture packages. In FY 2010, the cost of a furniture package for each elementary school class section was approximately \$5,293-\$6,692.³¹ 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.

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

A. Personnel Needs

P.S. 291 may need to hire additional teachers during its grade expansion as the total number of students enrolled in the school increases in 2013-2014. The precise number of positions needed for the 2013-2014 school year would be determined once annual enrollment projections are released in the spring of 2013. Similarly, the number of new positions created to serve students in fifth grade would be determined based on annual enrollment projections available as the school grows to serve that grade.

This proposal is not expected to impact personnel at P.S. 15 or P010X.

B. Administration

Administrative staff and non-pedagogical positions at P.S. 291 may also be added over the course of the grade expansion. Those decisions would be made at the school based on need and budgetary considerations.

This proposal is not expected to impact the administration at P.S. 15 or P010X.

C. Transportation

There will be no change to existing transportation practices at P.S. 291, P.S. 15, or P010X due to this proposal. Transportation for students will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/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 consistent with Citywide policy.

VII. Building Information

Building		X015
Type of Building		K-8
Year Built		1995
Overall BCAS rating		2.27
2010-2011 Target Building Utilization		115
2010-2011 Target Building Capacity		1086
FY 2012 Maintenance Costs	Labor	\$25,692
	Materials	\$16,304
	Maintenance and repair contracts	\$116,569
	Service contracts	\$0
	Custodial operations costs— Materials	\$8,811
	Custodial operations costs— Custodial Allocation	\$289,552
FY 2012 Energy Costs	Electric	\$361,991
	Gas	\$136,161
	Oil	n/a
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Science Demonstration Lab
Accessibility of the building		Functionally Fully Programmatically Accessible
Building attributes		Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office