EDUCATIONAL IMPACT STATEMENT: The Proposed Grade Expansion of Central Park East II (04M964) from K-5 to K-8 and the Proposed Co-location of Central Park East II's Middle School Grades with P.S. 108 Assemblyman Angelo Del Toro (04M108) in Building M108 Beginning in the 2015-2016 School Year

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to expand Central Park East II (04M964, "CPE II") and co-locate the school's additional grades with another school. CPE II is an existing non-zoned district elementary school that serves students in kindergarten through fifth grade and offers a pre-kindergarten program. CPE II is co-located with P.S. 171 Patrick Henry (04M171, "P.S. 171")[1] in building M171 ("M171"), located at 19 East 103rd Street, New York, NY 10029, in Community School District 4 ("District 4").

Under this proposal, CPE II will expand to serve students in kindergarten through eighth grade, while retaining its pre-kindergarten program. Due to insufficient space to house CPE II's middle school grades in M171, the DOE proposes to co-locate CPE II's new middle school grades with P.S. 108 Assemblyman Angelo Del Toro (04M108,"P.S. 108") in building M108 ("M108"). The proposed siting plan will result in a "split-siting," whereby CPE II's elementary grades will remain in M171 while the school's middle school grades will phase into a different building, M108. M108 is also located in District 4, at 1615 Madison Avenue, New York, NY 10029, approximately 0.3 miles north of M171. P.S. 108 serves students in kindergarten through eighth grade, with one section of a full-day pre-kindergarten program. P.S 108 is a zoned elementary school and has screened admissions for its middle school program.

The DOE believes that this proposal will benefit the District 4 community by providing a strong middle school option. This proposal will enable CPE II elementary students to continue their education in the school through eighth grade. In addition, the co-location of CPE II with P.S. 108 will provide opportunities for the two schools to share resources and collaborate on how best to serve their respective middle school populations in building M108.

Extensive public engagement was conducted in the course of creating this proposal which included:

- Discussing the proposal at the Community Education Council 4 (CEC 4) general body meeting on November 12, 2014.
- The DOE convened a Community Needs Assessment Forum on November 20, 2014 which included elected officials and representatives from Manhattan CECs and District Presidents Councils at which this proposal was discussed along with other potential district planning needs and priorities in Manhattan.
- Representatives from the Office of District Planning (ODP) met separately with the Senior Leadership Teams (SLT) of M108 and CPE II on November 21, 2014 to discuss the proposal, listen to questions and concerns from both school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the

[1] P.S. 171 serves zoned students in kindergarten through fifth grade and middle school students in a screened program. P.S. 171 also serves students in two sections of a full-day pre-kindergarten program. This proposal will not impact P.S. 171.

Panel for Educational Policy (PEP).

- Representatives from ODP, the Office of Space Planning, CEC 4, and M108's Senior Leadership Team, including the principal, participated in a walkthrough of building M108 with a Deputy Chancellor on November 25, 2014. During the walkthrough, participants discussed the proposal, including questions and concerns from M108's SLT.

The DOE will offer other public engagement opportunities following this posting including:

- An optional community meeting convened by the DOE and M108 leadership following this posting and before the joint public hearing to allow the school community to ask DOE representatives proposal-specific questions and obtain responses.

- A joint public hearing to be held in building M108. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.

- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal before 6 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-3466 or emailed in any language to D04Proposals@schools.nyc.gov. All comments received at the above noted hearing or through phone or email lines will be addressed by the DOE in an analysis of public comment which is made available to the public after 6 p.m. on the day before the PEP meeting.

- This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. Dates of the upcoming joint public hearing and PEP meeting can be found on the DOE Web site at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/January2015SchoolProposals.

CPE II currently enrolls approximately 266 students in kindergarten through fifth grade as well as 18 students in one section of a full-day pre-kindergarten program.[2]

In March 2013, a grade expansion team composed of teachers, parents, staff, and administrators from CPE II as well as Central Park East I (04M497, "CPE I")[3] submitted a formal application to expand the grades served by CPE II. As part of the approval process for a grade expansion request, the DOE evaluates a school's instructional capacity to serve the expanded school level by working in close collaboration with the superintendent to develop clear benchmarks focused in multiple areas, including curriculum, instructional leadership, and staff and family engagement, to demonstrate the school's capacity to expand. Based on the broader CPE community's support for this application, as well as CPE II's demonstrated track record of academic achievement, the DOE approved the proposed expansion of CPE II and expects it to provide a strong new middle school option.

If this proposal is approved, pursuant to Chancellor's Regulation A-101, students enrolled in CPE II will have the option to remain at the school through eighth grade. Beginning in the 2015-2016 school year, CPE II will add one grade each year until 2017-2018, when it will reach full scale serving students in kindergarten through eighth grade while continuing to serve students in its pre-kindergarten program. Students enrolled in CPE I will have first priority for admission to remaining sixth grade seats available at CPE II. Should additional seats be available, other fifth grade students in District 4 will be able to apply to attend middle school at CPE II through the District 4 Middle School Application Process beginning in the 2015-2016 school year. For additional information about CPE II's admissions policies, please refer to Section III.A.

[2] Figures from the 2014-2015 Unaudited Register as of October 31, 2014.

[3] CPE I, the sister school of CPE II, is a non-zoned elementary school serving students in kindergarten through fifth grade. CPE I is currently co-located in building M013 (1573 Madison Avenue, New York, NY 10029), also in District 4.

During the current 2014-2015 school year, the M108 building serves 626 students, yielding a building utilization rate of 80%.[4] If this proposal is approved, when CPE II completes its expansion and reaches full scale in 2017-2018 in M108, the school will serve approximately 150-180 students in sixth through eighth grades. At that time, the building will serve approximately 683-803 students from both CPE II and P.S. 108, resulting in a projected utilization rate of 88%-103%. Although the projected utilization rate may exceed 100%, CPE II and P.S. 108 will receive at least their baseline allocations of space pursuant to the Citywide Instructional Footprint (the "Footprint").[5] Moreover, 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. Thus, the DOE believes that there is sufficient space to accommodate CPE II's middle school grades and P.S. 108 in building M108, if this proposal is approved.

If the expansion is not implemented, the DOE may propose an alternate use of space in M108 that involves a significant change in school utilization, which would be the subject of a future Educational Impact Statement ("EIS") in accordance with Chancellor's Regulation A-190. For the purposes of this proposal, it is assumed that CPE II will be able to expand its grade levels from K-5 to K-8.

II. Proposed or Potential Use of Building

There is sufficient space in M108 to accommodate the proposed co-location of CPE II's middle school grades with P.S. 108. CPE II's elementary and pre-kindergarten students will remain in M171. Because there will only be an impact to building M108 and no change is expected for building M171, only building M108 is discussed below.

According to the 2013-2014 Enrollment Capacity Utilization Report (the "Blue Book"), M108 has a target capacity to serve 778 students. (The concept of "target capacity" and the related concept of "utilization rate" are explained in section III.B. below.) During the current 2014-2015 school year, the M108 building serves 626 students, yielding a building utilization rate of 80%.[6] If this proposal is approved, when CPE II completes its expansion and reaches full scale in 2017-2018 in M108, the school will serve approximately 150-180 students in sixth through eighth grades. At that time, the building will serve approximately 683-803 students from both CPE II and P.S. 108, resulting in a projected utilization rate of 88%-103%.

As discussed in Section III.B, while the projected utilization rate may exceed 100%, CPE II and P.S. 108 will receive at least their baseline allocations of space pursuant to the Footprint.[7] Moreover, 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. Thus, the DOE believes that there is sufficient space to accommodate CPE II's middle school grades and P.S. 108 in building M108, if this proposal is approved.

If CPE II's proposed expansion and co-location of the school's middle school grades in M108 is approved, the grade spans served by each of the current and proposed school organizations in M108 will be as follows:

[4] All figures are from the 2014-2015 Unaudited Register as of October 31, 2014.
[5] The Footprint may accessed here: http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.
[6] All figures are from the 2014-2015 Unaudited Register as of October 31, 2014.
[7] See Footprint.

		Grade Spans			
DBN	**School Name**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
04M964	Central Park East II	-	6	6-7	6-8
04M108	P.S. 108 Assemblyman Angelo Del Toro	K-8	K-8	K-8	K-8

The table below indicates the projected enrollment and building utilization for building M108, if this proposal is approved:[8]

DBN	School Name	2014-2015 Unaudited Register	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
04M964	Central Park East II	-	50 - 60	100 - 120	150 - 180
04M108[9]	P.S. 108 Assemblyman Angelo Del Toro	626	548 - 638	538 - 628	533 - 623
Total Building Enrollment		626	598 - 698	638 - 748	683 - 803
Utilization[10]		80%	77% - 90%	82% - 96%	88% - 103%

As described in more detail in the Blue Book, 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.[11] 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 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 2013-2014. As described earlier in this EIS, the DOE's utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, utilization rates for 2014-2015 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 will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum

[8] CPE II will complete phasing in all grades in 2017-2018.
[9] Total current and projected enrollment at P.S. 108 includes one full-day section of pre-kindergarten.
[10] All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book and the 2014-2015 Unaudited Register as of October 31, 2014. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.
[11] The Blue Book can be accessed at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf.

classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

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

A. Students

Impact on Students Currently Attending P.S. 108

This proposal is not expected to impact current student enrollment, instructional programming, or the admissions process at P.S. 108. P.S. 108 currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, Self-Contained ("SC") special education classes, and students receiving Special Education Teacher Support Services ("SETSS"). If this proposal is approved, P.S. 108 will continue to provide ICT and SC classes and SETSS. Moreover, students with disabilities will continue to receive services in accordance with their Individualized Education Programs ("IEP"). IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, P.S. 108 provides currently enrolled students who are classified as English Language Learners ("ELLs") with English as a Second Language ("ESL") services, and also offers a Spanish Dual Language Program.

P.S. 108 currently offers the following special programs and partnerships[12]:

- **Extra-curricular Activities**: Young Runners, Jeremy's Heroes, Photography

- **Special Programs:** Computer lab, Music, Chorus, Band, Book clubs, Saturday Academy, Thurgood Marshall Mock Trial Program, Urban Advantage, Asphalt Green, YMCA, Boys and Girls Harbor, Northside, Lehman Center, and Union Settlement

P.S. 108 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the co-location 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 extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any New York City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on Students Currently Attending CPE II

CPE II's grade expansion will allow current CPE II elementary students to continue their education with CPE II through middle school. CPE II's expansion will provide an additional middle school option to students in District 4. The DOE does not anticipate that the proposed expansion of CPE II will affect CPE II's pre-kindergarten program.

CPE II currently offers ICT and SC classes and SETSS. Students with disabilities will continue to receive mandated services in accordance with their IEPs. Current students at CPE II who receive ELL services will continue to receive appropriate services.

The DOE does not anticipate that this proposal will impact CPE II's partnerships. Similarly, CPE II will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed expansion will not impact those opportunities. However, the expansion

[12] School-reported data as of December 2, 2014.

may result in additional opportunities for students as CPE II develops additional partnerships or extra-curricular programs tailored to the needs and interests of middle school students. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change.

CPE II currently offers the following special programs and partnerships:[13]

- **Special Programs:** Arts, Music, Percussion Ensemble, Violin, Dance
- **Partnerships:** East Harlem Tutorial Project, New York Junior Tennis League, Harlem YMCA, Boys' and Girls' Harbor, Children's Aid Society, ACT After School, PAL, Opus 118, ArtsConnection

CPE II has not made plans yet for joint programming between the elementary school site at the M171 building and the proposed middle school site at the M108 building. Should current CPE II students participate in any programming at the new M108 building, any necessary supervision will be provided to students walking between the buildings, which are just .3 miles apart.

Impact for Future Elementary School Students in District 4

This proposal is not expected to impact the admissions process or enrollment of elementary students at P.S. 108. P.S. 108 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 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;

[13] For more information, please visit http://schools.nyc.gov/SchoolPortals/04/M964/AboutUs/Overview/Special+Programs.htm and http://www.cpe2.org.

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.

Similarly, this proposal is not expected to impact the elementary admissions process at CPE II. CPE II will continue to have a choice admissions process, as it has in the past and in accordance with Chancellor's Regulation A-101. CPE II admits students according to the following admissions priorities:

a. District 4 residents whose siblings will be enrolled in grades K-5 in the school in September 2015;

b. District 5 residents whose siblings will be enrolled in grades K-5 in the school in September 2015;

c. Students who reside outside of District 4 and 5 whose siblings will be enrolled in grades K-5 in the school in September 2015;

d. District 4 or 5 residents who are currently enrolled at the school for pre-kindergarten;

e. Students who reside outside of District 4 and 5 who are currently enrolled at the school for pre-kindergarten;

f. Other District 4 residents;

g. Other District 5 residents; and

h. Other students who reside outside of District 4 and 5.

Moreover, families seeking to enroll their children at CPE II may visit the following website to learn more about eligibility: http://schools.nyc.gov/ChoicesEnrollment/Elementary.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,[14] 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 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 the school in which they are enrolled, including CPE II.

Impact for Future Middle School Students in District 4

This proposal is not expected to impact the admissions process or enrollment of P.S. 108 middle school students. P.S. 108 currently admits students through the Middle School Application Process using the following screened admissions method:[15]

- Demonstrated interest in writing;
- Essay/Writing sample;
- Review of attendance and punctuality;

[14] 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 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/academics/specialEducation/D75/default.htm.

[15] In fall 2014, P.S. 108 submitted a request to the Office of Student Enrollment to change the school's admissions method from screened to unscreened. Thus, P.S. 108's admissions method may be different in the 2015-2016 school year.

- Review of grades and test scores;
- Student interview; and
- Teacher recommendation.

Pursuant to Chancellor's Regulation A-101, preference is given to fifth grade students that wish to remain in the school. As such, within this screened process, P.S. 108 applies the following admissions priorities:

- Priority to continuing fifth grade students;
- Students residing in the zone; and
- Students and residents of District 4.

As to CPE II, beginning with admissions for the 2015-2016 school year, CPE II will admit prospective sixth grade students through the middle school application process, which is described in greater detail in the following paragraphs. For the 2015-2016 school year and beyond, fifth grade students at CPE II have the option to remain at CPE II for middle school by indicating that preference on the application for new middle schools. In future years, CPE II will be a choice on the regular middle school application. CPE II students who wish to apply to other schools have the opportunity to do so on the middle school application.

CPE II will admit prospective sixth grade students to a program with an unscreened admissions method. Admissions preference for middle school enrollment will be given to students in the following order:

- Continuing fifth grade students from CPE II;
- Fifth grade students from CPE I Students; and
- Students and residents of District 4.

There are many other middle schools that are available to District 4 students and families. Through the middle school application process, all District 4 students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions processes. Middle school options for District 4 students include:

- Middle schools or programs with a screened 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);
- 6-12 schools with a limited unscreened or screened admissions method for middle school students;
- K-8 schools with a screened admissions method for middle school students; and
- Schools with borough-wide or Citywide eligibility with screened admissions methods.

The Citywide deadline for fifth graders to submit middle school applications for the 2015-2016 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider. Pending Panel for Educational Policy ("PEP") approval 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/ Calendar .

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school,[16] 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

[16] 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 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.

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.

Information about all of these options is printed in each district's Middle School Directory, which can be found on the DOE's Web site at: http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm#manhattan. 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.

Enrollment Impact for Over-the-Counter ("OTC") Students

In addition to the middle school application process, District 4 middle schools currently admit students through the over-the-counter ("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 New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;[17]
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Students who did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. In un-zoned districts, such as District 4, 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.

Middle school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

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

Detailed information about new middle schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE Web site: http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm.

[17] As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school within one calendar year following 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. Chancellor's Regulation A-101 can be accessed at: http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf.

B. Schools

CPE II's school model focuses on investigative and reflective learning, as well as student choice and accountability with respect to all aspects of learning. The proposed expansion of CPE II to a K-8 school will provide the District 4 community with a middle school option utilizing this model and will allow CPE II students to have a continuous kindergarten through eighth grade educational experience.
As discussed above, M108 has adequate capacity to accommodate the co-location of CPE II's middle school grades with P.S. 108. The current and projected enrollments for P.S. 108 and CPE II are shown in Section IV below. Once CPE II has reached its full grade span in M108 in the 2017-2018 school year, M108 is projected to serve 683-803 students across both schools in the building, yielding a building utilization rate of 88%-103%.

As mentioned, although the projected utilization rate may exceed 100%, the building has sufficient space to provide both schools with at least their baseline room allocations pursuant to the Footprint.[18] Moreover, this rate does not account for the fact that principals may program rooms for more efficient or different uses than the standard assumptions in the utilization calculation.

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 for which a school has been programmed and is confirmed by a walkthrough of the building by the Borough Director of Space Planning and the school's principal.

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 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.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, namely the cafeteria, the gymnasium, the auditorium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from the co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space would be equitably distributed among the schools based on factors such as student enrollment and the physical location of space within the building.

[18] See Footprint.

According to a walkthrough of M108 conducted by the Office of Space Planning on September 17, 2014, building M108 has a total of 44 full-size rooms, five half-size rooms, nine quarter-size rooms, and the full-size equivalent (FSE) of 4.5 of designed administrative space.

The following rooms are shared spaces or contain building services and will not be included in P.S. 108 or CPE II's baseline allocations:

- The school-based health center occupies 1.0 FSE;
- The custodian's office occupies one quarter-size room;
- The teacher's cafeteria occupies one full-size room; and
- The school-based support team occupies 1.0 FSE.

Excluding the spaces above, building M108 has a total of 43 full-size rooms, five half-size rooms, eight quarter-size rooms, and 2.5 FSE of designed administrative space. M108 also has the following rooms, which will be shared between P.S. 108 and CPE II: one gymnasium, one auditorium, one cafeteria, and one library.

Per the Footprint, in the 2015-2016 school year, during the first year of the proposed expansion, CPE II's middle school grades will be allocated three full-size rooms, one half-size room, and 1.5 FSE of designed administrative space, comprised of a combination of quarter-size and half-size rooms. Due to a deficit of half-size rooms, CPE II's baseline allocation will be adjusted to include one full-size room in lieu of one half-size room. This results in an adjusted allocation of four full-size rooms and 1.5 FSE of designed administrative space, comprised of a combination of quarter-size and half-size rooms. If this proposal is approved, CPE II's enrollment will increase each year until it stabilizes in the 2017-2018 school year.

When CPE II reaches full-scale in the 2017-2018 school year, CPE II's baseline allocation for its middle school grades in the M108 building will be seven full-size rooms, one half-size room, and 2.0 FSE of designed administrative space, comprised of a combination of quarter-size and half-size rooms. Due to a deficit of half-size rooms, CPE II's baseline allocation has been adjusted to include one full-size room in lieu one half-size room, resulting in an adjusted allocation of eight full-size rooms and 2.0 FSE of designed administrative space, comprised of a combination of quarter-size and half-size rooms.

Currently, P.S. 108 has a baseline allocation of 26 full-size rooms, eight half-size rooms and 4.0 FSE of designed administrative space, comprised of a combination of quarter-size and half-size rooms. Due to a deficit of half-size rooms, P.S. 108's footprint has been adjusted to include six full-size rooms in lieu of six half-size rooms, resulting in an adjusted allocation of 32 full-size rooms, two half-size rooms, and the equivalent of 4.0 FSE of designed administrative space, comprised of a combination of quarter-size and half-size rooms.

The baseline allocations of full-size instructional spaces are detailed in the chart below:

		Baseline Footprint Allocation for Full-Size Spaces			
DBN	**School Name**	**2014-2015 (current)[19]**	**2015-2016**	**2016-2017**	**2017-2018**
04M964	CPE II	-	4	6	8
04M108	P.S. 108	32	32	32	32
	TOTAL	**32**	**36**	**38**	**40**
	TOTAL TO BE ALLOCATED	**43**	**43**	**43**	**43**
	ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL SPACES	**11**	**7**	**5**	**3**

C. Community

The DOE strives to ensure that all families have access to schools that meet their children's needs. The proposed expansion of CPE II to serve sixth through eighth grade students in building M108 is intended to help meet this goal by giving CPE II elementary students the option to continue their educational program through middle school and offering a new middle school option in District 4.

If this proposal is approved, the expansion of CPE II 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 CPE II. However, given the small cohort size at CPE II and the small numbers of CPE II students who have historically articulated to each receiving middle school within District 4, this proposal is not expected to have a material impact on any individual middle school. For example, for the 2014-2015 school year, just 11 fifth-graders from CPE II articulated to DOE middle schools in District 4.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M108. M108 is not an accessible building.

[19] This table only refers to CPE II's middle school grades, as CPE II's elementary grades will continue to be served in building M171. CPE II will only begin serving middle school students in the 2015-2016 school year.

IV. Enrollment, Admissions and School Performance Information

Central Park East II

Admissions Data

Current Admissions	**Pre-kindergarten**: Standard Universal Pre-kindergarten Admissions Process **Grades K-5:** Choice
Admissions after Expansion and Re-Siting	**Pre-kindergarten**: Standard Universal Pre-kindergarten Admissions Process **Grades K-5:** Choice **Grades 6-8:** Middle School Application Process **Admissions Method:** Unscreened

Enrollment Data[20]

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Unaudited Register)	18	45	44	45	48	48	36	-	-	-	284
2015-2016 (projections)	18	40-50	40-50	40-50	40-50	45-55	45-55	50-60	-	-	318-388
2016-2017 (projections)	18	40-50	40-50	40-50	40-50	40-50	45-55	50-60	50-60	-	363-443
2017-2018 (projections)	18	40-50	40-50	40-50	40-50	40-50	40-50	50-60	50-60	50-60	408-498

Demographic Data[21]

Percentage of Students Receiving ICT or SC Services	19%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	24%

[20] This table represents CPE II's total enrollment across buildings M171 and M108. All figures are from the 2014-2015 Unaudited Register as of October 31, 2014.

[21] Demographic figures represent students currently served in pre-kindergarten through fifth grade at CPE II in building M171 and are not necessarily representative of demographics of students to be served in building M108.

School Performance Data

Central Park East II	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score	WD	N/A[22]	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	56%	43%	45%
Math % Proficient (Levels 3 and 4)	71%	41%	56%
Other Key Performance Indicators			
Attendance Rate	94%	93%	N/A

2013-2014 State Accountability Status	13-14 Good Standing[23]

P.S. 108

Admissions Data

Current Admissions	**Pre-Kindergarten:** Standard Universal Pre-kindergarten Admissions **Grades K-8:** Zoned and Screened Admissions
Future Admissions	**Pre-Kindergarten:** Standard Universal Pre-kindergarten Admissions **Grades K-8:** Zoned and Screened Admissions

[22] A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Thus, CPE II did not have a Quality Review for the 2012-2013 and 2013-2014 school years.
[23] This status is determined by State Education Department ("SED") under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: http://www.p12.nysed.gov/accountability/ESEADesignations.html.

Enrollment Data[24]

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Unaudited Register)	18	37	51	54	53	57	56	88	94	118	626
2015-2016 (projections)	18	45-55	30-40	45-55	50-60	50-60	50-60	85-95	85-95	90-100	548-638
2016-2017 (projections)	18	45-55	45-55	30-40	45-55	50-60	50-60	85-95	85-95	85-95	538-628
2017-2018 (projections)	18	45-55	45-55	45-55	30-40	45-55	50-60	85-95	85-95	85-95	533-623

Demographic Data[25]

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with Individualized Education Programs	23%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced Lunch	75%

School Performance Data

P.S. 108	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	40%	14%	12%
Math % Proficient (Levels 3 and 4)	58%	14%	19%
Other Key Performance Indicators			
Attendance Rate	93%	93%	N/A

2013-2014 State Accountability Status	In Good Standing

[24] All figures are from the 2014-2015 Unaudited Register as of October 31, 2014.
[25] All figures are as a percentage of total students from the 2014-2015 Unaudited Register as of October 31, 2014.

V. Initial Impact on Budget and Cost of Instruction

The expansion of a school creates the need for 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[26]. Since CPE II's grade expansion is expected result in approximately 50-60 additional students per year for 3 years, the DOE estimates that CPE II would receive awards of approximately $4,000-$4,800 in the 2015-2016, 2016-2017, and 2017-2018 school years based on projected registers.

If grade appropriate furniture is not available on-site, the school may receive additional furniture packages. In FY 2015 the cost of a furniture package for each class section is approximately $6,500-$7,500.[27] 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 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 Guide[28] and FY15 School Allocation Memorandum[29] for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at CPE II. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

No impact is expected for P.S. 108's budget.

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

A. Personnel Needs

CPE II will likely need to hire additional teachers during its grade expansion as it expands to serve new grades. The precise number of positions needed for the addition of sixth grade in the 2015-2016 school year will be determined once annual enrollment projections are released in the spring of 2015. Similarly, the number of new positions created to serve students in seventh and eighth grades will be determined based on annual enrollment projections available as the school grows to serve those grades.

Administrative staff and non-pedagogical positions at CPE II may also be added over the course of the grade reconfiguration. Those decisions will be made at the school based on need and budgetary considerations.

No impact is expected to P.S. 108's personnel.

B. Administration

CPE II may hire school supervisory and/or administrative personnel as needed as a result of its grade expansion.

No impact is expected to P.S. 108's administration.

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[26] FY13 School Allocation Memorandum 21: Other Than Personal Services "OTPS" for New Schools
[27] Office of Space Planning Memorandum
[28] The FSF Guide is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf.
[29] The FY14 School Allocation Memorandum is available at: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf.

C. Transportation

There will be no change to existing transportation practices at P.S. 108 or CPE II due to this proposal.

Transportation 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

Other support services will continue to be provided consistent with citywide policy.

VII. Building Information

Building		M108
Type of Building		PS
Year Built		1951
Overall BCAS rating		2.61
2013-2014 Target Building Utilization		87%
2013-2014 Target Building Capacity		778
FY 2013 Maintenance Costs	**Labor**	$28,503
	Materials	$10,611
	Maintenance, repair, and service contracts	$238
	Custodial operations costs—Materials	$6,318
	Custodial operations costs—Custodial Allocation	$227,812
FY 2013 Energy Costs	**Electric**	$78,490
	Gas	$3,860
	Steam	n/a
	Oil	$111,523
Projects completed during the current or prior school year		Lighting Replacement
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab