

EDUCATIONAL IMPACT STATEMENT

The Proposed Closure of P.S. 25 Eubie Blake School (16K025) in Building K025 at the End of the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (NYCDOE) is proposing the closure of P.S. 25 Eubie Blake School (16K025), referred to as P.S. 25, in building K025 at the end of the 2017-2018 school year. P.S. 25 is an existing zoned elementary school serving students in grades K-5 and offering a pre-Kindergarten (pre-K) program. P.S. 25 is currently co-located with Success Academy – Bed Stuy 3ⁱ (84K883), referred to as SA Bed Stuy 3, in building K025, located at 787 Lafayette Avenue, Brooklyn NY, 11221 in Community School District 16. SA Bed Stuy 3 currently serves students in grades K-2 and will add one grade each year until it reaches full scale and serves students in grades K-4 in the 2019-2020 school year.

A co-location means that two or more school organizations are located in the same building and may share common spaces, such as:

- Auditoriums;
- Gymnasiums;
- Libraries; and
- Cafeterias.

The NYCDOE is proposing the closure of P.S. 25 based on its persistently low enrollment and lack of demand from students and families. If this proposal is approved, P.S. 25 will close at the end of the 2017-2018 school year and will no longer exist as an elementary school option in the 2018-2019 school year. All students continuing in elementary school will receive an alternative elementary school option before being discharged from the closing school.

If the proposed closure is approved, NYCDOE staff will work individually with all current students in grades K-4 as well as current students in grade 5 who do not meet promotional criteria, to identify a strong school option that meets their needs. These families will receive a customized application with elementary school options within District 16 whose performance approaches P.S. 25's and a small number of options outside of District 16 whose performance exceeds that of P.S. 25. Families will be matched to another school for the 2018-2019 school year. The superintendent's office and the Family Welcome Center (FWC) counselors will provide individualized enrollment support to help students and families in thinking through the options presented in order to ensure that students choose the right school to continue their education for the 2018-2019 school year and beyond. NYCDOE staff will also work with schools that are listed on the application to hold tours for prospective families from P.S. 25.

All current pre-K students will participate in the standard kindergarten admissions process as described in Appendix C, and current 5th grade students who meet promotional criteria will enroll in the middle school to which they are matched in the standard middle school admissions process. For further information about elementary school and middle school admissions, see Appendix C of this EIS or visit the NYCDOE's website at: <http://schools.nyc.gov/choicesenrollment/elementary/default.htm>.

If this proposal is approved, students residing in the current P.S. 25 elementary school zone will no longer have access to their zoned option as of the 2018-2019 school year. The Office of District Planning and the District 16 Community Superintendent are working with Community Educational Council 16 to develop a rezoning plan for the zone that currently serves P.S. 25. Regardless of whether or not a rezoning plan is in place by the 2018-2019 school year, all students residing in the current P.S. 25 zone applying for kindergarten for the 2018-2019 school year will receive an offer consistent with the standard kindergarten admissions process described in Appendix C.

There is sufficient capacity across other elementary schools throughout District 16 to accommodate future students who might have enrolled in P.S. 25. For further information about capacity to accommodate elementary school students across District 16, see Section III.D of this EIS.

A. Rationale for Closure

The NYCDOE has implemented an expanded support and supervision structure that allows for regular engagement and evaluation of schools to ensure that every student in New York City receives a high-quality education and is prepared for college and career. As a result, the NYCDOE has identified schools, including P.S. 25, that have experienced persistently low enrollment and lack of demand by students and families. At P.S. 25, these ongoing challenges have contributed to a loss of per-pupil funding, potentially resulting in fewer academic, extracurricular and athletic opportunities than schools with robust enrollment. Teachers have few opportunities for instructional collaboration with colleagues as they are often the only staff member teaching a particular grade.

P.S. 25 has struggled with declining enrollment and low demand by students and families, despite increasing test scores over the last three years and multiple prior interventions, such as programmatic changes at the school, recruitment and re-branding support, and school re-design.

During the 2014-2015 school year, P.S. 25 served 164 students in grades K-5. In the current 2017-2018 school year, P.S. 25 is serving a total of just 94 students in grades K-5, which represents a 43% decline in enrollment in the past three years.ⁱⁱ Additionally, only 26% of kindergarten applicants ranked P.S. 25 first, well below the district median of 40%, and only 8% of kindergarten students residing in the P.S. 25 zone chose to enroll in P.S. 25 for kindergarten in the 2017-2018 school year.

B. Impact on K025

K025 has the capacity to serve a total of 1,004 students according to the 2016-2017 Enrollment, Capacity and Utilization Report, also known as the Blue Book. The Blue Book can be found online at: https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%20

[016-2017.pdf?sr=b&si=DNNFileManagerPolicy&sig=g7eZjXLOaaZfmXPHd0cFOjryIfBrVwF8D5mf9IFcSpA%3D.](#)

In the current 2017-2018 school year, 261 total students are being served across P.S. 25 and SA Bed Stuy 3, which yields a building utilization rate of 26%.ⁱⁱⁱ More details about space are available in Section III.B and Appendices B and D of this EIS.

If this proposal is approved, in the 2018-2019 school year, SA Bed Stuy 3 is projected to serve 200-240 students. As such, in the 2018-2019 school year, K025 will have a projected building utilization rate of 20-24%. When SA Bed Stuy 3 is at scale in the 2019-2020 school year, K025 will have a projected building utilization rate of 25-30%.

If the closure of P.S. 25 is approved, K025 will be further underutilized, meaning it will have additional capacity to accommodate additional students. If applicable, pursuant to Chancellor's Regulation A-190, the NYCDOE may issue an EIS for the future use of space in K025.

C. Community Engagement

Engagement was conducted in the course of creating this proposal, including:

- Calls were made to families of P.S. 25 on December 18, 2017 to notify them of the proposed closure and community meeting scheduled for December 19, 2017.
- Letters notifying P.S. 25 families of this proposed closure and the December 19, 2017 community meeting were backpacked home with students on December 18, 2017.
- A community meeting was held at P.S. 25 on December 19, 2017 to discuss the proposal and take questions.

The NYCDOE will provide additional public engagement opportunities following this posting, including:

- A Joint Public Hearing to be held at K025, open to the public. Attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D16Proposals@schools.nyc.gov.
- A PEP meeting that is open to the public where attendees can provide comments. At the meeting, PEP members are anticipated to vote on several proposals, including this one.

All comments received at the Joint Public Hearings or through the phone line or email address by 6 p.m. on the day before the PEP meeting will be addressed by the NYCDOE in a Public Comment Analysis.

The Public Comment Analysis is made available to the public after 6 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearings and PEP meeting can be found on the NYCDOE’s website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2017-2018/February282018SchoolProposals>.

II. Proposed or Potential Use of Building K025

As stated above, according to the Blue Book, K025 has a target capacity of 1,004 students. During the current 2017-2018 school year, K025 is serving approximately 261 students across both schools. The enrollment for each school in K025 is as follows:

- P.S. 25 is serving approximately 102 students in grades K-5 and pre-K; and
- SA Bed Stuy 3 is serving approximately 159 students.

This yields a building utilization rate of 26%. The concept of target capacity and the related concept of utilization rate are explained in Appendix B of this EIS.

If this proposal is approved, in 2018-2019, SA Bed Stuy 3 is expected to serve 200-240 students. This will yield a projected building utilization rate of 20-24% in K025 during the 2018-2019 school year. At scale in the 2019-2020 school year, SA Bed Stuy 3 is expected to serve 255-305 students in grades K-4. This will yield a projected building utilization rate of 25-30% in K025 during the 2019-2020 school year.

Table 1 below describes the grades and programs offered in K025 over a three-year period if this proposal is approved.

TABLE 1: GRADES AND PROGRAMS OFFERED IN BUILDING K025 FOR SCHOOL YEARS 2017-2018, 2018-2019, AND 2019-2020

DBN	School Name	2017-2018	2018-2019	2019-2020
16K025	P.S. 25	K-5, Pre-K	N/A	N/A
84K883	SA Bed Stuy 3	K-2	K-3	K-4

Table 2 below shows the current and projected enrollment and utilization rate in K025 over a three-year period if this proposal is approved.

TABLE 2: CURRENT AND PROJECTED ENROLLMENT AND UTILIZATION RATES IN BUILDING K025 FOR SCHOOL YEARS 2017-2018, 2018-2019, AND 2019-2020

DBN	School Name	2017-2018 Enrollment ^{iv}	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
16K025	P.S. 25	102	N/A	N/A
84K883	SA Bed Stuy 3	159	200 - 240	255-305
Total Building Enrollment		261	200 - 240	255-305
Utilization		26%	20 - 24%	25 - 30%

Pursuant to Chancellor’s Regulation A-190, the NYCDOE may issue an EIS for the future use of space in K025, if applicable.

If this proposal is approved, SA Bed Stuy 3 will receive its baseline or adjusted baseline allocation pursuant to the Citywide Instructional Footprint (the Footprint). The Footprint guides space allocation and use in city schools and can be found on the NYCDOE’s website at:

[http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

Additional details about space are available in Section III.B and Appendices B and D of this EIS.

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

A. Impact on Students

If this proposal is approved, P.S. 25 will close at the end of the 2017-2018 school year and will no longer exist as an elementary school option in District 16 beginning in the 2018-2019 school year. All current P.S. 25 students will continue to be served at the school for the remainder of the 2017-2018 school year.

As noted, NYCDOE staff will work individually with current students in grades K-4, as well as current students in grade 5 who do not meet promotional criteria, to offer those students seats in other strong elementary schools in District 16 and a small number of schools outside of District 16. Current pre-K students and current fifth grade students who meet promotional criteria will complete school at P.S. 25 at the end of the 2017-2018 school year and continue on to an elementary or middle school to which they are matched through the kindergarten or middle school admissions processes respectively.

1. IMPACT ON CURRENT STUDENTS ATTENDING P.S. 25

ACADEMIC OFFERINGS:

P.S. 25 will continue to offer all classes to support current students as they work to meet mandated articulation and mandated promotional requirements for the remainder of the 2017-2018 school year. If this proposal is approved, beginning in the 2018-2019 school year, P.S. 25 will no longer offer any academic programming as it will cease to exist as a school option.

P.S. 25 currently serves general education students and students requiring special education services, including:

- Integrated Co-Teaching (ICT);
- Special Class Services (SC);
- Special Education Teacher Support Services (SETSS); and
- Other related services.

Students with disabilities will continue to receive services in accordance with their Individualized Education Program (IEP). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current students enrolled at P.S. 25 will continue to receive all mandated special education services for the duration of the school year if this proposal is approved.

In addition, English Language Learner (ELL) students currently enrolled at P.S. 25 receive English as a New Language (ENL) services. If this proposal is approved, these services will continue to be provided to those students currently attending P.S. 25 and all students will receive their mandated services for the duration of the school year.

If this proposal is approved, current P.S. 25 students who receive special education or ENL services will receive any mandated services at their new schools.

Current students receiving special education or ENL services at P.S. 25 will also receive individualized support from the superintendent's staff and FWC counselors to find a new school aligned to their needs.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at P.S. 25 for the duration of the current school year.

P.S. 25 currently offers the following:^v

- Extra-Curricular Activities and Programs:
 - Math game club;
 - Writer's workshop;
 - Club 25;
 - Juice bar;

- Cool Men Read;
- Diva Darlings Read;
- Science explorers club;
- Chess club;
- Conflict resolution;
- Braiding club;
- STEM club;
- Chorus;
- Student government;
- Drama club;
- Dance and stepping;
- Cheerleading;
- School newspaper;
- Visual arts;
- Computer club;
- CookShop for students and parents;
- Parent lending library;
- Trip club;
- Rising Stars After School;
- Urban Dove Recreational and Homework Help After School Program;
- Music and the Brain Piano Program;
- Drumming club;
- Activity Works;
- Monthly student performance assemblies;
- Dunk the Junk;
- Health and wellness program;
- One-to-one laptop program; and
- Kindle and iPads for students.
- Sports:
 - Basketball; and
 - New York Junior Tennis League.
- Partnerships:
 - 79th Police Precinct;
 - SAPIS program;
 - NYU Dental;
 - Urban Dove;
 - Medgar Evers College Pipeline Initiative;
 - PENCIL;
 - PriceWaterhouse Cooper;
 - Learning Leaders;
 - Gift of Sight;
 - Hip Hop Public Health;
 - Safety City;
 - Shape Up New York;
 - NSA Supermarket;

- Family Center;
- Food Bank NYC;
- Verizon;
- Legal Lives;
- Studio-in-a-School; and
- 3GLP Afterschool Literacy Program.

If this proposal is approved, P.S. 25 will close at the end of the 2017-2018 school year and will no longer offer the above extra-curricular activities, sports, and partnerships. However, current P.S. 25 students will have the opportunity to participate in programs, partnerships, extra-curricular activities and clubs at their new schools, which will be offered based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City schools, which annually modify extra-curricular offerings based on student demand and available resources.

ADMISSIONS:

If the proposed closure is approved, NYCDOE staff will work individually with all current students in grades K-4 as well as current students in grade 5 who do not meet promotional criteria, to identify a strong school option that meets their needs. These families will receive a customized application with elementary school options within District 16 whose performance approaches P.S. 25's and a small number of options outside of District 16 whose performance exceeds that of P.S. 25. Families will be matched to another school for the 2018-2019 school year. The superintendent's office and the FWC counselors will provide individualized enrollment support to help students and families in thinking through the options presented in order to ensure that students choose the right school to continue their education for the 2018-2019 school year and beyond. All students will receive alternative options for enrollment in another school before being discharged from P.S. 25.

Current fifth grade students who meet graduation requirements at the end of the current school year will graduate from P.S. 25 and attend the middle school to which they were matched in the middle school admissions process.

Please see Appendix A for a list of district and charter elementary schools in District 16.

For further information about the elementary school admissions process, visit the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm>.

2. IMPACT ON CURRENT AND FUTURE STUDENTS ATTENDING SA BED STUY 3

ACADEMIC OFFERINGS:

This proposal is not expected to impact current or future enrollment, academic offerings, or extra-curricular programming at SA Bed Stuy 3.

SA Bed Stuy 3 currently serves general education students and students requiring special education services. SA Bed Stuy 3 also serves ELL students. The NYCDOE does not anticipate that this proposal will impact SA Bed Stuy 3's ability to provide mandated services.

EXTRA-CURRICULAR ACTIVITIES AND PROGRAMS, SPORTS AND PARTNERSHIPS:

SA Bed Stuy 3 currently has an extended school day and offers a variety of programs, special initiatives, and extracurricular activities during its regular school day.

The NYCDOE does not anticipate that this proposal will impact SA Bed Stuy 3's ability to continue to offer programming and extra-curricular activities based on student interests, available resources, and staff support for those programs.

ADMISSIONS:

If this proposal is approved, there will be no impact on the manner in which SA admits students. Currently, SA Bed Stuy 3 admits students through a charter lottery application with preference to siblings of current or accepted students, children of Success Academy employees, and to applicants residing in District 16. A weighted preference is also given to English Language Learners. Additional information on Success Academy can be found online: <https://www.successacademies.org/>.

3. IMPACT ON FUTURE ELEMENTARY SCHOOL STUDENTS IN DISTRICT 16

If this proposal is approved, students in District 16 will no longer have the opportunity to enroll in P.S. 25 for elementary school. They will, however, continue to have access to a broad range of elementary school options. This proposal is not expected to otherwise impact the admissions process at other District 16 elementary schools. As described in greater detail in Section III D of this EIS, there will continue to be sufficient kindergarten seats in District 16 to accommodate future students who may have otherwise enrolled in P.S. 25. Please see Appendix A of this EIS for a general list of district and charter schools serving elementary school grades in District 16.

Students who applied to P.S. 25 for kindergarten through the elementary school admissions process for the 2018-2019 school year will have that choice removed from their applications and be matched to another school ranked on their application, where possible. If a student does not match to one of the programs ranked on their application or does not submit an application, they will receive a placement in a school where they are eligible to attend elementary school within their district of residence.

If this proposal is approved, students residing in the current P.S. 25 elementary school zone will no longer have access to their zoned option as of the 2018-2019 school year. The Office of District Planning and the District 16 Community Superintendent are working with Community Educational Council 16 to develop a rezoning plan for the zone that currently serves P.S. 25. Regardless of whether or not a rezoning plan is in place by the 2018-2019 school year, all students residing in the current P.S. 25 zone applying for

kindergarten for the 2018-2019 school year will receive an offer consistent with the standard kindergarten admissions process described in Appendix C.

If this proposal is approved, district schools will continue to give priority to students in accordance with Chancellor's Regulation A-101 and through the elementary school admissions process described in further detail in Appendix B of this EIS, as well as on the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm>.

4. IMPACT ON PRE-K PROGRAM

If this proposal is approved, P.S. 25 will close at the end of the 2017-2018 school year and will no longer exist as a school option. If the closure of P.S. 25 is approved, the associated pre-K program at P.S. 25 will not be offered beginning in the 2018-2019 school year.

Incoming pre-K students can apply to pre-K programs through the centralized pre-K admissions process. Students in District 16 will continue to be offered placement in pre-K programs based on the priorities outlined in Chancellor's Regulation A-101.

The full details of Chancellor's Regulation A-101 can be found on the NYCDOE's website at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Please see Appendix C of this EIS for more information on pre-K admissions.

B. Impact on the Allocation of Space to Schools in Building K025

If this proposal is approved, P.S. 25 will close at the end of the 2017-2018 school year and will no longer exist as a school option. As stated above, the projected enrollment for SA Bed Stuy 3 in 2018-2019 is 200-240 students.

This will yield a projected building utilization rate of 20-24% in K025 during the 2018-2019 school year. Therefore, if this proposal is approved, there will be sufficient instructional and administrative space to accommodate SA Bed Stuy 3 pursuant to the Footprint.

Please see Appendix D of this EIS for more information on the Footprint, which guides space allocation and use in City schools.

The Footprint can also be found on the NYCDOE's website at: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

1. Overview of Space in Building K025

According to a space verification on December 13, 2017 by a representative of the NYCDOE's Office of Space Planning, K025 has a total of:

- 52 full-size rooms (FS)^{vi};

- 3 half-size rooms (HS)^{vii};
- 4 quarter-size rooms (QS)^{viii}; and
- 4.5 full-size equivalent (FSE) rooms of designed administrative space.

The spaces listed below are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The school nurse's office occupies 0.5 FSE rooms of designed administrative space;
- The School-Based Support Team occupies 1 QS; and
- The custodian's office occupies 1 QS.

This means that K025 has 2 QS and 0.5 FSE rooms of designed administrative space that will not be allocated to any specific school.

K025 also has the following shared spaces, which will not be included in the allocation of space for an individual school:

- A gymnasium;
- An auditorium;
- A library; and
- A cafeteria.

Excluding the spaces outlined above, K025 has the following rooms available to be allocated to schools:

- 52 FS;
- 3 HS;
- 2 QS; and
- 4.0 FSE rooms of designed administrative space.

2. Space Allocation for Schools in K025 in the 2017-2018 School Year

SPACE ALLOCATION FOR P.S. 25

In the 2017-2018 school year, P.S. 25's baseline Footprint allocation is:

- 8 FS;
- 3 HS; and
- 2.0 FSE rooms for administrative use.

The NYCDOE has adjusted P.S. 25's baseline Footprint allocation due to a lack of HS suitable for instructional purposes. As such, P.S. 25's adjusted baseline Footprint is:

- 11 FS; and
- 2.0 FSE rooms for administrative use comprised of:
 - 2.0 FSE rooms of designed administrative space.

In the current 2017-2018 school year, P.S. 25 is using a total of:

- 31 FS;

- 2 HS;
- 2 QS; and
- 2.5 FSE rooms of designed administrative space.

Therefore, in the 2017-2018 school year, P.S. 25 is using the following rooms in excess of its adjusted baseline allocation:

- 20 FS;
- 2 HS;
- 2 QS; and
- 0.5 FSE rooms of designed administrative space.

SPACE ALLOCATION FOR SA BED STUY 3

In the 2017-2018 school year, SA Bed Stuy 3's baseline Footprint allocation is:

- 11 FS;
- 2 HS; and
- 2.5 FSE rooms for administrative use.

The NYCDOE has adjusted SA Bed Stuy 3's baseline Footprint allocation due to a lack of HS suitable for instructional purposes. As such, SA Bed Stuy 3's adjusted baseline Footprint is:

- 12 FS;
- 1 HS; and
- 2.5 FSE rooms for administrative use comprised of:
 - 1 FS; and
 - 1.5 FSE rooms of designed administrative space.

In the current 2017-2018 school year, SA Bed Stuy 3 is using a total of:

- 21 FS;
- 1 HS; and
- 1.5 FSE rooms of designed administrative space.

Therefore, in the 2017-2018 school year, SA Bed Stuy 3 is using the following rooms in excess of its baseline allocation:

- 9 FS.

3. Space Allocation for SA Bed Stuy in K025 in the 2018-2019 and 2019-2020 School Years

In the 2018-2019 school year, SA Bed Stuy 3's baseline Footprint allocation will be:

- 15 FS;
- 2 HS; and
- 3.5 FSE rooms for administrative use.

The NYCDOE has adjusted SA Bed Stuy 3's baseline Footprint allocation due to a lack of HS suitable for instructional purposes. As such, SA Bed Stuy 3's adjusted baseline Footprint is:

- 16 FS;
- 1 HS; and
- 3.5 FSE rooms for administrative use comprised of:
 - 2 FS; and
 - 1.5 FSE rooms of designed administrative space.

At scale in the 2019-2020 school year and beyond, SA Bed Stuy 3’s baseline Footprint allocation will be:

- 18 FS;
- 2 HS; and
- 4.0 FSE rooms for administrative use.

The NYCDOE has adjusted SA Bed Stuy 3’s baseline Footprint allocation due to a lack of HS suitable for instructional purposes. As such, SA Bed Stuy 3’s adjusted baseline Footprint in the 2019-2020 school year and beyond is:

- 20 FS; and
- 4.0 FSE rooms for administrative use comprised of:
 - 2 FS;
 - 1 HS; and
 - 1.5 FSE rooms of designed administrative space.

Table 3 below shows the total FS rooms to be allocated in K025 per each school’s baseline or adjusted baseline Footprint allocations described above, including any FS allocated for administrative space.

TABLE 3: TOTAL FULL-SIZE ROOM ALLOCATIONS IN K025 FOR SCHOOL YEARS 2017-2018, 2018-2019, 2019-2020

	2017-2018	2018-2019	2019-2020
P.S. 25 (16K025)	11	-	-
SA Bed Stuy 3 (84K833)	13	18	22
Total FS baseline or adjusted baseline allocated to schools	24	18	22
Total FS to be allocated in K025	52	52	52
FS available in excess of baseline or adjusted baseline Footprint	28	34	30

Therefore, K025 has enough space to accommodate SA Bed Stuy 3’s baseline Footprint allocation to serve grades K-4.

If this proposal is approved, K025 will then be under-utilized, meaning it will have more capacity to accommodate additional students. Pursuant to Chancellor’s Regulation A-190, the NYCDOE may issue an EIS for the future use of space in K025, if applicable.

C. Building Safety and Security

NYCDOE will work with all district and charter schools to develop safety and security plans prior to the first day of school in the 2018-2019 school year. The NYCDOE makes the following safety and security supports available to schools:

- Providing the Best Practice Standards for Creating and Sustaining a Safe and Supportive School as a resource guide;
- Technical assistance via the Borough Safety Directors when incidents occur; and
- Professional development and kits for Building Response Teams.

D. Impact on the Community

P.S. 25 has experienced consistent decline in enrollment and low demand by students and families. These issues negatively impact the school's ability to serve students and provide robust programming and resources. The NYCDOE strives to ensure that all families have access to high-quality school options that meet their children's needs. The declining student enrollment at P.S. 25 over the past several years indicates that there is a need to provide stronger options for future and current students in the P.S. 25 community.

Students currently attending P.S. 25 who are continuing in elementary school will have the opportunity to attend other elementary schools beginning in the 2018-2019 school year. If the proposed closure of P.S. 25 is approved, all students continuing in elementary school will receive individualized enrollment support from the superintendent's staff and FWC counselors to find a seat at another elementary school for the 2018-2019 school year that is aligned to his or her needs. This will include an application process through which students will be offered options of other elementary schools from which to choose. All students will receive alternative options for enrollment in another school before being discharged from P.S. 25.

If this proposal is approved, there is sufficient capacity in elementary schools throughout District 16 to accommodate future students who would have otherwise enrolled in P.S. 25. District 16 district schools currently have the capacity to serve approximately 6,500 students in grades K-5 while only 3,110 such students are currently enrolled in 2017-2018. This proposal is expected to help reduce the excess of over 3,400 elementary school seats in District 16 and support enrollment at other elementary schools across the district that will enroll future students who may have otherwise attended elementary school at P.S. 25. If the closure of P.S. 25 is approved, District 16 district elementary schools will have the capacity to serve approximately 5,950 students in grades K-5 and will have an excess of about 2,850 elementary school seats.

There are also approximately 3,052 elementary school students being served in eight charter schools in District 16. Students in District 16 can also apply to these schools. More information can be found on the DOE website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

If this proposal is approved, the closure of P.S. 25 may have a small impact on future enrollment at other district and charter schools serving elementary school grades. In particular, enrollment at the schools

listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on any one school in particular.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K025. This proposal is not expected to impact the accessibility of K025, which is not accessible, for individuals with disabilities.

IV. Enrollment, Admissions, and School Performance Information

A. P.S. 25

1. ADMISSIONS DATA

TABLE 4: CURRENT AND FUTURE ADMISSIONS METHOD: P.S. 25

Current admissions	Pre-K: Standard universal pre-K admissions process K-5: Zoned
Admissions if this proposal is approved	Pre-K: N/A K-5: N/A

2. ENROLLMENT DATA^{ix}

TABLE 5: P.S. 25 CURRENT AND PROJECTED ENROLLMENT BY GRADE OVER SCHOOL YEARS 2017-2018, 2018-2019, AND 2019-2020

School Year	Pre-K	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2017-2018	8	13	16	14	19	11	21	102
2018-2019	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

3. DEMOGRAPHIC DATA^x

TABLE 6: P.S. 25 DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	26%
English Language Learners	7%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration benefits	98%

4. SCHOOL PERFORMANCE DATA

TABLE 7: P.S. 25 SCHOOL QUALITY INDICATORS FROM SCHOOL YEARS 2014-2015, 2015-2016 AND 2016-2017

School Quality Indicators ^{xi}	2014-2015	2015-2016	2016-17
1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards	N/A	Proficient	N/A
1.2 Research-based, effective instruction that yields high quality student work	N/A	Proficient	N/A
1.3 Aligned resource use to support instructional goals that meet students' needs	N/A	N/A	N/A
1.4 Structures for a positive learning environment, inclusive culture, and student success	N/A	N/A	N/A
2.2 Curricula-aligned assessment practices that inform instruction	N/A	Proficient	N/A
3.1 School level theory of action and goals shared by the school community	N/A	N/A	N/A
3.4 A culture of learning that communicates and supports high expectations	N/A	Proficient	N/A
4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes	N/A	N/A	N/A
4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice	N/A	Proficient	N/A
5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards	N/A	N/A	N/A

TABLE 8: P.S. 25 PERFORMANCE DATA AND ATTENDANCE RATES FROM SCHOOL YEARS 2014-2015, 2015-2016 AND 2016-2017

Performance Data and Attendance Rates ^{xii}	2014-2015	2015-2016	2016-2017
Percentage of students proficient in English Language Arts ^{xiii}	12%	29%	50%
Percentage of students proficient in math ^{xiv}	22%	32%	53%
Attendance Rate	91%	91%	89%

The New York State Education Department, referred to as SED, assigns an accountability status to each district school. Current school accountability designations assigned by SED, Good Standing, Local Assistance Plan, Focus, or Priority, are consistent with New York State’s approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver. The 2017-2018 State Accountability Status of P.S. 25 is in Good Standing. For more information about accountability status, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

B. SA Bed Stuy 3

1. ADMISSIONS METHOD

TABLE 9: CURRENT AND FUTURE ADMISSIONS METHOD: SA BED STUY 3

Current admissions	Grades K-5: Charter Lottery
Admissions if this proposal is approved	Grades K-5: Charter Lottery

2. ENROLLMENT DATA^{xv}

TABLE 10: SA BED STUY 3 CURRENT AND PROJECTED ENROLLMENT BY GRADE FOR THE 2017-2018, 2018-2019, AND 2019-2020 SCHOOL YEARS

School Year	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2017-2018	43	70	46	N/A	N/A	159
2018-2019	55-65	40-50	65-75	40-50	N/A	200-240
2019-2020	55-65	55-65	40-50	65-75	40-50	255-305

3. DEMOGRAPHIC DATA^{xvi}

TABLE 11: SA BED STUY 3 DEMOGRAPHIC DATA

Students with Disabilities (any student receiving an IEP)	15%
English Language Learners	4%
Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	44%

4. SCHOOL PERFORMANCE DATA

TABLE 12: SA BED STUY 3 SCHOOL QUALITY INDICATORS FROM SCHOOL YEARS 2014-2015, 2015-2016 AND 2016-2017

School Quality Indicators ^{xvii}	2014-2015	2015-2016	2016-17
1.1 Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards	N/A	N/A	N/A
1.2 Research-based, effective instruction that yields high quality student work	N/A	N/A	N/A
1.3 Aligned resource use to support instructional goals that meet students' needs	N/A	N/A	N/A
1.4 Structures for a positive learning environment, inclusive culture, and student success	N/A	N/A	N/A
2.2 Curricula-aligned assessment practices that inform instruction	N/A	N/A	N/A
3.1 School level theory of action and goals shared by the school community	N/A	N/A	N/A
3.4 A culture of learning that communicates and supports high expectations	N/A	N/A	N/A
4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes	N/A	N/A	N/A
4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice	N/A	N/A	N/A
5.1 Regularly evaluate school level decisions with a focus on the Common Core Learning Standards	N/A	N/A	N/A

TABLE 13: SA BED STUY 3 PERFORMANCE DATA AND ATTENDANCES RATES FROM SCHOOL YEARS 2014-2015, 2015-2016 AND 2016-2017

Performance Data and Attendance Rates ^{xviii}	2014-2015	2015-2016	2016-2017
Percentage of students proficient in English Language Arts	N/A	N/A	N/A
Percentage of students proficient in math	N/A	N/A	N/A
Attendance Rate ^{xix}	N/A	N/A	N/A

The 2017-2018 State Accountability Status of SA Bed Stuy 3 is Good Standing.

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, once the closure is implemented, the NYCDOE will cease to allocate funds to P.S. 25 and will repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if the teachers and other school staff from P.S. 25, in excess are unsuccessful in finding or being placed in other employment opportunities in the department. Eligible staff members would be placed in the Absent Teacher Reserve (ATR) pool, in accordance with existing labor contracts. The ATR pool is described further below.

If this proposal is approved, P.S. 25 will no longer exist as a distinct school option as of the 2018-2019 school year.

This proposal is not expected to impact costs of instruction or the operating budgets for SA Bed Stuy 3.

VI. Other Impacts

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at P.S. 25 will be excessed after the closure.^{xx} All excessing would be conducted in accordance with existing labor contracts.

All excessed teachers will be eligible to apply for other City positions and any teachers who do not find a position would be placed in the ATR pool meaning that they will continue to earn their salary while serving as teachers in other City schools.

Students who would otherwise have enrolled in P.S. 25 would instead be enrolled in other elementary schools. Therefore, it is possible those schools might need to hire additional staff. Consequently, this proposal may not result in an overall loss of teaching positions within the citywide system.

This proposal is not expected to impact personnel needs for SA Bed Stuy 3.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to P.S. 25 would be excessed when the school is closed. Again, all excessing would take place in accordance with existing labor contracts.

This proposal is not expected to impact the administration at SA Bed Stuy 3.

C. Transportation

If this proposal is approved, transportation for students at P.S. 25 would continue to be provided for the remainder of the 2017-2018 school year according to Chancellor's Regulation A-801, available at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

This proposal is not expected to affect transportation practices at SA Bed Stuy 3 for the 2017-2018 school year or in future school years.

D. Other Support Services

The provision of certain support services is described above. P.S. 25 would continue to receive other support services, consistent with citywide policy, for the remainder of the current school year, if this proposal is approved.

This proposal is not expected to impact support services for SA Bed Stuy 3.

VII. Building Information

Building	K025
Type of Building	PS
Year Built	1942
Overall BCAS rating	2.47
2016-2017 Blue Book Target Building Utilization	23%
2016-2017 Blue Book Target Building Capacity	1,004
FY 2016 Maintenance Costs- Labor	\$22,197
FY 2016 Maintenance Costs- Materials	\$31,073
FY 2016 Maintenance Costs- Maintenance, repair, and service contracts	\$26,082
FY 2016 Maintenance Costs- Custodial operations costs—Materials	\$22,695
FY 2016 Maintenance Costs- Custodial operations costs—Custodial Allocation	\$350,773
FY 2017 Energy Costs- Electric	\$91,020
FY 2017 Energy Costs- Gas	\$61,702
FY 2017 Energy Costs- Oil	N/A
Projects completed during the current or prior school year	SECURITY:INTRUSION ALARM
Projects proposed in the capital plan	ROOFS/PARAPETS/EXTERIOR MASONRY/EXT DOORS CAPITAL TASK FORCE ROOM CONVERSION CLASSROOM CONNECTIVITY LEAD PAINT ABATEMENT
Accessibility of the building	No Accessibility
Building attributes	TEACHER'S ROOM, MUSIC ROOM, NURSE/MEDICAL SUITE, COMPUTER LAB, SCIENCE LAB LIBRARY, MULTI-PURPOSE CLASSROOM,AUDITORIUM GYMNASIUM

Appendix A: District 16 Elementary School Options

All students will receive alternative options for enrollment before being discharged from P.S. 25. Please see the tables below for a list of district and charter schools serving elementary school grades in District 16.

TABLE 14: ALL DISTRICT SCHOOLS CURRENTLY SERVING GRADES K-5 IN DISTRICT 16

DBN	School Name	Address	Grade Span 2017-2018	Grade Span at Scale	Admissions Method	2017-2018 Enrollment ^{xxi}	2016-2017 School Capacity ^{xxii}	2017-2018 School Utilization
16K005	P.S. 005 Dr. Ronald McNair	820 Hancock Street	K-5	K-5	K: Zoned School	186	558	33%
16K021	P.S. 021 Crispus Attucks	180 Chauncey Street	K-5	K-5	K: Zoned School	523	769	68%
16K026	P.S. 026 Jesse Owens	1014 Lafayette Avenue	K-5	K-5	K: Zoned School	209	435	48%
16K028	P.S. 028 The Warren Prep Academy	1001 Herkimer Street	K-5	K-5	K: Zoned School	129	317	41%
16K040	P.S. 040 George W. Carver	265 Ralph Avenue	K-5	K-5	K: Zoned School	283	605	47%
16K081	P.S. 081 Thaddeus Stevens	990 Dekalb Avenue	K-5	K-5	K: Zoned School	269	650	41%
16K243	P.S. 243K- The Weeksville School	1580 Dean Street	K-5	K-5	K: Zoned School	206	481	43%
16K262	P.S. 262 El Hajj Malik El Shabazz Elementary School	500 Macon Street	K-5	K-5	K: Zoned School, MS: Unscreened	161	612	26%
16K308	P.S. 308 Clara Cardwell	616 Quincy Street	K-8	K-8	K: Zoned School, MS: Unscreened	260	726	36%
16K309	P.S. 309 The George E. Wibecan Preparatory Academy	794 Monroe Street	K-5	K-5	K: Zoned School	180	409	44%
16K335	P.S. 335 Granville T. Woods	130 Rochester Avenue	K-5	K-5	K: Zoned School	229	614	37%

16K627	Brighter Choice Community School	280 Hart Street	K-5	K-5	K: Zoned School	270	531	51%
16K628	Brooklyn Brownstone School	272 Macdonough Street	K-5	K-5	K: Non-Zoned School	231	233	99%

TABLE 15: ALL CHARTER SCHOOLS CURRENTLY SERVING GRADES K-5 IN DISTRICT 16

DBN	School Name	Address	Grade Span 2017-2018	Grade Span at Scale	Admissions Method	2017-2018 Enrollment	2016-2017 School Capacity	2017-2018 School Utilization ^{xxiii}
84K406	Teaching Firms of America-Professional Preparatory Charter School	616 Quincy Street	K-7	K-8	Lottery	498	N/A	N/A
84K593	Excellence Boys Charter School	239 Patchen Avenue	K-8	K-8	Lottery	808	N/A	N/A
84K648	Bedford Stuyvesant Collegiate Charter School	800 Gates Avenue	5-8	5-12	Lottery	357	420	85%
84K649	La Cima Charter School	800 Gates Avenue	K-5	K-5	Lottery	398	377	106%
84K712	Excellence Girls Charter School	794 Monroe Street	K-12	K-12	Lottery	1475	N/A	N/A
84K731	Brooklyn Excelsior Charter School	856 Quincy Street	K-8	K-8	Lottery	638	N/A	N/A
84K782	Bedford Stuyvesant New Beginnings Charter School	82 Lewis Avenue	K-8	K-8	Lottery	678	N/A	N/A
84K883	Success Academy Charter School - Bed-Stuy 3	787 Lafayette Avenue	K-2	K-4	Lottery	159	422	38%

Appendix B: Target Capacity and Utilization

As described in more detail in the Blue Book, 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 following components:

- The scheduled use of individual rooms as reported by principals during an annual facilities survey;
- The NYCDOE's goals for maximum classroom capacities, which are lower than the United Federation of Teachers 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 2016-2017. The NYCDOE's projected utilization rates for the 2017-2018 school year and beyond are based on those figures. Thus, projected utilization rates for 2017-2018 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by a principal from year to year to better accommodate students' needs.

For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools, administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as 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 NYCDOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

The Blue Book can be found online at:

https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202016-2017.pdf?sr=b&si=DNNFileManagerPolicy&sig=g7eZjXLOaaZfmXPHd0cFOjryIfBrVwF8D5mf9IFcSpA%3D

Appendix C: School Admissions

Elementary School Admissions

There are three types of NYCDOE elementary schools:

- Zoned schools;
- Non-zoned schools; and
- Choice schools.

Most New York City students have a zoned school. This means they live in an area zoned for a specific school and have priority to attend it. The zoned school is the school where students are most likely to go to elementary school.

A student's zoned school is determined by the home address, in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found on the NYCDOE's website at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>. Zoned schools must serve all students residing in their zone, pending seat availability.

There are three districts in New York City that have no zoned schools: Districts 1, 7, and 23. All of the schools in these districts are called choice schools, and students living in these districts have priority to attend all schools in the district.

Admissions priorities are used to make students offers. Students are assigned an admissions priority group based on certain criteria, such as whether the student is zoned or has an older sibling in the school. Offers are made in order of priority group, starting from the group with the highest priority to attend the school to the lowest.

For 3-K, pre-K, and kindergarten, if there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group, and the remainder will be placed on a waitlist.

Kindergarten offers are made to zoned schools in this priority group order, in accordance with Chancellor's Regulation A-101:

- a. Students who live in the zone, with a verified sibling; and
- b. Students who live in the zone, without a verified sibling.

If space allows, student living outside the zoned may also be admission, in the following order:

- c. Students who live in the district, with a verified sibling;
- d. Students who live outside the district, with a verified sibling;
- e. Students who live in the district and are currently enrolled at the school for pre-K;
- f. Students who live outside the district and are currently enrolled at the school for pre-K;
- g. Students who live in the district, other than those in Priority Groups c and e; and
- h. Students who live outside the district, other than those in Priority Groups d and f.

Pre-K offers are made to zoned schools in this priority group order, in accordance with Chancellor's Regulation A-101:

- a. Students who live in the zone, with a verified sibling;
- b. Students who live in the zone, without a verified sibling;
- c. Students who live in the district, with a verified sibling;
- d. Students who live outside the district, with a verified sibling;
- e. Students who live in the district, other than those in Priority Group c; and
- f. Students who live outside the district, other than those in Priority Group d.

Non-zoned schools do not have a zone. Students throughout the district or borough can attend them. Most non-zoned schools give priority to students who have older siblings attending, who are current pre-K students, or who live in the district.

Kindergarten offers are made to non-zoned schools in this priority group order, in accordance with Chancellor's Regulation A-101:

- a. Students who live in the district, with a verified sibling;
- b. Students who live outside the district, with a verified sibling;
- c. Students who live in the district and are currently enrolled at the school for pre-K;
- d. Students who live outside the district and are currently enrolled at the school for pre-K;
- e. Students who live in the district, other than those in Priority Groups a and c; and
- f. Students who live outside the district, other than those in Priority Groups b and d.

Pre-K offers are made to non-zoned schools in this priority group order, in accordance with Chancellor's Regulation A-101:

- a. Students who live in the district, with a verified sibling;
- b. Students who live outside the district, with a verified sibling;
- c. Students who live in the district, other than those in Priority Group a; and
- d. Students who live outside the district, other than those in Priority Group b.

A sibling is defined as a brother or sister—including half-brothers, half-sisters, stepbrothers, stepsisters, foster brothers, and foster sisters—of the applicant, who lives in the same household, and is currently pre-registered or enrolled at that school in grades K-5, and will be enrolled at that school in grades K-5 in September 2018. This includes students enrolled in co-located District 75 programs in the same school building. Schools offer a priority to applicants with verified siblings in the school.

In some cases, dependent upon the timing of the approval of a rezoning plan, a student's zoned school may change during the application period. In such cases, applicants with siblings already enrolled at the previous zoned school will continue to have zoned priority to the original zoned school.

All elementary schools are expected to welcome and serve students with disabilities in accordance with their IEP or 504 Accommodation Plan. Elementary school students with IEPs are admitted to schools in the same manner as general education students.

The NYCDOE is committed to ensuring students with disabilities have access to quality education and, to the extent appropriate, instruction alongside their general education peers. For more information on

special education in New York City, visit the NYCDOE's website at:
<http://schools.nyc.gov/Academics/SpecialEducation/default.htm>.

In accordance with NYCDOE policy, ELLs are also admitted to elementary schools in the same manner as their peers who are English proficient. All schools serve ELLs and will meet each child's needs, providing at minimum ENL.

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found on the NYCDOE's website at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly.

General information about the middle school admissions process can be found on the NYCDOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2018-2019 school year is December 1, 2017. Additionally, new middle schools designated to open throughout the city for the 2018-2019 school year will be available for students to consider in early 2018. Eligible students will have the opportunity to submit a new schools application in at that time. Information about middle school application deadlines is available on the NYCDOE's website at:
<http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with NYCDOE 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 receive appropriate services in accordance with NYCDOE policy.

Over-the-Counter (OTC) Placements

OTC placement, is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a 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; or
- Left the New York City school system and have returned; or

- Are seeking transfers, based on the guidelines outlined in Chancellor’s Regulation A-101; or
- Did not participate in the Middle School or High School Admissions Processes for some other reason.

When student eligible for middle or high 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 requiring an OTC middle school placement are eligible to attend middle school based on their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student’s needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

If the NYCDOE’s Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Appendix D: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels it serves and number of classes per grade it offers. For existing schools, the Footprint is applied to the current number of classes and class size a school is programming. It is confirmed by a walk-through of the building conducted by a representative from the NYCDOE's Office of Space Planning and a school representative.

For elementary schools serving students in grades K-5 and for all pre-K programs, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each Special Class section served by the school. In addition to these rooms, schools serving grades K-5 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 or music instruction.

For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

IX. Endnotes:

ⁱ The approved proposal to co-located SA Bed Stuy 3 in K025 is available on the NYCDOE's website at: http://schools.nyc.gov/NR/rdonlyres/D9619074-60BF-4445-9534-C2E62C24B858/190819/AmendedEIS_SuccessatK025_vfinal.pdf.

ⁱⁱ 2014 Audited Register as of October 31, 2014 and 2017 Unaudited Register as of October 31, 2017

ⁱⁱⁱ All references to building utilization rates in 2017-2018 and beyond are based on target capacity data from the 2016-2017 Blue Book, 2017-2018 Unaudited Register as of October 31, 2017 for district schools, and 2017-2018 charter headcount as of October 2, 2017 for charter schools. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at: https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Utilization_Reports/Blue%20Book%202016-2017.pdf?sr=b&si=DNNFileManagerPolicy&sig=g7eZjXLOaaZfmXPHd0cFOjryIfBrVwF8D5mf9IFcSpA%3D

^{iv} 2017-2018 Unaudited Register as of October 31, 2017 for district schools and charter headcount as of October 2, 2017 for charters. Projected enrollment is based on 2017-2018 enrollment.

^v Information from previous K025 EIS available at: http://schools.nyc.gov/NR/rdonlyres/D9619074-60BF-4445-9534-C2E62C24B858/190819/AmendedEIS_SuccessatK025_vfinal.pdf.

^{vi} Full-size classrooms have an area of 500 square feet or more.

^{vii} Half-size classrooms have an area of 240 square feet or more, but less than 500 square feet.

^{viii} Quarter-size rooms have an area of less than 240 square feet.

^{ix} 2017-2018 Unaudited Register as of October 31, 2017.

^x Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available on the NYCDOE's website at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

^{xi} The 2016-2017 Quality Review Report formally reports on these ten Quality Indicators. Quality Indicators 1.3, 1.4, 3.1, 4.1, and 5.1 were not formally assessed in 2014-2015 and 2015-2016. Full descriptions of the Quality Indicators can be found in the 2017-2018 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/CEEBC665-7545-469E-A43E->

[4FF15608C152/0/QualityReviewRubric_1718.docx](#). Not all schools receive Quality Reviews every year. 16K025 did not have a Quality Review for the 2014-2015 and 2016-2017 school years.

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

^{xiii} Proficiency rates are the percentage of students receiving a score of 3 or 4 out of 4 on the New York State English-Language Arts examination. From the official NY state ELA test results, available at [http://schools.nyc.gov/documents/rpsg/School%20ELA%20Results%202013-2017%20\(Public\).xlsx](http://schools.nyc.gov/documents/rpsg/School%20ELA%20Results%202013-2017%20(Public).xlsx).

^{xiv} Proficiency rates are the percentage of students receiving a score of 3 or 4 out of 4 on the New York State Math examination and includes the equivalent proficiency of students in 7th and 8th grade who took the Algebra Regents exam instead of taking the State math assessment. From the official NY state math test results with Math Regents included, available at [http://schools.nyc.gov/documents/rpsg/School%20Math%20Results%202013-2017%20\(Public\).xlsx](http://schools.nyc.gov/documents/rpsg/School%20Math%20Results%202013-2017%20(Public).xlsx).

^{xv} 2017-2018 charter headcount as of October 2, 2017. Projected enrollment is based on 2017-2018 enrollment.

^{xvi} Based on the 2016-2017 Audited Register as of October 31, 2016, as reported in the citywide Demographic Snapshot, which is available on the NYCDOE's website at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

^{xvii} Charter schools do not receive Quality Reviews; they are monitored and evaluated by authorizers, who produce reports. 84K883 is authorized by SUNY. The authorizer's report can be found on the authorizer's website at: <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

^{xviii} Performance data is not available for SA Bed Stuy 3 because it currently serves only grades K-2.

^{xix} The NYCDOE does not have attendance data for SA Bed Stuy 3 because not all charter schools report attendance to the NYCDOE.

^{xx} Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

^{xxi} 2017-18 Unaudited Register as of October 31, 2017. It reflects the enrollment for all grades served by the school.

^{xxii} School capacity is from the 2016-2017 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

^{xxiii} Schools with capacity and utilization marked N/A are either served in private space or are phasing in and therefore capacity and utilization are not available.